The Influence of Learning Attitudes and Motivation on Students' Learning Achievement

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Abstract: The goal of this study was to see how learning attitudes and motivation affected student learning success at MAN 1 Batanghari. This is a quantitative study using a survey approach. This study's population included students from classes X and XI, with a sample size of 52 students. All respondents completed three types of instruments based on learning attitudes, motivation, and success in the learning process. The findings indicate that 1) learning attitudes have a significant impact on learning success. The better the learning attitude of students, the more successful the student learning process at MAN 1 Batang Hari will be; 2) Motivation has a significant impact on student learning success. The better the students' motivation, the better their success in the student learning process at MAN 1 Batang Hari; and 3) learning attitudes and motivation both have a significant effect on student learning process success. Whereas the better the learning attitude and motivation, the better the student learning process success.

Keywords: Learning Attitude, Learning Success, Motivation

A. Introduction

Education and the learning process are important in human life because, through education, humans can gain knowledge about life such as scientific, social, economic, and even religious knowledge (Asvio et al., 2019; Rahmadoni, 2018). Gredler (Susanto, 2013) defines learning as the process by which people acquire various skills, abilities, and learning attitudes. When an individual is faced with a situation in which he cannot adapt in the usual way, or when he must overcome obstacles that interfere with the desired activities, the learning process occurs (Marzani and Yusup, 2021).

Learning attitudes and motivation have an impact on learning success. Similarly, learning attitudes and motivation influence learning success. Many factors influence the learning process, including motivation, attitudes, interests, study habits, and self-concept. The five factors that influence learning are described below (Djaali, 2011). Because motivation is regarded as important, there are three major components in motivation, namely: Needs arise when people perceive an imbalance between what they have and what they expect. Encouragement is the mental fortitude to carry out

tasks in order to meet deadlines. Goals are things that a person wishes to accomplish. These objectives guide learning behavior (Husmah, 2018).

Viewing from various dimensions, according to Neweg (Suardi, 2018). He regards learning as a process in which a person's behavior changes as a result of fundamental experience. First, he considers learning to be an internal process. A process implies that a person goes through stages. The second factor is experience. Learning will take place only if the person in question goes through the process described above. Learning is essentially experiential or learning through experience. The third component is a change in behavior; the estuary of the process experienced by a person is a change in the person's behavior.

Experts frequently state factors that influence success in the learning process, one of which is, in Wasliman's (Yusup, 2019) opinion, the learning outcomes achieved by students are the result of interactions between various influencing factors, both internal and external factors. Gerung defined attitude as a willingness to respond to something on an individual basis. Attitudes are related to motives and underpin a person's behavior; however, attitudes are not yet an action or activity (Yusup et al., 2019), but rather a behavioral tendencies (predisposition). So attitude is a willingness to react to objects in a specific environment as an expression of appreciation for these objects (Sunarto, 2008).

Attitudes are expressed through the ABC domain, which stands for Affect, Behavior, and Cognition. Affect is an arising feeling (happy, unhappy), Behavior is a reaction to that feeling (approaching, avoiding), and Cognition is an evaluation of the attitude object (good, not good). Gagne defines attitude as a person's inner state, which can influence a person's personal action choices. Attitude is generally related to the cognitive and affective domains and has an impact on one's behavior (Prasetyo et al., 2022; Adisusilo, 2012).

A synthesis can thus be made based on the above-mentioned theory and understanding of learning attitudes. That a learning attitude is an action or response of someone to a subject or while studying. A positive learning attitude can be identified by behavioral tendencies that show concern for assignments, lessons, teachers, and friends.

"Motivation is a change of energy within the person characterized by affective arousal and anticipatory goal reactions," according to Mc. Donald. Motivation is a shift in energy in a person's personality characterized by the emergence of affective (feelings) and behavioral responses to achieve goals (Syaiful Bahri Djamarah, 2008; Winkel, 2004). Motives are inextricably linked to the goals to be attained; in order to achieve a goal, you must do something (Asvio, 2015; Asvio et al., 2017; Yusup et al., 2021). Motive is what causes a person to act; thus, motive functions as a driving force or driving force (Tohirin, 2011).

This is what the author considers a problem worthy of further investigation, namely "The Influence of Learning Attitudes and Motivation on Success in the Learning Process of Students of State Madrasah Aliyah (MAN) 1 Batang Hari".

