

The Effect of Student Motivation on Student Achievement through Study Interests in the Pandemic Covid 19 (Case Study on Gunadarma Jakarta Students)

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Abstract

This research was conducted with the aim of analyzing the effect of learning motivation on interest in learning, motivation to learn and interest in learning on academic achievement and to analyze the effect of learning motivation on academic achievement through student interest in learning at Gunadarma University Jakarta. The sample used in this study were students of Gunadarma University Jakarta with a total of 100 students. This study uses a quantitative approach with survey methods and data analysis techniques through path analysis. The results showed that learning motivation has an influence on student interest in learning, then learning motivation and interest in learning also have an influence on student academic achievement, and learning motivation also has an influence on student academic achievement through interest in learning which is an intervening variable. Where it is known that the direct influence has a greater influence than the indirect effect.

Keyword: *Learning Motivation, Learning Interest and Academic Achievement.*

1. Introduction

Since the end of 2019, the whole world has been shocked by the increasing outbreak of Corona Virus -19 (Covid-19), including in Indonesia. This disease not only caused panic, but claimed many lives. Covid-19 is currently a trend of discussion, debate, discussion and news material in printed medical or electronic medical. Currently the Covid-19 trend has always been the number one trend and trending topic on all social media without exception.

The Covid-19 (Coronavirus Disease-19) pandemic has affected education systems around the world, leading to the closure of schools, universities and colleges. As of 27 April 2020, approximately 1.7 billion students were affected in response to the pandemic. According to UNICEF monitoring, 186 countries have implemented national closures and 8 countries implemented local closures. This affects about 98.5% of the world's student population (UNESCO, 2020). The policies taken by many countries including Indonesia by closing all educational activities have made the government and related institutions have to present an alternative educational process for students and students who cannot carry out the educational process at educational institutions (Purwanto et al., 2020).

Gewin's research (2020) states that many universities around the world have postponed or canceled various activities such as campus events, seminars, conferences, sports competitions and other activities. The university has been moving fast to transition programs to keep learning going. In response to this, UNESCO (2020) recommends using distance learning programs and opening educational applications and platforms that can be used by schools or colleges to reach students and students remotely.

In Indonesia, the implementation of the online learning activity process has been determined in accordance with the Minister of Education and Culture Circular Number 4 of 2020 concerning the Implementation of Education Policies in the emergency period of the spread of the virus, the Minister of Education and Culture urges all educational institutions not to carry out direct or face-to-face teaching and learning processes, but must be done indirectly or remotely. With this appeal, all educational institutions change the learning methods used, namely being online.

In fact, online learning is not new to Indonesia, this learning model has been developed since 2013 as an alternative to learning, meaning that before the virus outbreak, Indonesia had applied this method. But not all institutions apply, especially schools located in rural areas. With this virus outbreak, all schools, colleges and other educational institutions are made and required to use online learning methods without exception, with the aim that the learning process continues even though it has to be done in their respective homes.

Online learning actually has an impact on student motivation in learning. This is because previously students and teachers were accustomed to interacting directly in the classroom, but in reality now they have to interact in a limited virtual space. Therefore, it is necessary to have motivation to move students so that they are enthusiastic about learning so that they can have learning achievement. This is consistent with what Emda (2018) states that the learning process will achieve success if students have good learning motivation. Therefore, learning motivation is very important for every student, both intrinsic and extrinsic motivation.

Motivation to learn is a driving force or impetus that makes someone interested in learning so that they will learn continuously. Low motivation can cause low success in learning so that it will lower student achievement. Therefore, in this study, the authors examine student learning motivation towards student interest and achievement during the Covid-19 pandemic. With the aim of whether student motivation during the Covid-19 pandemic was able to increase student achievement through interest in learning in Gunadarma Jakarta students.

2. Literature Review

Motivation to learn

Motivation is a condition that causes or gives rise to certain behaviors, and gives direction and resistance (persistence) to these behaviors (Wlodkowski, 1985). According to Schunk, D.H (2012) motivation is the process of pushing and maintaining goals by directing behavior. This is a cognitive definition because it postulates that students set goals and use cognitive processes (eg, planning, monitoring) and behaviors (eg, persistence, effort) to achieve their goals. Furthermore, Schunk, D.H., Pintrich, P.P., & Meece, J.L (2012) explain that motivation is a process of initiating and maintaining activities that are directed at achieving goals.

