



The Relationship between Student Learning Motivation and Classroom Management with Student Learning Outcomes at the YLPT Academy of Optician Refraction Padang

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Abstract

The problem in this study is that student learning outcomes are low and learning motivation is lacking. The type of research used is causative research. The population in this study were all fourth semester students at the YLPT Padang Optic Refraction Academy, totaling 45 people. The sample uses total sampling technique so that the total sample is 45 people. The instrument used is a questionnaire (questionnaire). Data were analyzed using data description techniques, requirements testing and hypothesis testing. Based on the findings, several conclusions can be drawn 1) Learning Motivation is related to student learning outcomes. This result shows that the t count $>$ t table or sig value $<$ 0.05. 2) Management of class management is related to student learning outcomes of t count $>$ table or sig $<$ 0.05 values. 3) Learning motivation and classroom management are jointly related to student learning outcomes with F count $>$ F table

Keywords: Learning Motivation, Classroom Management, Learning Outcomes

Abstrak

Masalah dalam penelitian ini adalah hasil belajar siswa yang rendah dan motivasi belajar yang kurang. Jenis penelitian yang digunakan adalah penelitian kausatif. Populasi dalam penelitian ini adalah seluruh mahasiswa semester IV di Akademi Refraksi Optisi YLPT Padang yang berjumlah 45 orang. Sampel menggunakan teknik total sampling sehingga total sampel berjumlah 45 orang. Instrumen yang digunakan adalah kuesioner (angket). Data di analisis dengan menggunakan teknik deskripsi data, uji persyaratan dan uji hipotesis. Berdasarkan hasil temuan, dapat diambil beberapa kesimpulan 1) Motivasi Belajar berhubungan dengan hasil belajar siswa. Hasil ini menunjukkan bahwa t hitung $>$ t tabel atau nilai sig $<$ 0,05. 2) Manajemen pengelolaan kelas berhubungan dengan hasil belajar siswa dengan nilai t hitung $>$ t tabel atau nilai sig $<$ 0,05. 3) Motivasi belajar dan manajemen pengelolaan kelas secara bersama-sama berhubungan dengan hasil belajar siswa dengan F hitung $>$ F tabel.

Kata Kunci: Motivasi Belajar, Manajemen Kelas, Hasil Belajar

Introduction

Education as the spearhead of the nation's progress must receive serious attention from all parties, especially those

involved in the field of education (Zagoto, Yarni & Dakhi, 2019). The progress of education is a reflection of the progress of a nation and state. Through education, quality Indonesian people will be produced,

Indonesian people who are virtuous and highly knowledgeable (Ilham, 2019). Good quality education will produce good human resources as well. In the field of education it is hoped that human resources will emerge who have high resources, are responsible and understand their duties (Tahir, 2017).

When discussing the quality of education, it cannot be separated from teaching and learning activities. Teaching and learning activities in schools are the most fundamental activities. This means that the success or failure of achieving educational goals depends, among other things, on how the learning process is experienced by students as students.

According research to Dakhi (2022) & Zagoto (2022), recognition of a person's results or learning progress is important, because by knowing the results that have been achieved, students will try more to improve their learning outcomes. So that the increase in learning outcomes can be more optimal because these students feel motivated to improve the learning outcomes that have been achieved before.

Learning outcomes are the culmination of a process that has been carried out by students in learning. The culmination will always be accompanied by follow-up activities. Learning outcomes must show a change in behavior or the acquisition of new behavior from students who are settled, functional, positive, and aware (Novalinda et al., 2021; Timor et al., 2021). Learning outcomes are changes in behavior as a whole, not just one aspect, but are integrated as a whole. Therefore, lecturers must pay close attention so that this behavior can be achieved fully and thoroughly by students. The embodiment of learning outcomes will always be related to learning evaluation activities so that it is necessary to have learning evaluation techniques and procedures that can effectively assess learning processes and outcomes.

The process of assessing learning outcomes can provide information to

lecturers about student progress in an effort to achieve their learning goals through learning activities. Furthermore, from this information the lecturer can arrange and foster further student activities, both for the whole class and individually. The overall behavioral aspect of learning objectives according to Conklin (2005), which shows a picture of learning outcomes, includes cognitive, affective, and psychomotor aspects. As for the purpose of assessing student learning outcomes in general: 1) assessing student competency achievement: 2) improving the learning process: 3) as material for preparing student learning progress reports, while specific goals; 1) determine the progress and results of student learning; 2) diagnosing learning difficulties, 3) providing feedback/improvement of the teaching and learning process, 4) determining level increases, 5) motivating student learning by knowing and understanding themselves and stimulating them to make improvement efforts.

