The Relationship Between Motivation And Student Learning Achievement In Economics Subjects Of Grade X At Sman 1 Bangkinang Kota

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Abstract-This study aims to determine whether or not there is a relationship between motivation and student learning achievement in the subject of economics class X at SMAN 1 Bangkinang Kota. This study uses a quantitative method, with the type of research is correlational. The population used in this study were all students of class X at SMAN 1 Bangkinang Kota totaling 40 students. The sampling technique used in this study was total sampling. With a sample size of 40 students of class X at SMAN 1 Bangkinang Kota or the entire population. The type of data used is primary data. Data collection techniques in this study used observation and questionnaires. Data collection using questionnaires was carried out on the motivation variable, scoring on the questionnaire was guided by the Likert scale. Meanwhile, for the learning achievement variable, data was obtained from student report card scores. The data analysis technique used in this study was the validity and reliability test used to measure the feasibility of the questionnaire instrument. Furthermore, a prerequisite test was carried out consisting of a normality test and a hypothesis test with the help of SPSS version 26. The hypothesis test was tested using product moment correlation analysis. The results of the study indicate that there is a relationship between motivation and student learning achievement in economics subjects of class X at SMAN 1 Bangkinang City with data processing using a correlation test with a correlation degree categorized as perfect with a positive form. This can be seen in the sig value.(2-tailed) on the two variables of motivation and learning achievement showed a result of 0.000. The value of $0.000 < 0.05$, then H0 is rejected and Ha is accepted, it can be concluded that there is a significant relationship between motivation and learning achievement. Then, seen from the value*Pearson correlation*motivation with learning achievement*shows a result of 0.912 which, when viewed from the relationship degree guidelines of 0.912, falls into the perfect correlation category. So it can be interpreted that if student motivation is good, the learning achievements obtained will also be good.

Keywords:*Motivation, Learning Achievement*

1   Introduction

Human resources are central to nation development, to increase human resources, education is required. The quality and success of an education system can be determined by increasing human resources (Riyadi and Alhanif, 2020). Education is a very important thing in national life, being part of the direct development and progress of from a country (Hidayah, 2022). Through education, people are educated, nurtured and their potential developed, this is done so that students can become worthy human beings. ality, being responsible, and having noble morals (Adawiyah, 2019).

One ofprinciples in peimplementation of peeducation ispesorta educate seactive way in metake

(Simbolon et part inpe activitieseducation that is implemented. In order to be able tocarry out suonetote activityrsema'amt musts teget a boost uyouk mein demandkan. Dein other words, emotions there is motivation al., 2020). In suoneprocesss pembelesson when semy peoplerucan meraise motivation bestudents will learn, willmberikan pemessyh which is very besar tefacing toberesults of pembelessons learnedright. Motivation for sestudents will be able tongedevelop activities, medirect and memelook afteryoumydeep insidepe activitiesmbelesson (Syahrudin, 2022).

Motivation comes from the word modif which is defined as an effort made to encourage a person to carry out activities to achieve a goal. $goals (Nu$grahadi and Rizki, 2018). Motivation is an act that is carried out consciously to move, direct and maintain the behavior of a person so that it is encourage ntok to act and do $a$thing, in order to achievetheresult or$goal$(Se$to et al., 2020). Motivation is a condition that exists within a person that can encourage students to learn and carry out certain activities. $ unk to get learning results and achieve the predetermined goals optimally (Mayasari et al., 2021). Motivation is a substance that occurs within an individual, characterized by the presence of encouragement that originates from the individual's self, which is the reason why he achieve a goal, this drive is caused by the need to achieve achievement in life (Mu$hammad, 2017). Motivation is one of the factors in learning that can give rise to a positive drive, to grow and increase interest and desire. learners in learning activities, so that it will create an effective learning process (Harahap et al., 2023). Motivation is a very important factor in learning process activities that are useful for achieving the expected achievements. Because motivation is an individual's driving force and driving force that can create and provide direction for individuals in carrying out activities that determine $ u$ to achieve its goals (Lase$, 2018).

