

The Relationship Between Learning Outcomes in Social Studies Subjects and Student Learning Motivation

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ABSTRACT

Teachers need to use learning outcomes as a comprehensive assessment system as part of the teaching and learning process. The purpose of the study is to determine whether a student's motivation to learn and their performance in social studies classes are correlated. Correlational methods are employed in this quantitative study. Twenty-four students participated in this study. In order to gather information for this study, researchers employed documents and questionnaires. The information was then statistically and descriptively analysed. Analytical prerequisite tests, such as regression linearity and data normalcy tests. One type of hypothesis test is the product moment correlation test. The study's findings indicate a meaningful relationship between students' motivation to learn and their performance on learning objectives in social studies classes. Using a correlation value of 0.754 and a learning outcome classification value of 41.67%, and a student learning motivation qualification value of 62.5%, this research shows a relevant correlation between student learning outcomes in social studies lessons and student learning motivation.

Keywords: Academic Achievement, Student Motivation, Social Studies Education

1. Introduction

Education is a conscious and planned effort to create an environment and learning process in which students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble morals, and the skills necessary for themselves, society, the nation, and the state. To achieve this goal, there must be alignment between learning motivation and national education goals. The most important aspect relates to students' desire to learn (Giawa, 2022). Learning is an activity with instructional values. The way teachers and students interact is influenced by these values. Involvement in educational activities is considered beneficial because it helps achieve specific goals before starting learning, while maintaining students' optimism about comprehensively understanding and comprehending the subject matter. Thus, good learning interactions result from good classroom management (Kartiani, 2015).

The teacher evaluation process is related to educational achievement, and this process must be recognized and integrated as a crucial component of learning activities to support initiatives aimed at improving the overall quality of education. Assessments tailored to students' positions and circumstances are considered a positive form of teacher evaluation (Afryansih, 2017). Some learning objectives are transformed into abilities, such as cognitive, affective, and psychomotor. Thinking ability is part of knowledge potential and involves maintaining a positive attitude towards student behavior. Meanwhile, competence is a student's ability to use their knowledge after completing their studies (Priyanto et al., 2020).

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Generally, students lack motivation to learn during learning. This can be said to be a lack of enthusiasm for learning. Schools develop intelligent and knowledgeable individuals. One of the functions of schools is to encourage students to learn to obtain a national education (Bunyamin & Faujiah, 2014). One measure of quality learning is students achieving optimal learning outcomes, including cognitive, affective, and psychomotor learning outcomes. The teaching and learning process significantly influences student learning outcomes. Many standards influence the effectiveness of the learning process (Dhiu, 2017). Learning outcomes are defined as changes in behavior for the better or the possibility of behavioral changes due to experience or repeated practice (Fatimaturrahmi & Arif, 2018).

To improve student learning outcomes in social studies, teachers must prepare materials for social studies teaching and learning activities well so that they are meaningful and students feel engaged; teachers must create an engaging learning environment; and teachers must be resilient, able to resist complaining or becoming bored in motivating students that social studies is more difficult than they imagine. They must also persistently provide students with accurate information about how to make social studies easier (Hendrik et al., 2021). If students' perceptions are positive, their motivation to learn will increase. The risk is that learning outcomes can be affected (Satria & Kusumah, 2019).

Motivation/enthusiasm for learning can help students learn more. Each student's ability to accept instructions varies throughout the teaching and learning process. While some students have a strong desire to learn, demonstrated by their enthusiasm for active class participation, others lack enthusiasm and complain when teachers assign assignments (Mismiati, 2017). Learning motivation is a crucial part of the teaching and learning process and can positively contribute to student learning outcomes. Student motivation is crucial to the teaching and learning process because it motivates them to work hard to achieve optimal learning outcomes. Students with sufficient intelligence cannot fail because high motivation allows them to participate in learning activities (Ellya Novera, Daharnis, Yeni Erita, 2021).

