THE EFFECT OF LEARNING MOTIVATION FACTORS TO STUDENTS' LEARNING OUTCOME
(A Case Study at the Accounting Department Widyatama University)

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ABSTRACT

Students' competence can be measured through assessments. These assessments cover tasks or assignments which are carried out inside and outside the classroom. The results of the assessments can be seen through student' learning outcomes, in other words, students' scores. Learning objectives can be well achieved if in the process of learning it is supported with good learning motivation. Therefore, this motivation is essential in driving students to their ultimate effort to achieve their goal of learning.

This research aims at investigating essential learning motivation factors, revealing students' learning outcome, and unearthing those aforementioned factors to students' learning outcomes. The respondents of this research are seventh semester students of Accounting Department, Widyatama University. Non probability sampling and purposive sampling are employed in this research. Statistical analyses used are simple linier regression, rank spearman correlation analysis, determination coefficient, and t test.

The results reveal that learning motivation factors have a positive effect to students' learning outcome. This is shown by the result of t_{count} 4,52 which is higher than the t_{table} 1.345. This means H_o is rejected and H_a is not rejected.

Key words: Learning motivation factors and students' learning outcome

I. INTRODUCTION

Through assessments students' competence can be measured. These assessments may cover tasks or assignments which are carried out both inside and outside the classroom. The results of the assessments can be seen through student' learning outcomes, in other words, students' scores. Learning objectives can be well achieved if the process of learning is supported with good learning motivation. Therefore, this motivation is essential in driving students to their ultimate effort to achieve their goal of learning.

Based on the academic supervisory activities with the undergraduate students of Accounting Department year 2012/2013, it was found that there were still some students with less satisfying GPA even though the university has provided facilities to support the success of teaching and learning process. Having high intrinsic motivation to study is essential since it contains dreams or aspirations that empower students to study seriously to achieve their objectives. The above illustration shows the importance of learning motivation factors to students' learning outcome. This is in line with the idea proposed by reference [1] who stated that "Motivation that they have in every learning activity plays a great role in augmenting learning outcome in a particular subject or course" (translated).

II. LITERATURE REVIEW

2.1 Definition of Learning Motivation

Reference [1] defines learning motivation as a change of power within an individual which is indicated by emotion and reaction to achieve goals. Similarly, and reference [1] states that learning motivation is a tendency in students to do learning activities which is driven by passion to achieve the best learning outcome.

2.2 Factors in learning motivation

Reference [2] states that elaborate six factors which influence learning motivation:

1. Dreams or aspirations: can strengthen students' learning spirit and lead them to study. Dreams reinforce both intrinsic and extrinsic learning motivation because they will end up in self-actualization.
2. Learning ability: this ability covers psychological aspects, such as observation, attention, memory, intelligence, and fantasy. Students with high learning ability are generally more motivated in learning.
3. Physical and spiritual conditions: Students' physical and spiritual conditions also influence their learning motivation. However, it is a lot easier for teacher to comprehend students' physical condition rather than their spiritual condition because the latter can be seen.
4. Classroom condition: learning environment is one factor which comes beyond the students. In general, students belong to three environments, namely home, school and society. In order to have better learning, teachers should manage the classrooms, create a condusive learning atmosphere, and perform an engaging teaching and learning technique.
5. Learning dynamic: this factor is unstable for its existence because sometimes it is weak and sometime it even disappears.

6. Teachers' effort to make students learn: this may cover teachers' preparation, mastery of the materials, engaging and interesting delivery of teaching materials.

2.3 Definition of learning outcome

Reference [3] states that states that learning outcome is a change of attitude as a result of learning process. reference [1] asserts that learning outcome occurs from personal drive in the form of motivation and dream of succeeding and drives from his environment in the form of motivational design and management which do not influence students' effort to achieve their learning goals.

In short, learning outcome is achieving goals and it is a product of a learning process.

2.4 Classification of learning outcome

Reference [1] states that classified learning outcome into five categories as the following:
1. Intellectual skill.
   Intellectual skill is a skill that makes an individual competent.
2. Cognitive strategy
   Cognitive strategy is the ability to manage learning attitude, to memorize, and to think.
3. Verbal information
   Verbal information is the ability, which is gained through learning in a form of information or verbal knowledge.
4. Motoric skill
   This skill relates to flexibility of nerves and muscles, like in writing activity. In fact, schools put more focus on intellectual skill than motoric skill, except engineering schools.
5. Manner/Attitude.
   Attitude is a learning preference in choosing something. Learning may pose an attitude toward objects, people, and situations. The effect of this attitude can be observed from students' reactions to learning be it positive or negative toward objects, people, or situation that students are facing.

2.5 Learning outcome evaluation

In teaching, evaluation is classified into four categories as follow:
1. To identify students' progress and development within certain period of time of learning
2. To find out students' achievement level in the teaching program
3. As data for academic counseling
4. Used for curriculum development and revision

2.6 Hypothesis

Hypothesis, which is tested in this research, is whether or not there is relation between variable X and variable Y. This hypothesis is made into a formula below:
H_o = learning motivation factors do not have a positive effect to students' learning outcome
H_a = learning motivation factors have a positive effect to students' learning outcome.

