Learning Motivation of High-Achieving Students in Second Grade of Integrated Islamic Junior High School LHI Bantul Yogyakarta

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Abstrak

Motivasi belajar merupakan elemen yang penting untuk mencapai hasil pembelajaran yang maksimal. Motivasi belajar yang berbeda antar siswa membuat capaian hasil yang tercapai berbeda pula. Penelitian ini bertujuan untuk mendeskripsikan motivasi belajar siswa berprestasi di kelas VIII SMP Islam Terpadu LHI Bantul Yogyakarta. Subjek penelitian adalah 12 siswa berprestasi yang diambil dari 4 kelas paralel, masing-masing 3 anak. Metode penelitian yang digunakan adalah metode kualitatif. Teknik pengumpulan data dilakukan dengan dokumentasi, observasi, dan wawancara. Hasil penelitian menunjukkan bahwa terdapat dua jenis motivasi belajar siswa berprestasi kelas VIII SMP Islam Terpadu LHI Bantul Yogyakarta, yaitu motivasi intrinsik yang berasal dari diri siswa dan motivasi ekstrinsik yang berasal dari faktor luar. Beberapa faktor yang memengaruhi antara lain motivasi dari dalam diri sendiri, motivasi dari luar, keterlibatan dalam menentukan sekolah, rangsangan dari guru, rangsangan dari orang tua, dan rangsangan dari lingkungan sekitar. Oleh karena itu, faktor yang mendukung motivasi belajar siswa berprestasi perlu diperkuat dan diimplementasikan kepada siswa lain untuk meningkatkan prestasi belajar seluruh siswa.

Kata Kunci: pendidikan, siswa berprestasi, sekolah menengah pertama, motivasi belajar, studi kasus

Abstract

Learning motivation is an important element in achieving maximum learning results. Different learning motivations between students can result in different outcomes. This research aims to describe the learning motivation of high-achieving students in the second grade of the Integrated Islamic Junior High School LHI Bantul Yogyakarta. The research subjects were 12 high-achieving students taken from 4 parallel classes, 3 students from each class. The research method used is qualitative. Data collection techniques were carried out using documentation, observation, and interviews. The results of the research show that there are two types of learning motivation for high-achieving students in the second grade of the Integrated Islamic Junior High School LHI Bantul Yogyakarta, namely intrinsic motivation that comes from within the students themselves and extrinsic motivation that comes from external factors. Several influencing factors include motivation from within oneself, motivation from outside, involvement in choosing a school, stimulation from teachers, stimulation from parents, and stimulation from the surrounding environment. Therefore, factors that support the learning motivation of high-achieving students need to be strengthened and implemented with other students so that all students can improve their learning achievement.

Keywords: education, high-achieving students, junior high school, learning motivation, study case.

Introduction

The term education comes from the Greek word "*Paedagogie*" which has the root words "*pais*" which means child and "*again*" which

means to guide. Education comes from the Greek word "*educase*" which means bringing out what is stored in a child's soul, to guide it so that it grows and develops. In human life, education is a universal activity, because education exists everywhere. In essence, education is an effort to humanize humans themselves or to civilize humans.

Education is a process of interaction between educators and students to achieve educational goals. This process takes place in a certain environment using various kinds of actions called educational tools. These educational tools include educational objectives, educators, educational subjects, educational tools, and educational environment.

Education generally means efforts to elevate the growth of character (inner strength, character) and mind (the child's intellect and body). Ki Hajar Dewantara stated that in kindergarten, these parts must not be separated so that we can promote the perfection of life, life and livelihood of the children we educate, in harmony with their world (Zahara, 2016).

Education is a very valuable investment in the future of a nation as an effort to advance the life of the nation. Therefore, the world of education should be able to produce high-quality human beings. Educational outcomes are said to be of quality if the education carried out can provide graduates with abilities, knowledge, and skills that are useful for continuing higher education or entering the workforce. Furthermore, in the modern era like today, the dissemination and distribution of information runs very quickly. Science and technology will develop rapidly, which means that competent human beings are needed.

Education basically desires to create high-quality human beings, who have good as well as intellectuality and skills. As stated in the National Education System Law No. 20 in 2003 Chapter II Article 3 states that "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, assigned to develop the potential of students so that they become human beings who believe in and are devoted to God, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen."