If students are motivated, they can change the way they act or do things based on their own desires. Students have six indicators that indicate their desire to learn. The first is the ability to succeed; the second is the desire to learn; the third is their determination and hope; the fourth is recognition for their activities; and the fifth is a pleasant learning environment (Pratama & Ghofur, 2021). Students have better learning outcomes because of learning motivation, which is a collection of internal and external processes that increase a person's enthusiasm and tenacity to complete a specific task (Ahmad et al., 2018). Fifth-grade students at Nganganaumala 1 Elementary School are not actively involved in social studies learning. Therefore, because learning is central to the teaching and learning process and develops skills, students should be guided to understand the material presented by the teacher until they can understand it correctly. However, effective learning requires active student participation. In the social studies learning process, students should be encouraged to ask questions to the teacher if they do not understand what they are learning.

2. Methods

The purpose of this correlational study is to determine the closeness of the correlation between variable X and variable Y. A quantitative descriptive approach was used in this study, which uses numbers to conduct this study (Putri & Dewiati Pelipa, 2015). This study was chosen because there is a strong correlation between variables X and Y, indicating that students with high motivation have good learning outcomes (Palittin et al., 2019). Conversely, the researcher's goal was to

study the correlation between learning motivation and learning outcomes, so that they could ultimately change students' conditions (Ayu Safitri, Hasmunir, 2017).

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This study was conducted at Nganganaumala 1 Public Elementary School, where the population consisted of 24 fifth-grade students, and the sample consisted of 24 students. Because the population was only 24, the researcher used a purposive sampling method to determine sample saturation. Data collection in this study used questionnaires and documentation (Anggi, 2017). Using student learning outcome data and a student learning motivation questionnaire, the validity and reliability of the 32 research instruments were assessed. The data analysis tool used was the product-moment correlation test (Saputra and Yanuarita, 2017). A significant relationship is the result. A positive correlation value means a positive relationship, and variable X increases when variable Y increases, and vice versa when variable X decreases. This is especially true if the significance value is less than 0.05 (Neri Pratiwi, Amrazi Zakso, 2017).

3. Findings and Discussions

This correlational study investigates how the learning outcomes of fifth-grade students at SD Negeri 1 Nganganaumala correlate with their motivation to learn. The study used a product-moment correlation test and involved 24 respondents. SPSS 15 was used to analyze the data. The data distribution was normal using the Normality Test, and the correlation between variables X and Y had to be significantly linear.

3.1 Social Studies Learning Outcomes for Class V of SD Negeri 1

Nganganaumala

The teacher assessment system is based on learning outcomes. This must be understood and implemented as a crucial aspect of the teaching and learning process. Learning outcomes are grouped into three groups: first, the cognitive domain, which encompasses intellectual learning outcomes. Cognition consists of six components: knowledge, understanding, application, analysis, synthesis, and assessment. Second, the affective domain encompasses attitudes and values that recognize, respond or react, weigh, categorize, and possess characteristics consistent with values or value complexes. Third, the psychomotor domain is the domain of abilities, including motor skills, object engineering, and neuromuscular coordination.

To serve as a tool for enhancing learning and enhancing students' learning experiences, teacher evaluation must be carefully designed, organized, and

maintained. Student assessment tailored to students' needs and situations is an example of good assessment. Therefore, assessment is used by teachers as a means to enhance the learning process and enable students to achieve their best. To enable students to implement the above effectively, researchers conducted formative and summative evaluations and administered questionnaires on social studies learning outcomes and student desire to learn.

Table 1. Classification of Learning Outcome Data

Interval Koefisien	Frekuensi	Presentase	Kategori
0.00 – 0,19	-	-	Sangat Rendah
0.20 – 0.39	1	4,17%	Rendah
0.40 – 0.59	9	37,5%	Sedang
0.60 – 0.79	1	41,67%	Tinggi
0.80 – 1.00	4	16,67%	Sangat Tinggi
	2	100%	

Source: (Budiwibowo, 2016)

Based on these statistics, student learning outcomes are classified as high. The lowest category was 1 student (4.17%), the moderate category was 9 students (37.5%), the high category was 10 students (41.67%), and the very high category was 4 students (16.67%). Learning outcomes depend on students' self-esteem and problem-solving skills, not just their learning abilities.