B. Methods

This is a quantitative study using a survey approach (Sugiyono, 2009). "Survey research is research conducted on large and small populations, but the data studied is data from samples taken from these populations, so that relative events, distributions, and relationships between sociological and psychological variables are discovered," Kerlinger explained (Sugiyono, 2011). The population consisted of 166 students from classes X and XI at MAN 1 Batang Hari. The instrument was taken from a research sample of 114 students for the test and was no longer used as a research sample. As a result, the remaining population from a sample of 114 students used for the instrument trial, a total of 52 students at MAN 1 Batang Hari, will be used as the research sample (Riduwan, 2011). All research samples (respondents) will complete three types of instruments based on learning attitudes, motivation, and success in the learning process.

C. Results and Discussion

A questionnaire with 24 statements was used to assess the learning attitude variable (Yusup et al., 2019). Based on the data obtained, the number of classes calculated according to Sturges' rules (K = 1 + 3.3 log n) obtained 7 classes with the lowest score of 59 and the highest score of 98, the mode value for the attitude variable study of 89.00, median 82.0000, mean (average) 80.1923. The calculated standard deviation is 10.14607, while the variance is 102.943.

A questionnaire with 26 statements is used to assess the variable of motivation. Based on the data obtained and statistically processed into a frequency distribution list with the number of classes calculated according to Sturges' rules (K = 1 + 3.3 log n), 7 classes with the lowest score of 53 and the highest score of 127 were obtained, with the mode value for the variable motivation of 103.00, median 102.0000, and mean (average) 101.1154. The standard deviation (or obtained standard deviation) is 13.44802, and the variance is 180.849.

A questionnaire with 26 statements is used to assess the variable of success in the student learning process. Based on the data obtained, a frequency distribution list was created statistically, with the number of classes calculated using Sturges' rules (K = 1 + 3.3 log n). obtained 7 classes with a lowest score of 54 and a highest score of 123, a mode value of 103.00 for the success variable in the student learning process, a median of 93.5000, and a mean (average) of 94.3462. The calculated standard deviation is 14.51285, while the variance is 210.623.

Table 1. Measures of Central Tendency

Statistics

		X_1	X_2	X_3
N	Valid	52	52	52
	Missing	0	0	0
Mean		80,1923	101,1154	94,3462
Median		82,0000	102,0000	93,5000
Mode		89,00	103,00	87,00
Std. Deviation		10,14607	13,44802	14,51285
Variance		102,943	180,849	210,623
Range		39,00	74,00	69,00
Minimum		59,00	53,00	54,00
Maximum		98,00	127,00	123,00
Sum		4170,00	5258,00	4906,00

Normality test

If the calculated value of significance (sig) is greater than the value of (alpha) 0.05, the data is normally distributed; otherwise, if the calculated value of significance (sig) is less than the value of (alpha) 0.05, the data is not normally distributed (Agung Widi Kurniawan dan Zarah Puspitaningtiyas, 2016). The following information is obtained using SPSS calculations:

Table 2. The results of the normality test for the learning attitude variable

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Learning Attitude	,109	52	,176	,962	52	,096

a. Lilliefors Significance Correction

The value Sig = 0.176 (Kolmogorov-Smirnov test) is obtained from the table above. The value of 0.176 exceeds the value of (alpha) 0.05. Alternatively, if 0.176 > 0.05, the learning attitude data (X_1) is from a normally distributed population.

Table 3. The results of the motivational variable normality test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation	,113	52	,094	,941	52	,012

a. Lilliefors Significance Correction

The value Sig = 0.094 (Kolmogorov-Smirnov test) is obtained from the table above. The value of 0.094 exceeds the value of (alpha) 0.05. Alternatively, if 0.094 > 0.05, motivational data (X_1) is from a normally distributed population.

Table 4. The results of the normality test for the success variable in the learning process

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Success in the learning process	,121	52	,055	,941	52	,012

a. Lilliefors Significance Correction

The value of Sig = 0.055 (Kolmogorov-Smirnov test) is obtained from the table above. The value of 0.055 exceeds the value of (alpha) 0.05. If 0.055 > 0.05, then the student learning process success data (X_1) comes from a normally distributed population.

Based on the results of the normality test calculations, it is possible to conclude that the data for the three variables are normally distributed and can be used for further research.