Motivation in individuals is very important because the motivation that is owned will affect a person's behavior, including in learning activities. The level of motivation that a person has affects the emergence of a desire to learn and the amount of material to be studied because this motivation gives strength and direction to the behavior that is displayed by individuals (Atkinson, 1964).

In the learning process, motivation is needed. According to Hamalik, motivation greatly determines the level of success or failure of student learning. Learning without motivation will be very difficult to succeed. Because, someone who does not have motivation to learn,

will not be possible to do learning activities. This is a sign that something that will be done does not meet their needs (Kompri, 2016).

Learning motivation is important for teachers and students. Biggs, J.B and Telfer (1987) explain that student motivation and work motivation need to be possessed by students, and teachers are required to strengthen student motivation. The importance of learning motivation for students is as follows: (1) awakening the position at the beginning of learning, the process and the final result, (2) informing about the strength of learning efforts compared to peers, (3) directing learning activities, (4) encouraging learning enthusiasm, (5) make them aware of the existence of a study trip and then work. These five things show the importance of this motivation being recognized by the perpetrators themselves. If the perpetrators realize the motivation, then a job, in this case a learning task, will be well accomplished.

Motivation have been examined extensively by previous researchers including: (Riyanto, Sutrisno, et al., 2017a), (Bastari et al., 2020), (Prayetno & Ali, 2017), (Rivai et al., 2017), (Chauhan et al., 2019), (Aima et al., 2017), and (Masydzulhak et al., 2016).

Interest to learn

Interest is a tendency that remains in the subject to feel attracted to a certain field or thing and feel happy being involved in that field. There is an interest that is permanent in the subject or someone who is experiencing it in a particular field or thing and there is a sense of pleasure in that field or thing, so that someone deepens it (Winkel, 2014).

Hilgard and Bower (1985) stated that interest can arise from outside or from within. Great interest in something is a big capital means to achieve or obtain a desired goal. No exception in the ongoing lecture process. Students who have high interest in learning will always pay full attention in their efforts to achieve learning goals.

Hilgard and Bower (1985) further stated that interest is a constant tendency to pay attention to and remember several activities. This activity includes learning that students are interested in will be paid attention continuously accompanied by pleasure. Meanwhile, according to Gie (2004) interest has a role in generating immediate attention, facilitating the creation of concentration of attention and preventing outside interference.

Interest relates to the movement style that encourages a person to face or deal with people, objects, activities, experiences that are stimulated by the activity itself (Crow, 1998). Miflen & Miflen (2003) suggest that there are two factors that influence students' interest in learning, namely: 1) Internal factors, namely the nature of nature; and 2) External factors, including family, school and community or environment.

Interest in learning is a sense of liking or also being interested in something and learning activities without anyone telling them to learn (Ricardo & Meilani, 2017). Learning interest is also a driving factor for students in learning which is based on the interest or pleasure of the student's desire to learn. Learning interest is an attitude of obedience in learning process activities, both regarding the planning of his study schedule and his own initiative to take this effort seriously in learning (Andriani & Rasto, 2019).

Academic achievement

Achievement is the result of an activity that has been done, created, either individually or in groups. Achievement will never be produced without an effort either in the form of knowledge or in the form of skills. Achievement states the results that have been achieved, done, done and so on, with results that are pleasing to the heart and are obtained by persistence in work.

According to Kuh, et al. (2006) argues that student learning success can be assessed using measurements of academic achievement. There are two kinds of outcomes of student learning success, namely academic achievement shown by GPA and economic benefits and quality of life after graduating from college. The Grade Point Average or what is commonly referred to as the GPA is the total value of the courses taken by the student (the result of the multiplication of grade points) divided by the total credits completed. GPA is quantitative with a maximum scale of 4. GPA is a major factor in determining a person's academic achievement.

Academic achievement according to Bloom (1979) is the result of behavior change which includes the cognitive, affective and psychomotor domains which are measures of student success. Suryabrata (2010) explains that academic achievement is the result of learning evaluation of a process which is usually expressed in quantitative form (numbers) which are specially prepared for the evaluation process, for example subject scores, courses, test scores and so on.

Chaplin (2008) states that academic achievement in the field of academic education is a special level of acquisition or results of academic work skills that are assessed by teachers, through standardized tests, or through a combination of the two. According to Winkel (2014) academic achievement is a learning process experienced by students to produce changes in the fields of knowledge, understanding, application, power of analysis, and evaluation.