In general, student learning outcomes are influenced by internal factors, namely factors that exist within the student, and external factors, namely factors that are outside the student. Internal factors are classified as follows:

1. Individual physiological or physical factors, whether inherent or acquired by seeing, hearing, body structure, body defects, and so on.
2. Psychological factors, both congenital and hereditary, which include:
   a) Intellectual factors consist of:
      1) Potential factors, namely intelligence and talent.
      2) Actual factors, namely real skills and achievements.
   b) Non-intellectual factors are certain personality components such as attitudes, interests, habits, motivation, needs, self-concept, adjustment, emotionality, and so on.
3. Maturity factors, both physical and psychological, which classified into some external factors:
   a) Social factors consisting of:
      1) Family environmental factors.
      2) School environmental factors.
      3) Community environmental factors.
      4) Group factors.
   b) Cultural factors, such as customs, science and technology, art, and so on.
   c) Physical environmental factors, such as housing facilities, learning facilities, climate, and so on.
   d) Spiritual factors or religious environment.

Motivation to learn is important for students and teachers. For students, the importance of learning motivation is as follows: (1) making them aware of their position at the beginning of learning, during the learning process, and the final results. For example, after a student reads a chapter and is not successful in grasping the content, he will be encouraged to read again. (2) Provide information about the strength of learning efforts, compared with peers. For example, if it is proven that a student's learning efforts are not enough, then he will try as hard as his classmates who study and succeed. (3) Directing learning activities. For example, after he finds out that he has not studied seriously, he will change his learning behavior. (4) Raising enthusiasm for learning. For example, if he has used up his study funds and he still have younger siblings who are supported by their parents, then he will try to graduate quickly. (5) Making people aware of the continuous journey of learning and then working

(in between which there is also time to rest or play). As an illustration, every day students are expected to study at home, help their parents, and play with their peers. What they do is expected to be satisfactory. These five things show how important it is that motivation is realized by the student himself so that the work, in this case, the learning task will be completed well.

Learning motivation is also important for a teacher. Knowledge and understanding of students' learning motivation are beneficial for teachers, including: (1) Generating, increasing, and maintaining students' enthusiasm for learning until they succeed. Stimulating, if students are not enthusiastic; improving, if students' learning motivation is fading; and maintaining, if students' enthusiasm for learning is strong enough to achieve the learning goals. In this case, appreciation such as gifts, praise, or encouragement can be used to increase the enthusiasm for learning. (2) Knowing and understanding the learning motivation of students in various classes. There are students who are indifferent, students who are not paying attention, students who play during the class, as well as students who are eager to learn. Under these circumstances, teachers can use a variety of teaching strategies. (3) Increasing and preparing teachers to choose one of various roles such as advisor, facilitator, instructor, discussion partner, encourager, or educator. (4) Providing opportunities for teachers to "show off" pedagogical engineering. The teacher's job is to make all students learn until they succeed. The professional challenge lies in "transforming" disinterested students into being enthusiastic about learning. "Changing" intelligent students who are indifferent to being enthusiastic about learning.

According to Mc. Donald (Sardiman, 2014), motivation is a change in energy within a person which is characterized by the emergence of "feeling" and is preceded by a response to a goal. From the definition put forward by Mc. Donald, it contains three important elements, namely (1) motivation initiates energy changes in every individual. The development of motivation will bring about several energy changes in the "neurophysiological" system in the human organism. Because it involves changes in human energy (even though motivation arises from within humans), its appearance will involve human physical activities. (2) Motivation is characterized by the emergence of a person's feelings of affection. In this case, motivation is relevant to psychological issues, affection, and emotions which can determine human behavior. (3) Motivation will be stimulated because of a goal. Motivation in this case is a response to an action, namely a goal. Motivation does appear within humans, but it arises because it is stimulated/encouraged by the presence of other elements, in this case, goals. This goal will relate to individual needs.

With the three elements above, it can be said that motivation is something complex. Motivation will cause a change in the energy that exists in humans so that it will be related to psychological symptoms, feelings, and emotions so that they can then act or do something. All of this is driven by a need or desire.