Motivation teshare mebecome twoyesnis isintrinsic motivation and e-motivationextrinsic. Intrinsic motivationrufeed jethis is the motivation that isfeelings from within the individualyoursema'amt without suonecoercion orencouragement from others, willbut befrom toWant toan and toawareness of the individualyoursema'amt. Sedangkan, motivation eextrinsic is jethe motivation that arisesl seas a result of the presence ofmessyh from youar individualyoursema'amt, is this becausethere is suoneinvitation, wantpon force from other peopleuntil dejust because there isthis condition then the individualWant touyouk mein demandcan yousone(Masni, 2017).

Seeother meunderstand memotivational quotes, secontinueask perludiscussed mengenai beyouk-beyouk motivation that can meuntilmessyhi pebehaviorand soeat itindividual learning. Beyouk-beyouk this motivation testand from memberi numbers, prizes, rivals orcomptis, e*go-involment*, memberi ulangan, mengeknowi results, puJian, humyman, your passionyouk belearning, and interests (Rahman, 2021). Beyouk-beyouk this motivation will mehelpin meideastrategy identificationgi who isPat uyouk mepush seeat itstudents' learning. Motivation is very importantrperun in processs pembelessons, there aren pemotivational run namelymotivation berperan selike a motorbikenggeshelf tope activitiesmbelesson, meuntilrjethat's itjuan pembelesson, meyesledirection of pemotheratan, internal motivationrnal and eksternal in pembelessons, and motivationrperan megive birth to prestation (Arianti, 2019). If student motivation arisesl from within himselfyourself, then that's itwill mebecome a pepush meat for himself in belearn, and at the stage ofrikuit will beconsequences of prestation belearning that he will achieve (Hansun et al., 2023).

Prestation belearn merufeed level tobestudent achievement in mereach suonetherejuan pembelesson, tetowards materi pethe lesson that beruDadngeknowan, toyouneatness, and valuemean attitudes that can be expressed in terms of umythe value of the value that isrupa presontasepethat achievementjuan pembelessons, which arerelation tojust tocapablean from pesorta educate in menguasai pelesson (He(Riyati, 2017).Learning achievement is an achievement obtained by students in learning activities, which is obtained through studying, doing $gas, tuition or$ u$test at a certain level of education, which is expressed in the form of $k values or$ numbers obtained from e$valuation carried out by $h gu$ru$ (Lomu$ and Widodo, 2018). Good learning achievements are actions that each student and teacher wants to achieve. This is because, what is the driving force of the student's learning achievement is the student's learning

achievement. If student achievement is good, then it is certain that a teaching process carried out by the teacher can run smoothly, but if achievement is bad The learning achieved by the students is not in line with what was desired, so it can be said that the teaching process carried out by the teachers belum be$ruccessful (Mu$nthe$ and Pasaribu$, 2023). Learning achievement is the result of a business that has been carried out well and correctly achieved by students, over a long period of time. process of learning and teaching takes place over a certain period of time, most of the achievements are studying at school There are nk numbers from teachers in order to be able to know to what extent students have mastered the subjects taught (Nugrahadi and Rizki, 2018).

Prestation belearn itlike a rejectionmyr toberesults in processs pembelesson, no terleright from bevarious factors thatuntilmessyhinya. Factors thatuntilmessyhi prestation bestudents' learning isinternal factorsrnal and e factorsksternal. Internal factorsThis is the rnalconsists of physical (physiological) factors, both those that areinnate orwhich is inroleh sepeRTI PEsight, petherengaran, strutimer therema'amh and sehow.e factorksternal teconsists of social factors thatlipin my environmentjust toyoufare, environmentjust like thatschool, environmentwith society and environmentjust togroup, toyourdian tethere are factors ma'amthe power that melipcustoms, sciencepengeknowan and techronology tosowell, environmental factorsjust physicallipti ru facilitiesmah, the facilities arestudy and climate, and environmental factorswith your spiral and tosecurity (Marpau)ng, 2015). Seshallow menorut Kurniawati et al (2023) prestation pesorta educate in bebasically learn tomessyHi thereh inte factorthe real thingfeelings from within oneselfsorta educate beruwhat are your interests, talents, motivations,maturity, towho, and toas usualstudent learning. Factor ekstethe real thingfrom youar self pesorta educate beruwhere toyouarga, guruand how tohis teachings, teman bergaul, srta facilities.

