

## The Effect of Student's Motivation on Academic Achievement

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### Abstract

This quantitative study aims to investigate how intrinsic motivation affects students' performance in the Management degree at FEB Palangka Raya University. Purposive sampling was utilized to choose 123 students from the class of 2022 to participate in a survey. Participants' desire to learn was rated on a scale of 1–100 using the questionnaire, and their first-semester academic performance was evaluated using their individual version (IP) grade point average. EViews 12 was used to do the statistical analysis of the data. Students' grades (Y) were shown to be highly impacted by their level of learning motivation (X). The results of the statistical analysis, conducted using EViews 12, showed that there is a strong correlation between students' level of intrinsic motivation and their academic performance. Specifically, this study found that students who have higher levels of intrinsic motivation tend to have better academic performance than those who have lower levels of intrinsic motivation.

**Keywords:** Motivation, Achievement, Student's

### INTRODUCTION

Academic success is more common among students who are motivated to study than those who are less so. Reason has a multi-faceted structure related to learning and academic motivation from an educational standpoint (Slavin, 2018). Many distinct meanings of "motivation" have been proposed. According to education, motivation is a three-pronged phenomenon that includes a person's confidence in their ability to complete a task, their reasons and goals for doing the work, and the emotional response to the work itself (Hassanzadeh & Amuee, 2001). Experts agree that there are two significant categories of motivation: internal and external. External motivation causes people to act on purpose, whereas internal motivation is what gets people moving in the first place (Mohamadi, 2006). Researchers in psychology have shown a strong correlation between innate drive and academic success (Shahraray, 2007). Academic accomplishment motivation was also introduced by psychologists, who developed one of the earliest conceptualizations of this phenomenon (Shahraray, 2007). Motivated students are likelier to engage in activities promoting academic growth and success (Masaali, 2007). Achieving academic success is motivated by an innate need to do well in specific situations and evaluate that accomplishment on the go.

Success in school and a desire to study are two critical goals for children. According to the book "Motivation and Learning Strategies for College Success: A Self-Management Approach," by Myron H. Dembo and Helena Seli, students can improve their grades by adopting engaging motivation and learning tactics. The book focuses on the cognitive elements that influence learning motivation, including students' beliefs about their own skills, their intrinsic desire, and their use of efficient study techniques. Only a few academics have looked at how students' motivation levels affect their classroom performance (Amrai, Motlagh, Zalani, & Parhon, 2011). This is why the Management Faculty at Palangka Raya University's FEB is interested in investigating how intrinsic motivation affects students' performance. This research was done with the hope that it would be helpful to students, teachers, and anybody else curious about the impact of intrinsic drive on learning.

## Literature Review

Referring to previous research can strengthen the results of this study, where learning motivation has a significant and positive role in a student's performance or academic achievement. Students with high learning motivation tend to have high academic achievement, and vice versa. If someone is not motivated in their learning activities, the learning activities will not be created (Ngobut & Lenny, 2018). It is conveyed that learning motivation encourages a person's involvement in learning activities according to their abilities and achieves success. (Jatmiko, 2015). The motivation to learn is a desire that comes from within a person and is shown by his behavior and will try to learn competently and diligently and desire to solve a problem (Nuzliah, 2015). Another opinion states that motivation is not an object but a process (Wahyuni, 2010). Motivation cannot be seen directly, but by achieving behaviors such as when choosing tasks, efforts made, determination, and speech. It is stated that the most crucial role in learning activities is to have motivation as a growing spirit in learning (Adiputra, 2017).

Furthermore, it is conveyed that someone with motivation will tend to have a desire and a hope to succeed in achieving his goals. If the goal is not attained, in other words, if it fails, then the person will make every effort to prove it by making proof shown by the success of his learning performance (Darmawati, 2013). Motivation in learning is not only a drive or energy that moves a person for activities around education but as a guide in the purpose of the learning activity itself (Nugroho, 2011). Motivation can also be interpreted as something in the form of encouragement or ability as a link between desire and an effort that gives rise to energy to someone to carry out the achievement of his goal. This makes motivation important in a learning activity and the purpose of achieving learning (Sukrisno, 2016).