In teaching and learning activities, if a student, for example, does not do something that should be done, then the reasons need to be investigated. The reasons are usually various, maybe he is not happy, sick, hungry, has personal problems, and so on. It means that the child has a change in energy; he is not stimulated to do something because he does not have a goal or needs to learn. In this kind of situation, efforts need to be made to encourage students to do what they are supposed to do, namely studying. In other words, students need to be given stimulation so that their learning motivation grows. In short, students need to be given motivation.

Motivation issues can also be related to interest issues. Interest is defined as a condition that occurs when someone sees the characteristics or temporary meaning of a situation that is connected to their own desires or needs. Therefore, what a person sees will certainly stimulate his interest as long as it is related to his own goods. It shows that interest is a person's mental inclination towards someone (usually accompanied by feelings of pleasure) because they feel there is an interest in it. According to Bernard (Sardiman, 2014) interest does not arise suddenly/spontaneously, but arises as a result of participation, experience, or habits when someone studying or working. So, it is clear that questions of interest will always be related to questions of need or desire. Thus, the most important thing is how to create certain conditions so that students always need and yearn to continue learning.

According to Morgan, written again by S. Nasution (Sardiman, 2014), humans live by having various needs, including:

1. The need to do something for an activity

    It is very important for children because their own actions contain joy for them. In accordance with this concept, for parents to force their children to stay at home is contrary to the nature of children. Activities in itself are a pleasure. It can be related to a learning activity that work or study will be successful if it is accompanied by a feeling of joy.

2. The need to please others

    Many people in their lives have the motivation to do things for the pleasure of other people. A person's self-esteem can be judged by the success or failure of their efforts to provide pleasure to other people. It is certainly a matter of satisfaction and happiness for the person who carries out this activity. This concept can be applied to various activities, for example, children are willing to work or students are diligent/willing to learn if they are given the motivation to do a learning activity for their parents.

3. The need to achieve results

    A job or activity will be successful if it is accompanied by "praise". This aspect is an encouragement for someone to work and study hard. If the results of hard work or learning efforts are ignored by teachers or parents, the child's motivation may decrease. In teaching and learning activities, the reinforcement element needs to be developed. Praise or reinforcement must also be linked to good performance. Children must be given as wide an opportunity as possible to do something with optimal results so that there is a "sense of success". The work or activity must start from the easy/simple and gradually progress to something increasingly difficult/complex.

4. The need to overcome difficulties

    A difficulty or obstacle, perhaps a disability, may raise the feeling of inferiority, but it can be a motivation to seek compensation through diligent and extraordinary efforts, so as to achieve superiority/excellence in a particular field. Children's attitudes towards difficulties or obstacles actually depend a lot on environmental conditions and attitudes. In connection with this, the role of motivation is very important in efforts to create certain conditions that are more conducive for them to strive and to gain excellence.

Motivation can function as a driver of effort and achievement. A person undertakes a business because of motivation. Having good motivation in learning will show good results. In other words, with diligent effort and especially based on motivation, someone who studies will be able to produce good achievements. The intensity of a student's motivation will greatly determine the level of learning achievement.

Motivation can be seen from various points of view. Thus, the motivation or active motives vary greatly.

1. Motivation is seen from the basis of its formation

    a) Innate motives

    Motives are innate from birth, so motivation exists without being learned. For example: the urge to eat, urge to drink, urge to work, urge to rest, and sexual urge. These motives are often called biological motives.

    b) Learned motives

    Motives that arise from being learned. For example: the urge to learn a branch of science, or the urge to teach something in society. These motives are often called socially implied motives. This motivation is formed because humans live in a social environment with other humans. With the ability to cooperate, self-satisfaction will be achieved. So, humans need to develop the qualities of being 'friendly', cooperative, and building good relationships with others, especially parents and teachers. In teaching and learning activities, this can help in efforts to achieve success.

2. Motivation according to Woodworth and Marquis

    a) Motives or organic needs, for example, the need to drink, eat, breathe, act, and the need to rest.

    b) Emergency motives, such as the urge to save oneself, the urge to retaliate, and the urge to try. Clearly, this motivation arises from external stimulation.

    c) Objective motives. In this case, it concerns the need to explore, to manipulate, and to take an interest. These motives arise because of the urge to be able to face the outside world effectively.