Prestation bethe lessons learnedroleh pesorta dice educationmy schoolhave bevarious fuvery pe ngsinting. There aren futhis is what you are doingconsists ofLearning achievements serve as an indicator of the quality and quantity of knowledge that has been mastered by students students, learning achievements as a satisfaction of curiosity about the abilities possessed by students, learning achievements as information material in education, learning achievement can be used as an indicator of an educational institution, learning achievement can also be used as an indicator of the student's absorbing power student education (Rozalia, 2017).

Eeconomy inma'amt selike a queenhis knowledge. Eeconomy is menci ufirst of allngeknowan-pengeknowanother thing that is mentionedlearn in seschool. Seeach individualmehave a clear viewrbefrom mengeeyes of pelesson eeconomy. There are somelook at meeconomy selike the eyes of athe lesson that iyescatch and there is juno one ismy thoughtsback. For pesorta educate meconsider emy economyyyesI will catch thatmotherh motivation in himself uyouk meuntillearn eeconomy and optimism uyouk meyeslesolve the problem, that's itmy naturechallenge in pelesson eeconomy. Sein return, for pesorta educate melook at meeconomy selike pethe lesson that sulit, then pesorta educate tersema'amt will beattitudesimis in meyeslesolve the problem eeconomy and i willrank teMotivate meuntillearn it. This isyouit will be meuntilmessyhi results to be achieved in the processs pembelesson sepemeaning of prestation bestudy (Satriani and Zahara, 2015).

WithWith motivation within students, they will be able toincrease prestation bestudents' learning. This isthe wayjust for younoresearch conductedcan youh Riyadi and Alhanif (2020) whononjukkan result penoresearch that teget huma'amsignificant difference between motivationlearn fromjust prestation bestudents study on the subjectlesson eeconomy toX-Layer (sepoyouh) at MA AL- QuThe Nagrak community knowsn pe2016/2017 academic year, dejust your resultsphysicsn korealasi sebesar r = 0.821 hu levelma'amvery high, r2 = 0.674. This isnonjukkan that 67.4% of the variations that arehappened in prestation bestudent learning berhubarbma'amwith youjust motivation bestudents study. Toyourdian penoresearch conductedcan youh Simbolon et al (2020) whononjuwill u get the resultji spe*armank rank*diperolehp valuee= 0.0001 (p<0.05) this ismeans there is a huma'ambetween motivation belearn fromjust prestation bestudent study at Stikes St. ELisaTh MeAnd.

Students who mehave high motivation usually menonjuwill go toyouattraction to the eyeslesson, temyn meyeslethat's itgas, no mualready mefeeling boredjust activity rutin, persistent in belearn, and tetap bersethank youskipn meface toslitan. Sein return, students dejust motivation belearn the renice cethereruI'm lazyyeslethat's itgas, mefeeling boredjust for youlesson, merank meuntilpay attention to meruwhen meteach, not bersemangat in kewelding, and nothave toyour wishyouk bestudy. Patternbehaviorthis is itrpemessyh directlyng on pepre achievementstation belearn inschool (YouRong et al., 2024).Bebased on peobservation penoliti at SMAN 1 Bangkinang Kota, pethe problem you havencul to the studentsClass X at SMAN 1 Bangkinang City, namelymyrank mehave motivation in your eyeslesson eeconomy, which isnjukkan on pebehaviorbe lazylearn, merank meuntilpay attention toI'm sorryrumeteach atwelding, and notngedo itgas. Seuntil meuntilmessyhi prestation belearn that mereyouroleh in semy schooloptimal rank.