3.2 Student Learning Motivation for Class V of SD Negeri 1 Nganganaumala

One factor influencing learning success is student motivation. If this positive motivation meets educational needs, it can serve as a tool to inspire student learning. Students with strong motivation usually achieve outstanding academic results. This study investigated how students' internal characteristics, such as motivation to learn, impact their educational achievement. There is a clear relationship between the two and the achievement of learning goals. Therefore, the researchers used a questionnaire to elicit students' motivation to learn during the social studies teaching and learning process. To obtain the results, they then utilized the remaining data; this formed the topic of assessing students' motivational perspectives. The results of the study regarding student motivation are as follows:

Table 2. Grouping Student Learning Motivation Data

Interval Koefisien	Frekuensi	Presentase	Kategori
0.00 – 0,19	-	-	Sangat Rendah
0.20 – 0.39	3	12,5%	Rendah
0.40 – 0.59	4	16,67%	Sedang
0.60 – 0.79	15	62,5%	Tinggi
0.80 – 1.00	2	8,34%	Sangat Tinggi
	24	100%	

Source: (Budiwibowo, 2016)

Based on the table above, there are 3 students in the low category (12.5%), 4 students in the medium category (16.67%), 15 students in the high category (62.5%), and 2 students in the very high category (8.34%). This is based on the results of a descriptive analysis of the student learning motivation questionnaire scores from 25 students. This means that by paying attention to social studies classes, independent study, and group work, students gain motivation to learn.

Most new behavioral patterns emerge permanently and automatically, when the scientific process slows down or stops. According to the descriptive analysis, students with a high category level have the most common learning motivation.

3.3 The Relationship between Social Studies Learning Outcomes and Student Learning Motivation

Students' learning outcomes are influenced by their motivation, and having the motivation to achieve desired outcomes is essential. Having an appropriate learning style will help students achieve better results and improve their learning efficiency. Students who are unmotivated to learn are more likely to under-comprehend texts, avoid assignments, and study poorly. Learning motivation is a crucial component that influences student learning outcomes; therefore, students with high learning motivation will achieve better learning outcomes, while students with low learning motivation will achieve lower learning outcomes. To achieve optimal learning outcomes, it is crucial to instill a strong learning motivation in oneself. The following data was obtained from hypothesis testing using Product Moment Correlation:

Table 3. Hypothesis Test Results (Correlations)

		Motivasi Belajar	Hasil Belajar
Motivasi Belajar	Pearson	1	.754**
	Correlation		.000
	Sig. (1-tailed)	24	24
Hasil Belajar	Pearson	.754**	1
	Correlation	.000	
	Sig. (1-tailed)	24	24

** . Correlation is significant at the 0.01 level (1-tailed).

A study conducted on 24 fifth-grade students of SD Negeri 1 Nganganaumala found a correlation coefficient of 0.754 with a significance level of 0.000 less than 0.05 indicating a relationship between student learning motivation and social studies learning outcomes. The results of the study showed that the correlation coefficient influenced the results of the correlation analysis; ** indicates that the relationship remains significant even at a significance level of 1%. The results of the data analysis showed that a positive correlation coefficient indicates that students' social studies learning outcomes have increased.

4. Conclusion

Students' learning outcomes are shaped by their motivation, an important characteristic that directly impacts their academic achievement. Without proper motivation, their learning will be disrupted, hindering their progress and resulting in poor educational outcomes. The findings of the evaluation and conversation of social studies learning achievement of fifth grade students of SD Negeri 1 Nganganaumala showed that most of the data were in the high category (41.67%), and students with the highest scores (62.5%) showed the greatest learning motivation. Furthermore, the product moment correlation analysis produced a correlation coefficient of 0.754 with a significant p-value. 0.000 is less than 0.05. Therefore, H_a is accepted, while H_0 is rejected. The findings indicate a significant relationship between social studies learning achievement and the motivation level of fifth grade students of SD Negeri 1 Nganganaumala.

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