3. Physical and spiritual motivation

Physical motivations include reflexes, automatic instincts, and lust. Meanwhile, spiritual motivation includes desire. Human's will is formed through four moments, namely:

a) The moment the reason arises

For instance, a young man was actively practicing sports to face a competition at his school, but suddenly his mother asked him to take a guest to buy tickets to his hometown. The young man then accompanied the guest. In this case, the young man had a new reason to do an activity (driving activity). The new reason could be out of respect for the guest, or a desire not to disappoint his mother.

b) Moment of choice

In situations where there are alternatives which result in competition between the alternatives or reasons. Someone considers various alternatives and then determines which alternative to choose.

c) Decision moment

In the competition between various reasons, it will end with one alternative being chosen. The chosen alternative is the decision to be implemented.

d) The moment the will is formed

If someone has decided on a decision to carry out, an urge arises in the person to act and to implement that decision.

4. Intrinsic and extrinsic motivation

a) Intrinsic motivation

Intrinsic motivation is motives that become active or function without needing to be stimulated from outside because it comes within the individual. For example, someone who likes to read doesn't need to be ordered, he is willingly looking for books to read. If viewed in terms of the purpose of the activities carried out (for example, learning activities), what is meant by intrinsic motivation is wanting to achieve the goals contained in the act of learning itself. A student is studying because he really wants to gain knowledge, values, or skills so that he can change his behavior constructively.

b) Extrinsic motivation

Extrinsic motivation is motives that are active and function due to external stimuli. For example, someone studies because they know they will have an exam tomorrow morning in the hope of getting a good grade so that they will be praised by their friends, teacher, and parents. So, the motive is not because they want to learn something, but because they want to get a good grade, or to get a prize.

In teaching and learning activities, the role of both intrinsic and extrinsic motivation is very necessary. With motivation, students can develop activity and initiative thus they can direct and maintain persistence in carrying out learning activities. There are several ways to increase motivation in learning activities at school.

1. Giving grades

Grades in this case are a symbol of the value of learning activities. Many students study solely to achieve good numbers/grades. In this case, students usually pursue test scores or grades on report cards. However, it should be remembered that achieving these numbers is not yet a true learning result nor a meaningful learning result. Therefore, the next step taken by the teacher is how to provide numbers that can be linked to the values contained in each knowledge taught to students so that it is not just cognitive, but also skills and affection.

2. Gifts

Rewards can also be said to be motivation, but this is not always the case. It is because the reward for a job may not be attractive to someone who is not happy and has no talent for that job.

3. Rivals/competition

Rivalry or competition can be used as a motivational tool to encourage students to learn. Competition, both individual competition and group competition, can improve student learning achievement.

4. Ego-involvement

Raising awareness in students so that they feel the importance of the task and accept it as a challenge so that they work hard while risking their self-esteem is one form of motivation that is quite important. A person will try his best to achieve good achievements while maintaining his self-esteem. Completing assignments well is a symbol of pride and self-esteem, as well as for students.

5. Give a review

Students will study harder if they know there will be a test. Therefore, giving tests is also a means of motivation. However, teachers must remember not to do it too often

(for example every day) because it can be boring and routine.

6. Know the results

By knowing the results of work, if progress occurs, it will encourage students to study harder.

7. Compliments

If a student is successful and completes the assignment well, they need to be given praise. This praise is a form of positive reinforcement and is also good motivation.

8. Punishment

Punishment is negative reinforcement, but if given appropriately and wisely it can be a motivational tool.

9. Desire to learn

The desire to learn means there is an element of deliberateness or intention to learn. It is better compared to all activities that have no purpose. The desire to learn means that students have the motivation to learn, so the results certainly will be better.

10. Interests

Motivation is closely related to interest. Motivation arises because there is a need, as well as interest, so it is appropriate that interest is the main motivational tool. The learning process will run smoothly if it is accompanied by interest.

11. Acknowledged goals

The formulation of goals that are recognized and accepted by students is a very important motivational tool. By understanding the goals that must be achieved, a passion for learning will arise because it is seen to be very useful and profitable.

According to Dimyanti and Mudjiono (1994), there are several factors that influence learning motivation, namely 1) students' goals or aspirations, 2) students' abilities, 3) students' conditions, 4) students' environmental conditions, 5) dynamic elements in teaching and learning, and 6) teacher efforts in teaching students.