Bebased on ubackground imagebehind above, penoliti mevalue of diperluthere is a pethe discussion is leI love youdeep inside mengenai motivation and prestation belearn. Oleh currythere it is, penoliti tepull uyouk mein demandcan penolitianjust for youyouIThe Relationship between Motivation and Student Learning Achievement in Class X Economics Subjects at SMAN 1 Bangkinang Kota. The main problem of this research is whether there is a relationship between motivation and student learning achievement in class X economics subjects. at SMAN 1 Bangkinang City. The aim of this research is to find out whether or not there is a relationship between motivation and student learning achievement in the subject area. e-economics lesson for class X at SMAN 1 Bangkinang Kota. It is hoped that this research can make a contribution in identifying effective learning strategies to increase motivation and achievement. Students study e-economics subjects which can ultimately contribute to improving the quality of education.

2   Research Methodology

The$n steps or$processdur in this research are as$following:

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┌─────────────────────┐
│   Early Research    │
└─────────────────────┘
          ↓
┌─────────────────────┐
│   Data collection   │
└─────────────────────┘
          ↓
┌─────────────────────┐
│   Validity Test     │
└─────────────────────┘
          ↓
┌─────────────────────┐
│   Reliability Test  │
└─────────────────────┘
          ↓
┌─────────────────────┐
│   Normality Test    │
└─────────────────────┘
          ↓
┌─────────────────────┐
│  Hypothesis Testing │
└─────────────────────┘
          ↓
┌─────────────────────┐
│Results and Discussion│
└─────────────────────┘
          ↓
┌─────────────────────┐
│    Conclusion       │
└─────────────────────┘
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Figure 1: Flowchart penolitian

The method used in this research is quantitative, with a correlational type of research. Correlational research is a research carried out to determine relationships and the level of relationships between two $l variables or $more without u$effort untuk mpengaru$hi $l variables there$rsebut, so there is no manipulation of variables (Su$giyono, 2016).

Population is a generalized area consisting of objects or objects that have certain qualities and characteristics that have been determined by The research needs to be studied and then conclusions drawn (Su$giyono, 2017). The target population used in this research is all students in class X at SMAN 1 Bangkinang Kota, which consists of 40 students.

Sample is part of the number of characteristics possessed by a population (Su$giyono, 2018). In this research, the sampling technique used is total sampling. Total sampling is a technique for determining a number up to l where all members of the population are used as a sample (Su$giyono, 2017). Taking total sampling in research because the number of populations studied is <100, so that a total of half of the populations are sampled (Basri et al., 2022). Thus, the number of samples in this study was 40 students in grade X at SMAN 1 Bangkinang City or the entirety of the total number of students. mlah population.

The type of data used in this study is primary data. Primary data is data obtained directly by data collectors obtained through questionnaires (Sugiyono, 2017). Primary data used in this study were obtained from observation results and data from questionnaires filled out by grade X students at SMAN 1 Bangkinang City.

The data collection techniques used in this research are observation and questionnaires. Data collection uses questionnaires carried out on motivational variables, this questionnaire consists of 20 items of statements. The scoring on this questionnaire is based on the likert scale. Meanwhile, for learning achievement variables, data is obtained from student report cards.

The data analysis technique used in this research is validity and reliability testing which is used to determine the feasibility of the questionnaire instrument. $t. Next, prerequisite tests are carried out, namely, consisting of a normality test and a hypothesis test with the help of SPSS version 26. This hypothesis test is tested. If you use product moment correlation correlation analysis. Before conducting a correlation analysis, a data normality test must first be carried out, because normality is a requirement that must be met. nuhi terlu first$ before$ conducting$ a correlation analysis.

The hypotheses that will be tested in this research are:

| Motivation (X) | ⟶ | Learning Achievement (Y) |

H0 : Noget huma'amsignificant relationship between motivation and prestation bestudents study on the subjectEconomics lessons for grade X at SMAN 1 Bangkinang City.

Ha : Yesget huma'amsignificant relationship between motivation and prestation bestudents study on the subjectEconomics lessons for grade X at SMAN 1 Bangkinang City.