According to Sobur (2009) academic achievement is a change in terms of behavioral skills, or abilities that can increase over time and are not caused by a growth process, but a learning situation. Meanwhile, according to Slameto (2015) academic achievement is a change that a person achieves after following the learning process. Achievement have been examined extensively by previous researchers including: (Riyanto, Sutrisno, et al., 2017a), (Thanh Nguyen et al., 2019).

Based on the background of the problem, the purpose of writing this article is to identify and analyze the effects of:

- 1) Motivation to learn towards interest in learning
- 2) Learning motivation towards academic achievement
- 3) Interest in learning towards academic achievement
- 4) Motivation to learn towards academic achievement through interest in learning.

Conceptual Framework

Based on several theories and research that have been done before, the paradigm of the research framework can be described as follows:

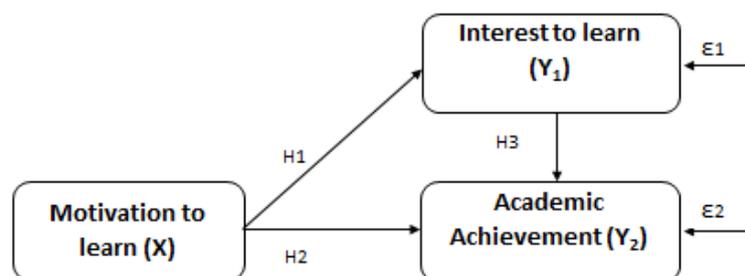


Figure 1. Conceptual Framework

Based on the research objectives and theoretical review, the research hypothesis is:

- 1) Motivation to learn has a positive and significant effect on interest in learning
- 2) Learning motivation has a positive and significant effect on academic achievement
- 3) Interest in learning has a positive and significant effect on academic achievement
- 4) Motivation to learn affects academic achievement through interest in learning.

3. Methods

This study uses a survey method with a questionnaire in the form of a questionnaire distributed to students who are respondents to see whether their learning outcomes are good in relation to the students' motivation and interest in learning. The questionnaire uses a Likert scale for each answer item with each statement submitted with a weight of 1 to 5. Weight 1 means "Strongly Disagree", weight 2 means "Disagree", weight 3 means "Enough Agree", weight 4 means " Agree "and a weight of 5 means" Strongly Agree ".

In this study it is only limited to the part of learning motivation, interest in learning and academic achievement which are the focus of the research. The population is Gunadarma University Undergraduate (S1) students with a total of 22,925 based on the reporting period 2019-2020. The size or number of samples in this study was determined based on the theory developed by Slovin with a value of $e = 10\%$, in order to obtain a total sample size of 100 students. Then to determine the student / I who become.

The level of explanation for this study is a quantitative study. Where quantitative research is used to measure the relationship between learning motivation variables on academic achievement which is mediated by interest in learning. With this research it will be possible to build a theory that can function to explain, predict and control a symptom.

This study uses path analysis as the analysis technique, which is followed by testing the coefficient of determination (R^2) and t test for hypothesis testing using SPSS 23.0 as a tool for windows. However, beforehand, the classical assumption test and the research instrument test were carried out through validity and reliability tests.

Path analysis is a multivariate data analysis method with the aim of knowing the direct and indirect effects of several causal (exogenous) variables on endogenous (effect) variables with a recursive pattern and all variables can be observed directly. Recursive means that the relationship between variables is one-way, there is no reciprocal relationship. If it is stated that A causes B, then B cannot cause A, (Ali & Limakrisna, 2013).

4. Result And Discussion

Result

Classical Assumption Test Results

From the results of tests carried out using SPSS 21.0 as a tool in this study, it was found that the data in this study were normally distributed, this is evidenced by the results of the Asymp.sig value. (2-tailed) for the three variables in this study, namely learning motivation, interest in learning, and academic achievement > 0.05 (5%). Where is the value of Asymp.sig. (2-tailed) learning motivation variable is ($0.405 > 0.05$), interest in learning ($0.220 > 0.05$), and academic achievement ($0.314 > 0.05$). With this, it can be concluded that all variables in the study are normally distributed.

Then from the results of the heteroscedasticity test carried out it is known that the points on the scatterplots are spread randomly and evenly, both below and above the number 0 on the Y

axis. Thus, it can be concluded that the data in this study are homogeneous and heterocedasticity does not occur.

This analysis is an option in order to study the dependence of a number of variables in the model. This analysis is a good method to explain when there is a large data set to analyze and look for causal relationships. The path analysis model development should be based on the quality relationship which has a strong theory. This development aims to develop the causality to be tested and expressed in an equation before the path analysis is made. The model is designed based on concepts and theories.