Motivation to learn appears in children's desires from childhood, such as the desire to learn to walk, eat delicious food, compete in games, be able to read, be able to sing, and so on. Success in achieving these desires fosters a willingness to be active, and even later in life. The emergence of ideals is accompanied by the development of reason, morals, will, language, and life values. The emergence of ideals is also accompanied by personality development. Dreams can last for a very long time, even throughout life. The students' aspiration to "become someone" will strengthen their enthusiasm for learning and direct the learner. Dreams will strengthen intrinsic and extrinsic learning motivation because achieving a dream will bring about self-actualization.

In learning, various abilities are needed. This ability includes several psychological aspects that exist within students. For example, observation, attention, memory, thinking, and fantasy. In this learning ability, the development of students' thinking becomes a measure. Students with concrete thinking are different from students who think operationally. So, students who have high learning motivation will usually achieve more success. Moreover, the physical and spiritual condition of students also affects their motivation. Students are creatures consisting of psychophysical entities. So, conditions greatly influence motivation to learn.

Environmental conditions are elements that come from outside the student. There are generally three student environments, namely the family, school, and community environments. So, the environment that inhibits or supports comes from these three environments. This can be done, for example, by teachers managing the class, creating a pleasant learning atmosphere, and presenting themselves attractively so that students are motivated to learn.

Dynamic elements in learning are elements whose existence in the teaching and learning process is unstable, sometimes weak, and sometimes not even exist. Students have feelings, attention, will, memories, and thoughts that change because of life experiences. Experience with peers influences motivation and learning behavior. The students' environment in the form of the natural environment, living environment, and relationships also changes.

Besides, there are also teachers' efforts in teaching students. The effort referred to is such as how teachers teach their students to understand the material provided. Teachers' efforts to teach students occur at school and outside school. Learning efforts in schools include (i) implementing orderly learning, (ii) fostering learning disciplines such as time management and maintenance of school facilities, (iii) fostering orderly social learning, and (iv) fostering orderly school learning.

Learning efforts outside of school include families, religious institutions, scouts, and other youth education centers.

Strengthening learning motivations is in the hands of teachers/educators and other community members. Teachers as educators are tasked with strengthening motivation to learn for a minimum of 12 years at the age of compulsory education. Parents are tasked with strengthening motivation for lifelong learning.

Method

This research is a case study with a qualitative approach that aims to obtain a complete picture of the human perspective being studied. This research seeks to understand and describe student learning motivation. The qualitative approach was used because it can discover and understand what is hidden behind phenomena which is sometimes difficult to understand. The qualitative approach is expected to be able to produce in-depth descriptions of student learning motivation.

The process of collecting qualitative research data can be carried out in three ways, namely documentation, observation, and interviews (Suwandi & Basrowi, 2008); observations, interviews, field notes, use of documents, sampling, and study units (Moloeng, 2000).

In general, this research was carried out through stages of recording phenomena in the field through observation, questionnaires, and interviews, as well as documentation.

1. Documentation

Documentation comes from the word document, which means written items. The documentation method is a way of collecting data by recording existing data. Sugiyono 2015 (in Hardani et al., 2020) stated that documents are records of events that have passed. Documents can be in the form of writing, drawings, or someone's own monumental works. Written documents include diaries, life histories, stories, biographies, regulations, and policies. Documents in the form of images, for example photos, live drawings, sketches, etc. It can also be in the form of works, such as works of art, pictures, sculptures, films, etc.

2. Observation

Sukmadinata (in Hardani et al., 2020) stated that observation is a technique or way of collecting data by observing ongoing activities. These activities can relate to the way teachers teach, students learn, the principal who is giving direction, personnel in the field of personnel who are in meetings, and so on. Observations can be carried out in a participatory or non-participatory manner. In participatory observation, the observer takes part in ongoing activities, the observer participates as a meeting participant or training participant. In non-participatory observation, the observer does not take part in the activity, he only plays the role of observing the activity, not taking part in the activity.

3. Interview

An interview is an oral question and answer between two or more people directly or a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer who asks questions, and the interviewee who provides answers to those questions. The purpose of conducting interviews, as emphasized by Lincoln and Guba (1998), includes: constructing information about people, events, activities, organizations, feelings, motivations, demands, concerns, etc.