Then Kuh, Kinzie, and Buckley stated that a student's success in learning can be seen from the value of his academic performance measures (Metriayana, 2014). There are 2 (two) kinds of success results in student learning success: academic performance seen from the GPA value and economic benefits and quality of life after completing college. GPA is a number with a maximum scale of 4.00. GPA is an essential aspect in determining the performance of a person's academics, especially students. Hammond's statement reinforces that GPA is a significant factor in determining the positive or negative impact of effort on student academic performance (Metriayana, 2014). Evidence of academic achievement can be seen from one's efforts, especially when students participate in class activities through their grade point average (Sobur, 2006). The results of these efforts can also be assessed during the learning process through the assessment of quizzes, assignments, UTS, and UAS for each course, then quantified as an achievement index value (Koesman, 2003).

## METHODS

This quantitative study, with analysis, gathered data from 451 Management Department Class of 2022 students at the University of Palangka Raya's Faculty of Economics and Business. Based on the formula  $n = N / (1 + (N \times e^2))$ , 123 respondents were obtained as study participants by utilizing a purposive sampling strategy on the sample. A questionnaire is used to collect data on the impact of student learning motivation on academic accomplishment. Eviews 12 software was then used to examine the data that had been collected. The Department of Management, Faculty of Economics and Business, Palangka Raya University students' learning motivation, which substantially impacts their academic performance, is examined in this study using straightforward linear regression analysis.

The use of simple regression analysis is expected to find empirical evidence that strengthens the influence of the independent variable (X) on the dependent variable (Y) on the student sample taken.

This study measures the effect of the independent variable (X) on the dependent variable (Y).

Where the hypothesis tested is:

Ha: Learning motivation has a significant effect on the academic achievement of students of the Management Department of FEB, Palangka Raya University

Ho: Learning motivation does not significantly affects the academic performance of the Management Department of FEB, Palangka Raya University students.

## RESULTS

Based on taking a survey through a questionnaire carried out for 1 (one) week on students of the Management Department of FEB, Palangka Raya University, a sample of 123 respondents was obtained as follows in Table 1.

**Table 1.** Respondent data

<b>Number of respondents</b>	<b>123</b>
<b>Questionnaires that can be analyzed</b>	<b>123</b>
<b>Broken questionnaires</b>	<b>0</b>
<b>Total</b>	<b>123</b>

Source: Primary Data, 2023

Based on Table 1, all respondents can be analyzed because there are no damaged questionnaires.

**Table 2.** Respondent data is based on class.

<b>Class</b>	<b>respondent</b>	<b>percentage</b>
<b>A</b>	<b>5</b>	<b>4,06</b>
<b>B</b>	<b>8</b>	<b>6,50</b>
<b>C</b>	<b>47</b>	<b>38,21</b>
<b>D</b>	<b>27</b>	<b>21,95</b>
<b>E</b>	<b>36</b>	<b>29,26</b>
<b>Total</b>	<b>123</b>	<b>100%</b>

Source: Primary Data, 2023

Based on Table 2, class A obtained 5 respondents and a percentage of around 4.06%; class B got 8 respondents and a rate of about 6.50%; class C obtained 47 respondents and a portion of 38.21%; class D respondents obtained 27 students, and in a percentage of around 21.95%; and class E respondents received 36 students and a rate of approximately 29.26%. The results of the respondent questionnaire obtained from 123 management students in class 2022 at Palangka Raya University have a percentage of 100%.