The results of this study are used as follows. a) materials for consideration in determining the level increase: b) feedback in improving the teaching and learning process; c) increase student learning motivation: d) Self-evaluation of student performance. In order to achieve optimal learning outcomes as expected by students and lecturers, many things affect students in learning including: 1) Internal factors (factors from within the student), namely the physical and spiritual condition/state of students 2) External factors (factors from outside the student), namely the environmental conditions around the student. Based on the factors that influence student learning outcomes above, what researchers are currently studying are factors that come from the students themselves, namely learning motivation (internal) and external factors, namely lecturers.

It is possible for students who are highly motivated in learning to obtain high learning outcomes, meaning that the higher

the motivation, the higher the intensity of effort and effort made, the higher the learning outcomes they obtain. Students make various efforts or efforts to increase success in learning so as to achieve satisfactory success as expected. In addition, motivation also supports efforts and keeps the student learning process running. This makes students persistent in learning. On the other hand, classroom management by lecturers also affects student learning outcomes. Through the learning process, lecturers are required to be able to guide and facilitate students so that they can understand the strengths and abilities they have, and provide motivation so that students are encouraged to study as well as possible to achieve success based on their abilities, so that they can achieve optimal learning results.

Based on the results of the initial survey on February 1 2022, it was found that student learning outcomes were low, and student learning motivation was lacking. It was seen that students were indifferent to learning, often went in and out of class during the learning process, students were less enthusiastic about starting lessons. On the other hand, based on the author's observations, in the field there are still many lecturers who carry out their duties with low discipline. The manifestations of lecturer indiscipline include: Lecturers are often absent on campus, lecturers arrive late and return early, lecturers are not disciplined in giving grades, nor are they disciplined in preparing learning tools, lecturers often do not provide information to campus when absent and not leaving student assignments, lecturers often leave class during the learning process, based on this it will have an impact on student learning outcomes later.

Based on the problems above, the researcher is interested in raising the title of this study about "The relationship between student learning motivation and classroom management with student learning

outcomes at YLPT Padang Optic Refraction Academy.

Method

The type of research used is causative research. Causative research is useful for analyzing the influence of one variable on several other variables. The population of this study were all Semester IV students at the YLPT Padang Optic Refraction Academy, totaling 45 people. The sample is part of the population because the population is small, so all populations are used as research samples, namely 45 students. The data collection tool used in this study is an indirect communication technique. In this case the tool used is a questionnaire (questionnaire). Data were analyzed using data description techniques, requirements testing and hypothesis testing

Result And Discussion

Student learning outcomes variable questionnaire. obtained a minimum score of 100 and a maximum score of 10. From the respondents' answers, the lowest score was 40 and the highest score was 90. The results of data processing obtained an average score (mean) of 72.44, mode (mode) of 80, median of 75 and standard deviation (standard deviation) of 13.84. the values of the mean, mode and median scores are not much different and do not exceed one standard deviation, this means that the distribution of student learning outcomes tends to be normal.

The student learning motivation variable questionnaire consists of 25 items. Then the minimum score is 25 and the maximum score is 125. From the respondents' answers, the lowest score is 91 and the highest score is 125. The results of data processing are obtained by an average score (mean) of 104.9, mode (mode) of 101, median of 104 and deviation standard (standard deviation) of 7.89. The mean, mode and median scores are not much different and do not exceed one standard deviation, which means that the distribution of learning motivation tends to be normal.

The classroom management variable questionnaire consists of 52 items. Then the minimum score is 52 and the maximum score is 260. From the respondents' answers, the lowest score is 100 and the highest score is 205. The results of data processing are obtained by an average score (mean) of 175.8, mode (mode) of 187.0, median of 180 and deviation standard (standard deviation) of 18.15. the mean, mode and median scores are not much different and do not exceed one standard deviation, this means that the distribution of class management tends to be normal.

Tabel 1. Normality Test NPar Tests- Uji Normalitas

One-Sample Kolmogorov-Smirnov Test				
		Motivation to learn	Class Management	Learning outcomes
N		45	45	45
Normal Parameters ^{a,b}	Mean	104,933	175,8667	72,4444
	Std. Deviation	7,89534	18,15664	13,84255
Most Extreme Differences	Absolute	,080	,177	,196
	Positive	,080	,137	,137
	Negative	-,061	-,177	-,196
Kolmogorov-Smirnov Z		,539	1,186	1,317
Asymp. Sig. (2-tailed)		,933	,120	,062

From the table above it can be seen that the results of the normality test state the value of asymp.sig > 0.05. Based on these results, it can be stated that the data used in this study were normally distributed and could be continued for further research, because the significance value of the normality test was > 0.05.