In checking the validity of the data, researchers used three examination techniques, namely: participation extension technique, triangulation technique, and discussion with colleagues.

1. Opt-In Extension

Researchers stay in the field until data collection needs are met. This extension of participation aims to enable researchers to learn about the experiences of the object under study, detect possibilities that could contaminate the data, and build the subject's sense of trust in the data and research results (Moloeng, 2000).

2. Triangulation

Triangulation is defined as a data collection technique that combines various existing data collection techniques and data sources. If the researcher collects data using triangulation, then the researcher collects data while simultaneously testing the credibility of the data. The researcher is checking the credibility of the data using various data collection techniques and various data sources. The purpose of triangulation is not to find the truth about some phenomenon but rather to increase the

researcher's understanding of what has been discovered.

3. Peer Checking

Peer examination is an examination carried out by gathering colleagues who have the same general knowledge about what is being researched. So, in this activity, researchers can review perceptions, views, and analyses that are being carried out in the hope that researchers will get input from both methodology and research context.

Result and Discussion

This research only took second-grade students at LHI Bantul Yogyakarta Integrated Islamic Junior High School as participants. The data was obtained from observations, documentation, and interviews with homeroom teachers. Each class only takes 3 students with the highest grades in their class. In one class, there are 4 parallel classes, which means this research took 12 second-grade students with the highest grades in each class.

Motivation which stems from the word "motive" can be interpreted as the driving force that exists within a person to carry out certain activities to achieve a goal. In learning activities, motivation can be said to be the overall driving force within students which creates, ensures continuity, and provides direction to learning activities, so that it is hoped that goals can be achieved.

1. Intrinsic and Extrinsic Motivation of Second-grade Students of Integrated Islamic Junior High School LHI Bantul Yogyakarta

Intrinsic motivation is motives that become active or function without needing to be stimulated from outside because it exists within each individual. For example, someone who likes to read doesn't need anyone to tell them or encourage them, they are willingly looking for books to read. Meanwhile, extrinsic motivation is motives that are active and function because of external stimuli. For example, someone studies because they know there will be a test tomorrow.

2. Factors that Influence the Learning Motivation of Second-grade Students at the Integrated Islamic Junior High School LHI Bantul Yogyakarta.

Analysis based on questions that have been distributed to respondents is as follows:

a) Did you study at LHI Integrated Islamic Junior High School because of your own wishes or because of your parents' wishes?

No matter how good a school that parents find, if their child doesn't want to go there, he or she will only feel forced and pressured while attending school. Going to school and studying by force will be no different from cramming food, maybe it is a necessity, but students clearly don't enjoy it. It will not make learning effective.

Based on the data obtained, 72.7% of respondents answered based on their own wishes as well as their parents' wishes, 9.1% of respondents answered based on their parents' wishes, and 18.2% of respondents answered based on their own wishes. So, it can be concluded that most students choose schools based on their own and their parents' choices. Involving children in choosing a school will make children go to school and learn without any element of coercion so that the learning process becomes effective.

b) Do you feel happy studying at LHI Integrated Islamic Junior High School?

Learning is a process carried out by providing education and training for students to achieve learning outcomes. Teachers and students are important stakeholders in the learning process. The teachers' task is to guide students, while students act as learners. Independent learning is one of the educational breakthroughs in creating independent learning in every class.

To create a situation of independent learning, teachers as educators have their own duties and functions. Among them, teachers function as learning resources, learning tutors, and facilitators. Teachers must be able to create a learning environment that feels comfortable and enjoyable.

The results of the research showed that 36.4% of students felt quite happy attending school at the LHI Bantul Yogyakarta Integrated Islamic Junior High School, 54.5% of students felt happy attending LHI Bantul Yogyakarta Integrated Islamic Junior High School, and 9.1% of students felt very happy going to school at LHI Bantul Yogyakarta Integrated Islamic

Junior High School. From the percentage obtained, it can be concluded that all students feel happy going to school or studying at LHI Bantul Yogyakarta Integrated Islamic Junior High School.

c) How was your learning achievement while studying at LHI Bantul Yogyakarta Integrated Islamic Junior High School?

According to Djamarah (2012, p. 23), learning achievement is the result obtained as a result of learning activities. Learning achievement is defined as the level of student success. Meanwhile, the process for determining learning achievement is by mastering the knowledge and skills developed by the subject which is usually shown by test scores or numbers given by the teacher.