Homogeneity Test

If the r value (probability value/critical value) is less than or equal to (=) the specified level, then the scores on the variables are distributed uniformly (Riduwan, 2011).

Table 5. The results of the homogeneity test of the learning attitude variable (X_1) on the success variable in the learning process (X_3)

ANOVA

Success in the learning process

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8110,569	28	289,663	2,532	,013
Within Groups	2631,200	23	114,400		
Total	10741,769	51			

Based on the SPSS calculation results, the value of r(sig) is less than the determined (alpha) level (ie 0.05) or 0.013 0.05, indicating that the scores on the learning attitude variable and the scores on success variables in the learning process are distributed uniformly.

Table 6. The results of the homogeneity test of the motivation variable (X_2) on the success variable in the student learning process (X_3)

ANOVA

Success in the learning process

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9465,769	30	315,526	5,193	,000
Within Groups	1276,000	21	60,762		
Total	10741,769	51			

Based on the SPSS calculations above, the value of r (sig) is less than the determined (alpha) level (ie 0.05) or 0.000 0.05, implying that the scores on the motivational variable and the scores on the variable success in the student learning process are distributed uniformly.

Linearity Test

The distribution has a linear pattern if the value of r (probability value/critical value) is less than or equal to (=) from the specified level. In some instances, the distribution is not linear (Siregar, 2014).

Table 7. The results of the linearity test for the variable of learning success (X_3) on learning attitude variable (X_1)

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Success in the learning process * Learning Attitude	Between Groups	(Combined)	8110,569	28	289,663	,532	013
		Linearity	1401,478	1	1401,478	2,251	002
		Deviation from Linearity	6709,092	27	248,485	2,172	031
	Within Groups		2631,200	23	114,400		
	Total		10741,769	51			

Based on the results of the SPSS data processing, it appears that the value of r is less than the level of (alpha) used (0.05) or 0.002 0.05, indicating that the learning attitude variable for the success variable in the student learning process has a linear pattern.

Table 8. The results of the linearity test of learning success (X_3) on motivation (X_2)

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Success in the learning process * Motivation	Between Groups	(Combined)	9465,769	0	315,526	5,193	000
		Linearity	6829,952	1	6829,952	112,405	000
		Deviation from Linearity	2635,817	9	90,890	1,496	171
	Within Groups		1276,000	1	60,762		
	Total		10741,769	1			

Based on the results of the SPSS data processing, it appears that the value of r is less than the level of (alpha) used (0.05) or 0.000 0.05, indicating that the motivational variable for the success variable in the student learning process has a linear pattern.

Hypothesis testing

Table 9. Results of Equation Analysis of learning attitudes (X_1) and motivation (X_2) on success in the student learning process (X_3)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	-6,548	11,789		-,555	,581
1	Learning Attitude	,231	,124	,162	1,872	,067
	Motivation	,814	,093	,755	8,739	,000

a. Dependent Variable: Success in the learning process

The following regression coefficient results are obtained using the table above:
$X_3 = Px3x1 X_1 + Px3x2 X_2 = 0,162 X_1 + 0,755 X_2$

Information:
X_3 = achievement in the student learning process;
X_1 = learning disposition,
X_2 = motivation

From this equation can be interpreted:
1. The variables of learning attitudes and motivation have a positive direction of the coefficient on success in the student learning process;
2. The value of the constant shows the influence of variable X. (learning attitude and motivation). If the variable of learning attitude increases by one unit, the success variable in the student learning process will increase by one unit. This means that one unit of learning attitude and motivation will increase or fulfill the success variable in the student learning process;
3. The regression coefficient of the learning attitude variable on the job satisfaction variable is 0.162, which means that if the learning attitude increases by one unit, student learning success increases by a constant = -6.548. The regression coefficient is positive, indicating that there is a positive relationship between learning attitudes and success in the student learning process. Based on the calculations above, it is clear that learning attitudes (X_1) have a 0.162 or 16.2% influence on success in student learning processes (X_3).
4. The regression coefficient of the motivation variable on the success variable in the student learning process is 0.755, which means that if motivation increases by one unit, success increases by a constant = -6.548. The coefficient is positive, indicating that motivation has a positive effect on learning success. According to the calculation, the effect of motivation (X_2) on success in student learning