Table 2. Homogeneity of Learning Motivation Variables (X1), Classroom Management (X2) and Learning Outcomes (Y)

Variabel	Levene Statistic	df1	df2	Sig.
Motivation to learn	1.652	2	42	0.204
Class Management	1.161	2	42	0.323

Learning outcomes	2.042	2	42	0.142
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The table above can be seen that the magnitude of the Levene Statistic of learning motivation (X1) is 1.652 while the probability or significance is 0.204, classroom management (X2) is 1.161 while the probability is 0.323 which means greater than 0.05, learning outcomes (Y) is 2.042 with a probability of 0.142, the null hypothesis (Ho) is accepted, which means that the assumption that the population variances are identical (homogeneous) can be accepted.

Hypothesis 1 testing is done by comparing the value of t count and t table. The hypothesis is accepted if t count > t table and sig value < α 0.05. The t table value at $\alpha = 0.05$ is 1.671. For the learning motivation variable (X1) the calculated t value is 2.354 and the sig value is 0.000. Thus it can be said that t count > t table, namely 2.354 > 1.671 or a significance value of 0.000 < α 0.05. This shows that this study can prove learning motivation (X1) is significantly related to student learning outcomes (Y). So the first hypothesis in this study is accepted.

Hypothesis 2 testing is done by comparing the value of t count and t table. The hypothesis is accepted if t count > t table and sig value < α 0.05. The t table value at $\alpha = 0.05$ is 2.372. The calculated t value for the variable is 2.372 and the sig value is 0.022. Thus it can be said that the t count is positive and the significance value is 0.023 < α 0.05. This shows that this study can prove that classroom management (X2) has a positive and significant effect on student learning outcomes (Y). So the second hypothesis in this study is accepted.

The Anova test or F test produces a calculated F value of 5,685 with a significance level of 0.000. Because the significance probability is much smaller than 0.05, the regression model can be used to predict Y or it can be said that X1 and X2, together, have an effect on Y.

Discussion

1. The relationship between learning motivation and student learning outcomes

The research findings show that learning motivation is related to student learning outcomes. The magnitude of the contribution of learning motivation to student learning outcomes is 32.8%. Therefore, to optimize student learning outcomes, efforts must be made to increase motivation in learning so that results are in accordance with what is expected. According to (Hamzah et al., 2015) "learning motivation is internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or supporting elements. Indicators of learning motivation can be classified as follows: (1) there is a desire and desire to succeed, (2) there is encouragement and need in learning, (3) there are desires and aspirations for the future, (4) there is appreciation in learning, (5) there are interesting activities in learning and (6) there is a conducive learning environment, so that it allows a student to study well.

2. The Relationship between Classroom Management and Student Learning Outcomes

The findings of this study indicate that classroom management is related to student learning outcomes. This means that student learning outcomes can be interpreted through classroom management. In line with the theory put forward by Sardiman (2010: 172) "Classroom management is an effort to utilize class potential". Classes have certain roles and functions in supporting the success of the educational interaction process, in order to provide encouragement and stimulation to students to learn, classes must be managed as well as possible by the lecturer. So that

the implementation of the lecturer's duties can run effectively.

3. The relationship between learning motivation and classroom management is related to student learning outcomes

The results of these findings illustrate that learning motivation and classroom management are related to student learning outcomes. The results of this study can be interpreted that learning outcomes are related to student learning motivation and classroom management carried out by lecturers.

Conclusion

Based on the findings, several conclusions can be drawn as follows: 1) Learning motivation is related to student learning outcomes. This result shows the t count $>$ t table or sig value $<$ 0.05. 2) Management of class management is related to student learning outcomes of t count $>$ table or sig $<$ 0.05 values. 3) Learning motivation and classroom management are jointly related to student learning outcomes with F count $>$ F table.

Suggestions in this study are 1) To improve the implementation of lecturer duties, it is expected that quality assessment in study programs can run well and improve and carry out continuous guidance to lecturers, so that lecturers are truly able to carry out learning in class effectively and efficiently. 2) To improve student learning outcomes, it is hoped that classroom management can be improved by arranging the study room as comfortable as possible, understanding the conditions of students, so that the implementation of the lecturer's duties can run effectively and efficiently. 3) Director, it is hoped that the director can provide assistance to lecturers in completing learning facilities and infrastructure. 4) b It is hoped that the quality control unit will guide lecturers on an ongoing basis. 5) It is hoped that future researchers will examine more deeply the

factors that influence student learning outcomes.

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