The research results showed that 36.4% of students had good learning achievements, and 63.6% of students had good learning achievements. From the data obtained, it can be concluded that all students have good learning achievements at LHI Bantul Yogyakarta Integrated Islamic Junior High School.

d) Do you have learning difficulties?

The phenomenon of learning difficulties is one of the impacts on students' learning achievement being low, both from themselves and from the students' immediate environment. The causes of learning difficulties experienced by students can be influenced by students' low learning motivation.

The data obtained shows that students at LHI Bantul Yogyakarta Integrated Islamic Junior High School sometimes experience learning difficulties. This is proven by the percentage results showing that 54.5% of students sometimes experience learning difficulties, 36.4% of students almost never experience learning difficulties, and 9.1% of students often experience learning difficulties.

e) How is the discipline at the LHI Bantul Yogyakarta Integrated Islamic Junior High School?

School discipline is the school's efforts to maintain student behavior so that it does not deviate and can encourage students to behave in accordance with the norms of rules and regulations that apply at school. At school, discipline should not be just words or written prohibitions that only decorate the classroom walls. It is a rule that must be obeyed and implemented by students without exception. The consistent application of discipline is one of the reasons for the success of learning at LHI Bantul Yogyakarta Integrated Islamic Junior High School.

The results of the implementation of school discipline showed that 63.6 respondents answered that they were quite disciplined, and 36.4% of respondents answered that they were disciplined. It shows that LHI Bantul Yogyakarta Integrated Islamic Junior High School is a disciplined school. If school discipline is consistently maintained or improved, it will make the learning process more effective.

f) Are you always ready to receive study material?

The attitude of always being ready to receive learning material is very important in realizing effective learning. Through an attitude of always being ready, students can maximize their knowledge and time to study. Thus, the learning objectives such as understanding concepts, getting maximum grades, and even moving to the next grade can be achieved as targeted. From the data obtained regarding students' readiness to receive lessons, it shows that 18.2% of respondents answered sometimes, 46.5% of respondents answered ready, and 36.4% of respondents answered always ready.

g) When you don't go to school, do you always borrow notes from your friends regarding the lessons given by the teacher?

Sometimes it is unavoidable to miss learning material even though we have tried our best, especially when students are not attending school. Students can ask the teachers, or other students to borrow their notes and discuss with them. The research results showed that 18.2% of respondents answered that they almost never borrowed notes, 36.4% of respondents sometimes borrowed notes, 27.3% of respondents answered often, and 18.2% of respondents answered always.

h) Do you always take part in learning under forced conditions?

The quality of the learning process depends on the learning planning made by the teacher, the implementation of the learning plan in class, and the evaluation that the teacher will carry out after the lesson. Good learning must be planned well. At this stage, it is very important for teachers to plan innovative learning.

Innovative learning is a learning process that can utilize student potential and existing learning resources in learning so that students experience a state of "engagement" in learning or are happily involved in carrying out learning activities. In classes with innovative learning, students are not forced to carry out learning activities, but they do it to fulfill their curiosity. The research results showed that 45.5% of respondents answered that they sometimes felt forced, 27.3% of respondents answered that they almost never felt forced, and 27.5% of respondents answered that they never felt forced.

i) Are the classroom conditions comfortable for the learning process?

In the learning process, students ideally need a special environment and atmosphere. It aims to ensure that the learning process goes well and student learning achievement can be achieved as optimally as possible. A comfortable and enjoyable learning atmosphere in this case is far from noise and sound disturbances that damage learning concentration. A comfortable and enjoyable learning atmosphere allows students to focus their minds and attention on what is being studied. On the other hand, an uncomfortable and boring learning atmosphere will disrupt students' learning concentration.

The data obtained shows that 9.1% of respondents answered that they were not comfortable, 45.4% of respondents answered that they were sometimes comfortable, and 45.5% of respondents answered that they were comfortable. Based on the percentage of respondents, it can be said that the classroom atmosphere for the learning process at LHI Bantul Yogyakarta Integrated Islamic Junior High School is comfortable.

j) Are there motivational posters/slogans in the classroom?