To answer the objectives in this study, the main structure in the research model is broken down into two sub-structures. Where to answer goal 1 with the first sub structure, to answer objectives 2 and 3 using the second sub structure. Meanwhile, to answer the goal of 4 values taken are the output values of the first and third sub-structures. The following is the SPSS output of the two structures summarized in the following table.

Table 1: Path Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
X – Y ₁	0,558	0,061	0,677	9,105	0,000
X – Y ₂	0,025	0,004	0,506	5,777	0,000
Y ₁ – Y ₂	0,020	0,005	0,335	3,829	0,000

Source: SPSS 23.0 output for windows.

The output results above are entered into the structural equation drawing as follows:

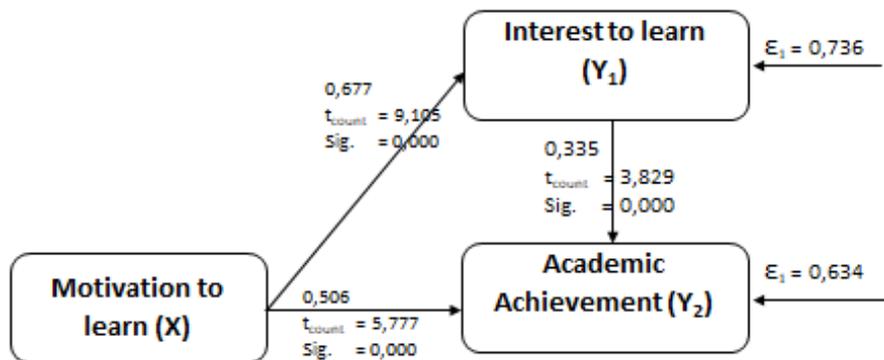


Figure 2. Results of the Path Analysis Equation

Hypothesis testing

Hypothesis testing aims to explain the characteristics of certain relationships or differences between groups or the independence of two or more factors in a situation (Ali & Limakrisna, 2013).

1. The Effect of Learning Motivation on Learning Interest.

From the results of the SPSS output as shown in Table 1, the value of learning motivation tcount on learning interest is 9,105, with a significance level of 0,000, because the significance level is more than <0.05 (0,000 <0.05), it can be concluded that learning motivation affects student interest in learning. Based on these explanations, therefore H₀

is rejected and H1 is accepted, meaning that there is a significant effect of learning motivation on student interest in learning.

2. The Effect of Learning Motivation on Academic Achievement.

From the results of the SPSS output as shown in Table 1, the value of the tcount value of learning motivation on academic achievement is 5.777, with a significance level of 0.000, because the significance level is more than <0.05 ($0.000 < 0.05$), it can be concluded that learning motivation affects student academic achievement. Based on the explanation, therefore H0 is rejected and H1 is accepted, meaning that there is a significant effect of learning motivation on student academic achievement.

3. The Influence of Learning Interest on Academic Achievement.

From the results of the SPSS output as shown in Table 1, it was found that the tcount value of interest in learning towards academic achievement was 3.829, with a significance level of 0.000, because the significance level was more than <0.05 ($0.000 < 0.05$). that interest in learning affects student academic achievement. Based on the explanation, therefore H0 is rejected and H1 is accepted, meaning that there is a significant effect of interest on student academic achievement.

Based on the hypothesis testing, the following conclusions will be presented on the results of the path analysis, which are presented in the following table.

Table 2. Path Coefficients Results

Hypothesis	Path Coefficient	t	Sig.	Information
H1 : X -> Y ₁	0,677	9,105	0,000	be accepted
H2 : X -> Y ₂	0,506	5,777	0,000	be accepted
H3 : Y ₁ -> Y ₂	0,335	3,829	0,000	be accepted

Source: SPSS 23.0 output for windows.

Direct and Indirect Influence

Influence analysis is intended to see how strong the influence of a variable is with other variables, either directly or indirectly. The interpretation of the results of this study will have an important meaning to determine a clear strategy in order to improve student academic achievement.

The direct effect of learning motivation on academic achievement is 0.5062 (0.256) while the indirect effect through learning motivation is $0.677 \times 0.335 = 0.227$. This shows that learning motivation can increase student academic achievement if students have high interest in learning.

The results of the direct and indirect effect of learning motivation on student academic achievement through interest are summarized in the following table.