processes (X$_3$), or motivation is determined by success in student learning processes, is 0.755, or 75.5%.
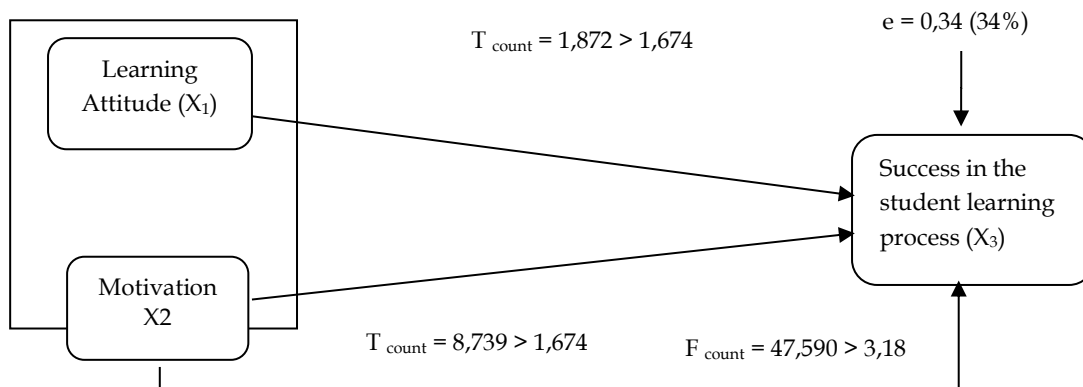
Figure 1. The results of the equation of the three variables

Based on the analysis results, a summary of the test results for each path coefficient of the exogenous variable to the endogenous variable, as well as the results of hypothesis testing with the t test (partially) and f test (simultaneously), can be made in the table below:

Table 10. Summary of Test Results between Exogenous Variables on Endogenous Variables

No	Variable	Test Results between Lines			Information
		Direct	Indirect	Total	
1.	X$_1$ –X$_3$	16,2%	-	16,2%	Significant influence
2.	X$_2$ – X$_3$	75,5%	-	75,5%	Significant influence
3.	X$_1$,X$_2$ –X$_3$	-	-	66%	Significant influence

According to the table above, the variable of motivation on success in the student learning process, which is equal to 75.5%, is partially the highly influential variable. Furthermore, the table below shows the results of hypothesis testing both partially (t test) and simultaneously (f test).

Tabel 11. Summary of t test (partial) and f test (simultaneous)

Hypothesis	calculate	$t_{table, 0.05\%}$	calculate	$f_{table (0.05\%)}$	Sig	Decision
H₀: $px_3x_1 = 0$ Hₐ: $px_3x_1 \neq 0$	,872	1.674	-		0,067	Accept Hₐ
H₀: $px_3x_2 = 0$ Hₐ: $px_3x_2 \neq 0$	,739	1,674	-		0,000	Accept Hₐ
H₀: $px_3x_2x_1 = 0$ Hₐ: $px_3x_2x_1 \neq 0$	-	-	7,590	3.18	0,000	AcceptHₐ

Learning attitudes influence student learning success, which means that the better the learning attitude students possess, the more successful they will be in the learning process. Students with a good learning attitude will study well, gain knowledge, and understand subjects well. Because success in the learning process is a positive achievement, it influences student achievement in the academic field.

The findings of an inferential statistical analysis using path analysis (Yulita et al., 2021), show that the total influence of learning attitudes on success in student learning processes is 16.2%. Furthermore, calculating t_{count} with t_{table} yielded t_{count} = 1.872 t_{table} = 1.674, indicating that H0 is rejected and Ha is accepted. This means that learning attitudes have a significant impact on success in the learning process. The better the students' learning attitude, the more success they will have in the learning process.

Furthermore, from an Islamic perspective, students' learning attitudes are critical in carrying out their learning activities. This is in accordance with Surah Ali 'Imran verse 139 of the Koran.

$$\text{وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنتُمُ الْأَعْلَوْنَ إِن كُنتُم مُّؤْمِنِينَ}$$

"Do not be weak, and do not (also) grieve, even if you are people of the highest (degree), if you are believers." (QS Âli 'Imrân : 139) (*Al Qur'an Dan Terjemahan*, 2018)**.**

Motivation influences student learning process success, which means that the more motivated students are, the more successful they will be in the learning process. Motivation is an encouragement for someone to do something. This encouragement can come from within a person (intrinsic) or from outside a person (extrinsic) (external). Because success in the learning process is a positive achievement, it influences student achievement in the academic field. This accomplishment does not happen by chance; a person must be driven or motivated to achieve it.