Slogans and posters have an interesting and unique language that can indirectly be understood by students or readers so that they can create a feeling of empathy. After reading the poster or slogan, it is hoped that students will be able to capture and understand the meaning of the writing on the poster or slogan. Posters or slogans in the classroom should be made to motivate students. The data obtained shows that 27.3% of respondents answered none, 36.4% of respondents answered rarely, and 36.4% of respondents answered a lot.

k) Do the teachers always motivate you to learn?

Students learn because they are driven by their mental strength. Mental strength is in the form of desire, attention, will, or ideals. Mental strength can be classified as low or high. The mental strength that drives learning is motivation to learn. Motivation is seen as a mental drive that drives and directs human behavior, including learning behavior. Motivation contains a desire that activates, moves, channels, and directs the individual's learning attitudes and behavior (Dimyati & Mudjiono, 2021).

The data obtained shows that teachers often motivate their students to learn. This can be explained by the respondents' answers regarding the questionnaire that was given: 36.4% of respondents answered sometimes, 54.5% of respondents answered often, and 9.1% of respondents answered always.

l) Do your parents always motivate you to learn?

Education starts from the family environment, namely the parents, and then continues with the community environment and formal education. In a family or community environment, parents have an obligation to educate, teach, and instill values in their children.

A good education system must show the education process in the family as a realization of parents' responsibility for their children's education. Parents are the first people who have a very big role in developing children's education because education will determine the child's future.

Parents have a very big task to motivate their children to learn. Children who are motivated to learn will be enthusiastic and diligent in learning so that they get satisfactory learning results.

Based on the results of the questionnaire, it shows that students often receive motivation from their parents in learning. It is shown from the results of the questionnaire: 18.2% of respondents answered sometimes, 45.5% of respondents answered often, and 36.4% of respondents answered always.

m) Does your teacher always give you homework?

Homework needs to be given so that students become independent learners and strengthen the lessons they have learned at school. The form of homework should not repeat what has been taught at school. Homework can also stimulate students' creativity. However, remember that homework should not be given too often.

The data obtained shows that 36.4% of respondents answered almost never and 63.6% of respondents answered sometimes. Providing homework is only flexible. If students don't need to be given homework, then there is no need to look for reasons to give them one. Homework can be given occasionally.

n) Do you always use the opportunities given by the teacher to ask questions during learning?

Generally, the active learning process is characterized by students frequently asking questions to the teacher. Teachers as facilitators play an important role in student activity during learning, an active and conducive atmosphere in the implementation of learning can grow students' knowledge better.

Students who actively ask questions in learning generally have good achievements. This is because students who often ask questions means they want understand the material better (Febriana et al., 2018). Observation results from the questionnaire given to students showed that 54.5% of respondents answered sometimes, 36.4% of respondents answered often, and 9.1% of respondents answered always.

o) Do you make time every day to study?

Endang and Asliningsih (2010) explained that time management in the learning process means that students are considered individuals who can manage their time in studying, both at school and at home. If students have mastered this ability, then every activity is planned, and tasks will be completed on time because they can divide their study time at home by utilizing existing facilities so that no more time is wasted because every activity has been scheduled.

The data obtained shows that 9.1% of respondents answered almost never, 36.4% of respondents answered sometimes, 36.4% of respondents answered often, and 18.2 respondents answered often.

Conclusion

Based on the results of the research and discussion, a conclusion can be drawn that the factors that influence the learning motivation of high-achieving students in second-grade at the Integrated Islamic Junior High School LHI Bantul Yogyakarta include internal motivation, external motivation, involvement in determining the school of choice, stimulation from teachers, stimulation from parents, as well as stimulation from the surrounding environment.

Efforts made by schools and parents to increase students' learning motivation can function as a driver of effort and achievement. Someone does business because of motivation. Having good motivation in learning will show good learning results too. Many high-achieving students are involved in determining their choice of school. The child will feel happy participating in the learning process at the school he chooses, so it is hoped that the child will get a good learning achievement. With motivation, students will always be enthusiastic to continue learning without any element of coercion from any party. Growing motivation to learn so that students get good grades is not solely the teachers' responsibility, but parents at home or community environment also play a crucial role.

Suggestion

Researchers hope that the results of this research, which still have many shortcomings, can provide knowledge for schools, teachers, and the family environment. It is also hoped that

this research can give insight for future research with similar topics.

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