3 Results and Discussion

3.1 Validity test

Testing the validity of the questionnaire uses the SPSS program with testing criteria, namely if r count > r table l, then item m statement is valid and if r hitu$ng < r tabe$l, then ite$m statement te$rsebut is invalid. Motivational questionnaire data consists of 20 items of statements that have been filled in by 40 students, then validity testing is carried out using SPSS program help version 26. The following data are obtained from the results of validity tests using SPSS:

Table 1: U Resultthe validity of Angket Motivation

Question Items	rhitung	rtable	Information
1	0.415	0.312	Valid
2	0.473	0.312	Valid
3	0.771	0.312	Valid
4	0.564	0.312	Valid
5	0.569	0.312	Valid
6	0.595	0.312	Valid
7	0.431	0.312	Valid
8	0.605	0.312	Valid
9	0.678	0.312	Valid
10	0.415	0.312	Valid
11	0.415	0.312	Valid
12	0.473	0.312	Valid
13	0.771	0.312	Valid
14	0.564	0.312	Valid
15	0.569	0.312	Valid
16	0.595	0.312	Valid
17	0.431	0.312	Valid
18	0.605	0.312	Valid
19	0.678	0.312	Valid
20	0.595	0.312	Valid

Based on the table above, the validity test used is by comparing the r calculation with the r table. The number of respondents in this research is 40 students with a significance level of 5%, it is known that the table is 0.312. So, from the results of the validity calculation of the motivation questionnaire that has been carried out using SPSS version 26, the results show that 20 items of statement are valid. The results obtained in the table above show that r count > r table l so that it can be said that all of the items m the statement has been declared valid.

3.2 Reliability Test

After carrying out a validity test, a reliability test is then carried out using the Cronbach Alpha formula. A variable is said to be reliable if it provides a Cronbach Alpha coefficient value > 0.60. This motivational questionnaire reliability test was carried out using the help of SPSS version 26. Here are the data obtained from the results of the research test liabilities namely$:

Table 2: U ResultJi ReAngke's liabilitiest Motivation

Reliability Statistics	
Cronbach's Alpha	N of Items
,880	20

Based on the table above, the reliability test that has been carried out using SPSS version 26 shows that the Cronbach's Alpha coefficient is obtained, namely is at the level of 0.880. Value 0.880 > 0.60. So, from the results of the reliability test, it can be concluded that all the statement items contained in the

motivation questionnaire are reliable. In this way, motivation questionnaires can be used to collect data in research with a total of 20 items of statement.

3.3 Prerequisite Test

3.3.1 Normality Test

Before you carry out a hypothesis test using correlation analysis, you should first carry out a data normality test , because normality is a condition that must be fulfilled before carrying out correlation analysis. Normality testing is carried out to see whether the data used has a normal distribution or not. The normality test was carried out using SPSS version 26 based on Kolmogrov-Smirnov with criteria if the sig value. > 0.05, then the data distribution up to l comes from a normally distributed population, whereas if the sig. < 0.05 then the distribution of the sample data is not normal. The following normality test results are:

Table 3:U Resultji Normality
Tests of Normality

	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
MOTIVATION	,093	40	,200*	,978	40	,598
PRESTASI_BELEARN	,105	40	,200*	,973	40	,454

*. This is a lower bouand of theTruesignificance.

a. Lilliefor SignificanceCoreaction

Based on the results of the normality test calculation analysis results in the table above, the two variables studied, namely motivation and learning achievement, were assessed. $h results in sig value. $big $0.200. Sig value. 0.200 > 0.05, so it can be concluded that the data, both from motivation variables and learning achievement have a normal distribution in accordance with the criteria from the normality test. So that the data found can be used to test hypotheses.