This is supported by the findings of inferential statistical analysis using path analysis, which show that the total influence of learning attitudes on student learning success is 75.5%. Furthermore, calculating t_{count} with t_{table} yielded t_{count} = 8.739 t_{table} = 1.674, indicating that H0 is rejected and Ha is accepted. This means that motivation has a significant impact on success in the learning process. Students will achieve success in the learning process if they are motivated. Furthermore, from an Islamic standpoint, students' motivation is critical in carrying out their learning activities. This is consistent with Surah Al-An'am Verse 160:

$$مَنْ جَاءَ بِالْحَسَنَةِ فَلَهُ عَشْرُ أَمْثَالِهَا ۖ وَمَنْ جَاءَ بِالسَّيِّئَةِ فَلَا يُجْزَىٰ إِلَّا مِثْلَهَا وَهُمْ لَايُظْلَمُونَ$$

Meaning: ""Whoever brings good deeds, for him (reward) ten times his charity; and whoever brings evil deeds, he will be recompensed only in proportion to his crime, while they will not be wronged (harmed) in the least." (QS Al-An'am: 160)(*Al Qur'an Dan Terjemahan*, 2018).

Learning attitude and motivation both have an impact on learning success. Whereas if the learning attitude and motivation improve, success in the learning process will be easy to achieve.

The findings of an inferential statistical analysis using path analysis show that the magnitude of the influence of learning attitudes and motivation on success in student learning processes is 66%. Furthermore, calculating f_{count} with f_{table} yielded f_{count} = 47.590 f_{table} = 3.18, indicating that H0 is rejected and Ha is accepted. This means that there is a significant influence on student learning success from both learning attitudes and motivation at the same time. According to the findings, this needs to be maintained and improved, because if the learning attitude and motivation are good, it is very clear that it can increase success in the student learning process. The remaining variable (residue) is 34%, which has not been studied in this study. Allah SWT said in Surat Al-Mujadilah Verse 11:

$$يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ$$

Meaning: "O you who believe, when it is said to you:" Make room in the assembly, then make it easy, Allah will make room for you." And if it is said, "Stand up," then stand up, because Allah will exalt those among you who believe and those who are given knowledge by degrees. And Allah is aware of everything you do". (QS Al-Mujadilah:11)(*Al Qur'an Dan Terjemahan*, 2018).

D. Conclusion

Learning attitudes have a significant impact on learning success. Students at MAN 1 Batang Hari will achieve greater success in their learning process if they have a positive learning attitude. The influence of learning attitudes on learning success is 16.2%, so calculating t_{count} with t_{table} yields $t_{count} > t_{table}$ obtained 1.872 > 1.674, indicating that H_0 is rejected and H_a is accepted. Based on the findings of this study, the research hypothesis that "learning attitudes have a direct effect on success in student learning processes" can be accepted. Motivation has a significant impact on student learning success. The greater the students' motivation, the greater their success in the student learning process at MAN 1 Batang Hari. The effect of motivation on learning success is 75.5%, so calculating t_{count} with t_{table} yields $t_{count} > t_{table}$ obtained 8.739 > 1.674, indicating that H_0 is rejected and H_a is accepted. Based on the findings of this study, the research hypothesis that "motivation has a direct effect on success in the student learning process" can be accepted.

Learning attitudes and motivation both have a significant impact on student success in the learning process. Whereas the better the learning attitude and motivation, the better the student learning process success. The influence of learning attitudes and motivation on success in the learning process is 66%, and the results of $F_{count} > F_{table}$ obtained 1.872 > 1.674, indicating that H_0 is rejected and H_a is accepted. Based on the findings of this study, the research hypothesis "learning attitudes and motivation have a direct effect on success in the student learning process" can be accepted. Motivation has a significant impact on student learning success. There has been no previous research that directly discusses these three variables. So that a common thread can be drawn, if students' learning attitudes are good and they are motivated, then success will be achieved in the learning process, which will have an impact on the quality of students at Madrasah Aliyah Negeri 1 Batang Hari.

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