Table 3. Direct and Indirect Influence

Effect of X on Y ₂	Direct	Indirect (Through Interest in Learning)	Conclusion

Motivation to learn → Academic achievement	$0,506^2 =$ (0,256)	$0,677 \times 0,335 =$ 0,227	D > ID (Through Interest in Learning)
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Based on the results of the calculation process as shown in Table 3 above, it can be concluded that motivation can have a direct and indirect effect on student academic achievement. Where the influence has a greater value than the indirect effect.

Discussion

Based on the results of hypothesis testing and discussion of theories in previous chapters, the following discussions and interpretations are carried out:

- 1) From the first hypothesis testing, it is known that learning motivation has a significant effect on student interest in learning. The results of this study are in line or consistent with the results of research by Fauziah et al. (2017), namely that learning motivation is significantly related to interest in learning. The higher the student's motive to study, the higher his interest in learning. Rahmadita in Fauziah et al (2017) states that one of the factors that influence interest in learning is learning motivation, so that increased motivation in students will affect the increase in student interest in learning as well.

Other researchers, Sulisworo and Dahlan (2017) also found the same results. His research found that the level of student interest in the lesson can increase student success. So that learning motivation can be used as a prediction in determining student learning outcomes. This is also in line with the theory put forward by Shah (2011), which states that motivation is a psychological aspect that exists in students. This psychological aspect is able to foster student interest in learning.

The importance of motivation to learn is because motivation is a force that drives someone to achieve certain goals. motivation is very necessary in learning, because basically a student will be motivated in learning to achieve his desires. Without motivation, a child or students will not feel comfortable in learning, and the child usually does not want to follow the learning process. Therefore, in order to increase students' interest in learning, motivation to learn is needed so that the learning process runs smoothly.

The strength and weakness of a person's learning motivation also affects his success. Therefore, the motivation to learn needs to be worked on, especially those that come from within by always thinking about a future that is full of challenges and must be faced to achieve goals. Senantiaa is determined and always optimistic that her goals can be achieved with learning outcomes (Dalyono, 2015). Motivation have been examined extensively by previous researchers including: (Riyanto et al., 2017a), (Bastari et al., 2020), (Prayetno & Ali, 2017), (Rivai et al., 2017), (Chauhan et al., 2019), (Aima et al., 2017), and (Masydzulhak et al., 2016).

- 2) From testing the second hypothesis it is known that learning motivation has a significant effect on student academic achievement. The results of this study are in line with research conducted by Hude, D., and Rohmah, I.F (2017) which revealed that student motivation has a high influence on student achievement. Thus it can be said that student achievement in school can be improved with high effort and attention in increasing and developing learning motivation. The existence of student learning motivation has a positive influence on student achievement at school. Then Herndon, J.N. (1987) also suggested that the use of motivation was beneficial for both high and low achievers.

Motivation to learn is very important for student success. The sources of motivation are complex. Motivation to learn is personal and comes from within the individual, but can be influenced by external factors and educators must prioritize the principles of motivation every time they give lessons (Frith, 1997). Furthermore, Frith (1997) said that motivation to learn is the most important thing for student success. This is the basis of a person's motivation for achievement as a form of fulfilling the need for self-esteem in the form of status, recognition and dignity. High values and the achievement of an achievement are also a form of manifestation of each individual himself.

In addition, Griffin et al., (2013) states that the level of student motivation is the most important determinant of superior academic achievement. Then Richard Griffin et al. (2013) which states that the driver of superior performance in academics is student motivation, the greater the student's motivation, the better they are in academics. In addition to Tiu Wahab (2015) argues that learning motivation is an impetus that becomes the driving force in individuals to do something and achieve a goal, namely to achieve achievement. The level of motivation is considered as an indicator of whether or not a student's learning achievement is good.

Motivation can be an important problem in education, especially when it comes to one's activities in everyday life. Motivation for students can develop activities and initiatives, can direct persistence in carrying out learning activities. In learning, many students are less motivated towards lessons including practical and theoretical activities to achieve a goal.

Basically, high student motivation to learn can support learning success, but low student motivation is an obstacle that can result in low learning outcomes. For this reason, lecturers must be able to choose the right model or method in order to create an attractive learning situation so that it can foster learning motivation and student success in learning can be achieved. Achievement have been examined extensively by previous researchers including: (Riyanto et al., 2017a), (Thanh Nguyen et al., 2019).