**Table 3.** Respondent data based on achievement index rank

<b>Grade-point average</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1.50-1.99</b>	<b>0</b>	<b>0</b>
<b>2.00-2.49</b>	<b>3</b>	<b>2.44</b>
<b>2.50-2.99</b>	<b>4</b>	<b>3.25</b>
<b>3.00-3.49</b>	<b>85</b>	<b>69,11</b>
<b>3.50-4.00</b>	<b>31</b>	<b>25.20</b>
<b>Total</b>	<b>123</b>	<b>100%</b>

Source: Primary Data, 2023

Based on Table 3, respondent data based on grade point average rank and student motivation, IP 1.50-1.99, the number of frequencies is zero; IP 2.00-2.49, the number of frequencies is 3 by 2.44%; IP 2.50-2.99, the number of frequencies is 4 by 3.26%; IP 3.00-3.49 the number of frequencies is 85 by 69.10% and IP 3.50-4.00 the number of frequencies is 31 by 25.20.

**Table 4.** Respondent data based on learning motivation level

Learning Motivation	Frequency	Percentage
0-19	0	0
20-39	1	0,81
40-59	3	2,44
60-79	24	19,51
80-100	95	77,23
<b>Total</b>	<b>123</b>	<b>100%</b>

Source: Primary Data, 2023

Based on the respondent's data in the table above, student learning motivation can be 0-19 learning motivation with a frequency of zero, 20-39 learning motivation with a frequency of 1 by 0.81%, 40-59 learning motivation with a frequency of 3 by 2.44%, 60-79 learning motivation with a frequency of 24 by 19.51%, and learning motivation with a frequency of 31 by 25.20%.

Referring to data analysis using EViews software version 12, the following Table 5 results are obtained.

**Table 5.** Simple linear regression analysis results

Dependent Variable: IP

Method: Least Squares

Date: 04/30/23 Time: 16:27

Sample: 1 123

Included observations: 123

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	2.824261	0.158981	17.76482	0.0000
MOTIVASI	0.006077	0.001922	3.161056	0.0020
R-squared	0.076281	Mean dependent var		3.321057
Adjusted R-squared	0.068647	S.D. dependent var		0.275594
S.E. of regression	0.265967	Akaike info criterion		0.205235
Sum squared resid	8.559326	Schwarz criterion		0.250961
Log likelihood	-10.62192	Hannan-Quinn criter.		0.223809
F-statistic	9.992278	Durbin-Watson stat		1.700099
Prob(F-statistic)	0.001987			

Source: EViews processing results, 2023

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	2.824261	0.158981	17.76482	0.0000
MOTIVASI	0.006077	0.001922	3.161056	0.0020

$Y = 2.824261 + 0.006077X$  is the regression equation for student learning motivation.

The constant value of 2.824261 was obtained by the results of the regression analysis. This number may be interpreted as a constant, suggesting that, given a constant value of the learning motivation variable (X), the academic achievement value (Y) will be met at a level

of 2.824261. The correlation between learning motivation (X) and academic success (Y) is 0.006077, which indicates that learning motivation is a significant independent factor in explaining the relationship between these two variables. The student theoretical accomplishment variable will improve by 0.006077 if the student learning motivation variable (X) is increased by one unit. Increasing the academic accomplishment variable (Y) is the interpretation of the value of learning motivation (X) is positive. The learning incentive variable (X) has a standard regression error of 0.001922. Additionally, the statistical significance of the accomplishment index variable (Y) coefficient is tested using the t-Statistic of 3.161056. The significance values of the achievement index variable (Y) of 0.0000 and the learning motivation variable (X) of 0.0020 are values that are smaller than the alpha level in this study, which utilizes an alpha level of 5% (0.05). The regression's findings are so statistically significant.

R-squared	0.076281	Mean dependent var	3.321057
Adjusted R-squared	0.068647	S.D. dependent var	0.275594
S.E. of regression	0.265967	Akaike info criterion	0.205235
Sum squared resid	8.559326	Schwarz criterion	0.250961
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F-statistic	9.992278	Durbin-Watson stat	1.700099
Prob(F-statistic)	0.001987		

R-squared is one of the metrics used to assess a regression model's performance. R-squared is a metric for determining how effectively a regression model can account for variations in the data. R-squared has a value between 0 and 1, with a more excellent value indicating better data explanation by the regression model. According to the calculated model, which has an R-squared value of 0.76 or 76%, the remaining 23% of the data variation can be accounted for by factors other than those in the regression model. The effectiveness of the regression model is assessed using the F-statistic in addition to R-squared. The F-statistic is the difference between the model's predicted variance (represented by the sum of regression squares) and the variance that the model did not foresee (represented by the total of residual yards). The statistical significance of the regression model is shown by an F-statistic value larger than Prob (F-statistic). 9.992278 is the F-statistic value, and 0.001987 is the Prob (F-statistic) value. This explains why the F-statistic value is higher than the Prob (F-statistic), indicating that variable X significantly affects variable Y. As a result, the developed regression model is statistically significant in illuminating the connection between variables X and Y.