3.3.2 Hypothesis Testing

The hypothesis test is obtained from the results of the analysis using statistical analysis, correlation test using the product correlation test moment , which is obtained from the results of motivation questionnaires and learning achievements from the results of student report cards, hypothesis testing is carried out using SPSS version 26. The guidelines for the degree of relationship in the correlation test are as follows:

Table 4: PeThe domainking Huma'amjust

Pearson Correlation Value	Category
0.00 – 0.20	No Korealasi
0.20 – 0.40	KoreaLe's lasioh
0.40 – 0.70	Korealasi Sedang
0.70 – 0.90	KoreaMy lasiat
0.90 – 1.00	Korealasi Semastercolor

Table 5:UJi Korealasi
Correlations

		MOTIVATION	PRESTASI_BELEARN
MOTIVATION	Pearson correlation	1	,912**
	Sig. (2-tailed)		,000
	N	40	40
PRESTASI_BELEARN	Pearson correlation	,912**	1

Sig. (2-tailed)		,000	
N		40	40

**.Correlation is significant at the0.01 level (2-tailed)d).

Bebased on tablel u resultsji korealasi on top of diperoleh sig value. (2-tailed)d) on toyoua variablel motivation and prestation belearn menonjuwhat are the resultsbesar 0.000. Value 0.000 < 0.05, then H0 is rejected and Ha is tested.rhyme can be inferredI believe that motivation and prestation belearn toget huma'amsignificant. Toyourdian, seen from the value*pearson attacklation*motivationjust prestation belearnmenojuwhat are the resultsbesar 0.912 which when viewed from the pedomain ofking of huma'amonly 0.912 termasuk toin kateKorean Gorilasi semasterrna. Seuntil it can be pulled toknotand that the motivationjust prestation bestudy eye pelesson emy economyhave a huma'amwith orKorealasiwith youking of huma'amngan namely korealasi semastercolor ofjust beyouk huma'amonly that ispositive. This is in line with the research conducted by Satriani and Zahara (2015) which shows that there is a positive relationship between motivation and student learning achievement. Then, the research conducted byYourong et al (2024) menonjuthe results of the data analysisnomy researchnonjuyou knowphysicsn korealasi sebesar 0.575 dewith a significance value of 0.00 <0.05 termasuk toin katemy goriat. Seuntil the data analysis resultsnonjukkan that teget huma'amthe significance between motivation islearn fromjust prestation bestudents' learning. This ispegot itjust for younoresearch conductedcan youhHansoon et al (2023)menonjuthe result is that teget huma'amsignificant positive relationship between motivation andjust prestation bestudents study toClass X SMK Neegeri 1 Ratahan namelysobesar 0.453 termasuk toin deking of huma'amjust like thatdang and cumyp deonly in a positive direction.

4   Conclusion

Based on the results of research, there is a relationship between motivation and student learning achievement in class X e-economics subjects at SMAN 1 Bangkinang Kota with Data processing uses a correlation test with the degree of correlation being categorized as perfect with a positive shape. This can be seen in the sig value.(2-tailed)d) on toyoua variablel motivation and prestation belearn menonjuwhat are the resultsbesar 0.000. Value 0.000 < 0.05, then H0 is rejected and Ha is tested.rhyme can be inferredI believe that motivation and prestation belearn toget huma'amsignificant. Toyourdian, seen from the value*pearson attacklation*motivationjust prestation belearnmenojuwhat are the resultsbesar 0.912 which when viewed from the pedomain ofking of huma'amonly 0.912 termasuk toin kateKorean Gorilasi semasterrna. Seso it can be interpreted that if the students' motivation is good then the prestation bethe lessons learnedroleh juwon't be good. Butn, if the student's motivation is still stronggood rank then prestation bethe lessons learnedroleh student juI won'tgood rank.

Bebased on the resultsyouran from penothis study, then penoliti membegive me suggestionson penoliti secontinueask who willin demandcan penolitianjust for youdiscussion in this field, it is hoped thatstudy itI love youdeep insidepang huma'ambetween motivation andjust prestation bethis study, namely dewith meuntilrluas variablel which is testedliti. Toyourdian, it is recommended uyouk menggutake metodepenomixed literatureran so that meget pethe most beautiful thingI love youdeep inside mengethere are very important factorsuntilmessyhi motivation and prestation bestudent learning.

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