- 3) From testing the next hypothesis it is known that interest in learning has a significant effect on student academic achievement. The results of this study are in line with research conducted by Hude, D., and Rohmah, I.F. (2017) which suggests that student interest in learning has a high influence on student achievement. Thus it can be said that student achievement in school can be improved with high effort and attention in increasing and developing interest in learning. The existence of student interest in learning has a positive influence on student achievement at school. In addition, Köller, O., Baumert, J., and Schnabel, K. (2001) in the research results suggest that high achievers show more interest than low achievers. These findings also underscore the importance of interest for academic choice and for self-study when the instructional setting is less structured.

Then Sauer, K. (2012) in their research revealed that there is a relationship between student interest and student achievement. Furthermore, the results of this study also reveal that interest contributes greatly to successful academic achievement. Therefore, teachers need to consider students' interests and develop relationships with them to foster student growth and success. Besides Herndon, J.N. (1987) suggested that the use of interest was beneficial for both high and low achievers.

Bloom (1979) shows that achievement and interest in learning are related and influence each other. Interest in learning is one of the factors that can affect student achievement. Great interest in learning tends to produce high achievement, on the other hand, less interest in learning will result in low achievement. So if a student has a great interest in a subject he will focus more attention than his friends, then because of the intense

concentration of attention to the material that allows the student to study harder, and ultimately achieve high achievement.

According to Wahab (2015), it is explained that interest means a tendency and high enthusiasm or a great desire for something. Lack of interest in an activity will result in less effective and efficient activities. Not much can be expected to produce a good learning achievement from a child who is not interested in learning something. Lack of interest in a lesson is the main reason students do not move to take notes and pay attention to the material presented.

- 4) From the hypothesis testing, it is known that interest in learning is able to mediate the learning motivation variable on student academic achievement. Where the direct influence has a greater value than the indirect effect.

Interest greatly influences a person's activities because with interest he will do something he is interested in. On the other hand, without someone's interest it is impossible to do something. In other words, interest is the cause of someone to do something they want. Students who have high interest will always pay full attention in their efforts to achieve their goals. Likewise, student interest in the ongoing lecture process activities. If the lecturer is able to implement an attractive online lecture process during the pandemic, accompanied by the support of high student interest in learning, then the student will be able to provide good academic achievement as well.

Apart from Motivation and Interests that affect Achievement are influenced, there are many other factors that affect Achievement, including:

- 1) Leadership: (Limakrisna et al., 2016), (Bastari et al., 2020), (Anwar et al., 2020), (Ali et al., 2016), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), (Chauhan et al., 2019), (Elmi et al., 2016).
- 2) Creativity: (Desfiandi et al., 2017), (Yacob et al., 2020), (Richardo et al., 2020), (Christina Catur Widayati et al., 2020), (Prayetno & Ali, 2020b), (C.C. Widayati et al., 2020).
- 3) Knowledge: (Desfiandi et al., 2017), (Prayetno & Ali, 2020a), (Mukhtar et al., 2016), (Brata, Husani, Hapzi, 2017), and (Toto Handiman & Ali, 2019).
- 4) Productivity (Produktivitas): (Riyanto et al., 2017), (Elmi & Ali, 2017), (Purba et al., 2017),

5. Conslussion And Sugestion

Conclusion

Based on the results and discussion, the conclusions of this study are: 1) There is an effect of learning motivation on student interest in learning at Gunadarma University during the Covid-19 pandemic; 2) There is an effect of learning motivation on student academic achievement at Gunadarma University during the Covid-19 pandemic; 3) There is an effect of interest in learning on student academic achievement at Gunadarma University during the Covid-19 pandemic; and 4) there is a direct and indirect effect of learning motivation on academic achievement through interest in learning. Where the direct influence has a greater value than the indirect effect.

Sugestion

Based on the results of the research with the conclusions above, the researchers provided suggestions to various parties concerned for improvement and to improve student academic achievement, especially for students at Gunadarma University during the Covid-19 pandemic. Following are the researchers' recommendations.

- 1) If the Covid-19 pandemic period continues, in the future it is hoped that educators (lecturers) will be more creative and innovative in presenting material through the web that is attractive and of interest to serve guidance and communication via the internet, and other necessary skills. This is done so that students do not feel bored in attending lectures.
- 2) In the future, it is hoped that lecturers will reduce the assignments given to students, be replaced by presenting interesting materials, or having direct discussions with students. This is done so that students are not burdened by the many piling up tasks that can make students stressful.
- 3) To further researchers who want to carry out research in this field, it is hoped that this research can be a description, information and input about the relationship between learning motivation and interest in learning with student academic achievement. Researchers also suggest to be able to further develop variables, populations and research instruments for the better. So that the results of the follow-up research can be maximized from this study.

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