## DISCUSSION

Student academic performance (Y) is the dependent variable of interest, while learning desire (X) is the independent variable studied in this regression analysis. In this case, the results of regression analysis demonstrate a statistically significant positive correlation between students' levels of learning motivation and their final grades. The conclusion is that pupils' academic success is directly proportional to their learning motivation. Teachers' ability to tap into their students' intrinsic motivation can significantly impact student success in school. A person's motivation to learn can be defined as their eagerness to expand their academic horizons and acquire new abilities. Interest in the course, the learning environment, the expectations of parents or teachers, and the student's own values are all factors that can influence their motivation to study. Students at the Management Department of the Faculty of Economics and Business at Palangka Raya University were surveyed for this research. Student performance on academic tasks, such as tests, assignments, and papers, is quantified

by their overall academic achievement. A student's drive to learn can influence their performance in school in many ways. For example, students more interested in learning are likelier to pay attention in class, seek out new material, and engage in active learning.

Therefore, the outcomes of the regression analysis demonstrate the importance of student motivation in raising academic performance. Educational institutions like universities must pay attention to and promote student learning motivation to boost academic performance. Several other studies findings that demonstrated a strong connection between learning motivation and academic success are consistent with this one. Darmawati (2013), studying students at one Indonesian university, discovered that a boost in learning motivation had a notable effect on their grades. The first-semester class of 2022 at the University of Palangka Raya majoring in FEB Management was surveyed for this study, and their levels of learning motivation and academic accomplishment were measured using a scale from one hundred. Similar findings were discovered in another study that examined the connection between learning motivation and academic success. High school pupils in South Sulawesi were researched by Ngobut and Lenny (2018), who discovered a positive and statistically significant correlation between learning desire and performance. Adiputra (2017) found a positive and statistically significant association between students' levels of learning motivation and their levels of learning accomplishment at Tangerang Regency SMK. Multiple more studies have shown the same results: Intelligence, curiosity, and the will to achieve in school are all positively correlated with a desire to learn. Nuzliah and Jatmiko (2015) did a research at a junior high school in Semarang City and discovered a favorable correlation between students' levels of enthusiasm to learn and academic understanding. McInerney (2001) found that students with high levels of learning motivation also had high levels of learning interest, and Ghafor Khayyat (2004) found the same thing to be true for students in Saudi Arabia. Regression analysis results showing a positive and significant effect of learning motivation on students' academic achievement in the Management Department of FEB at the University of Palangka Raya are supported by the findings of several other studies that have found a similar relationship between learning motivation and academic achievement.

## CONCLUSION AND SUGGESTION

The results show that the 2022 FEB Management majors at Palangka Raya University's degree of learning motivation significantly contributes to their academic success. This demonstrates the significant role intrinsic motivation plays in a student's success in the classroom. According to cognitive science principles, the will to learn is fundamental to academic success. This theory emphasizes the significance of both short-term and long-term memory in the learning process. Individuals with a strong desire to learn will be better able to absorb and use the knowledge presented to them.

Suggestions for further study include extending the scope and depth of the current investigation. Other elements that affect student success in school can also be studied. These include the students' social networks, the school's resources, and the student's own study habits and techniques. The analysis can be repeated with a bigger sample size and at various academic institutions. Research findings have the potential to significantly improve Indonesia's educational system. In addition, educational policymakers might use these findings to create more efficient and successful initiatives to boost students' grades.

## ACKNOWLEDGMENT

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