III. RESEARCH METHOD

This research employs an explanatory method, a method that explains position of variables, which are investigated, and their relation among those variables.

3.1. Functions of Variable

There two variables used in this research:
a. Independent variable:
   Learning motivation factors which are symbolized by X (variable X). The indicators are: 1) students' dreams or aspiration; 2) learning ability; 3) physical and spiritual conditions; 4) classroom condition; 5) learning dynamic factors and 6) teachers effort to make students learn.
b. Dependent Variable:
   Students' learning outcome is symbolized by Y (variable Y). Its indicators are:
   A). 1) Intellectual skill; 2) cognitive strategy; 3) verbal information; 4) motoric skill and; 5) manner/attitude.
   B). students' GPA

3.2 Population and Sample

The population in this research was the undergraduate students who were in their seventh semester of Accounting Department, Widyatama University. This population who took Internal Audit Seminar subject in Academic Year of 2013/2014 was of sixty five students. A non-probability sampling with purposive sampling approach was employed. Therefore, it was only students of seventh semester taking Internal Audit Seminar with the GPA above 2.75. The number of samples was thirty-eight students.

3.3 Data Collection

Data was collected as the following:
1. Primary data, which was gathered though interview, questionnaire and observation.
2. Secondary data was obtained though library research

3.4 Data Quality Test
3.4.1 Validity Test

Validity test is a statistical test that aims at identifying unnecessary or irrelevant questions in a questionnaire. This test is conducted by employing product moment correlation formula. reference [4] states that proposes test criteria as follow:

Test criteria:
1. If rxy count $\geq$ r table, the questions are valid.
2. If rxy count $\leq$ r table, the questions are not valid.

3.4.2 Reliability Test

Reliability test is carried out to statements to seek for how far the consistency of the test result is if the same test is conducted to the same situation; where split half spearman brown is employed. reference [5] states that:

Test criteria:
1. If $r_{count} \geq r_{table}$, the statements are reliable.
2. If $r_{count} \leq r_{table}$, the statement are not reliable.

3.5 Statistical Test Choices

1. Spearman Rank Correlation

Spearman Rank Correlation is formulated as the following:

$$r_s = 1 - \frac{6\sum\limits_{i=1}^{n} d_i^2}{n(n^2 - 1)}$$

sr = Spearman Rank Correlation Coefficient
di = Rank difference of variable data X and Y
n = samples number

The significance of the effect of learning motivation factors can be measured by applying the correlation proposed by reference [5] , which states that spearman rank coefficient will get the value of -1 < sr < 1, with conditions as displayed below:

Table 3.1
Correlation Coefficient Interpretation Table

Coefficient Interval	Relation Level
0,00 – 0,199	Very weak
0,20 – 0,399	Weak
0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

(source: *Sugiyono, Metode Penelitian Bisnis, 2004:183*)

2. Determination Coefficient

Below is the formula of Determination Coefficient (dc)

dc = r^2 x 100 %

If the result of *sr* = 0.9, therefore dc = $(0,9)^2$ x 100% = 81%. It means contribution of variable X to the decrease of variable Y is 81%, and the 19% is contributed from other factors.

3. t-test

The criteria whether Ho is accepted and Ha is not rejected or Ho is rejected and Ha is not rejected by computing t_{count} with the formula below:

$$t_{count = \frac{rs\sqrt{n-2}}{\sqrt{1-rs^2}}}$$

n = Number of sample
sr = Value of Spearman Rank Correlation Coefficient

By employing t_{count} formula, student distribution with degree of freedom *(df)* = - 2 can be obtained. With the computation of *df* and significance level, the value of t can be obtained though table (t_{table}). After the result of t_{count} is obtained, then, the t_{count} is compared to the t table obtained from t distribution table. Therefore, a decision is made as the following:

1. If $t_{count} \geq$ t table, H_o is rejected and H_a is not rejected.
2. If $t_{count} <$ t table, H_o is not rejected and H_a is rejected.

3.6 Significance Level Determination

Level of significance used in this research is 0,05, considering that the value is viable in testing the relationships of the variables or indicating relations. The correlations between the two variables are valid and it is generally applied in social sciences research. Having Level of significance 0,05 implies the possibility of drawing conclusion with 95% probability or 5% error tolerance.

IV. RESULTS

4.1 Validity Test

Validity test result was obtained by using SPSS (Statistical Product and Service Solutions) 19 software. Validity test result to all items of variable X and variable Y is valid because the value is above 0,300 which is 0.498 to all items of variable X and variable Y.

4.2 Reliability test

Reliability test result was obtained by using Statistical Product and Service Solutions (SPSS) 19. The test was conducted to all variables X and variables Y and showed reliability because the value of *split half reliability coefficient* > 0,700 is 0,967 for all variables X and 0,895 for all variables Y.

4.3 Learning Motivation Factors

The result of the research shows that the seventh semester students of Accounting Department, Widyatama University have adequate learning motivation factors. This can be indicated by the availability of students' dreams or aspiration, learning ability, physical and spiritual conditions, classroom condition , learning dynamic factors, and teacher's effort to make students learn. The data taken from the questionnaires distributed to students show that they had good learning motivation factors. This is indicated by the mean value 3,49 from all questions provided. The mean 3,49 lies within the intervals 3,40 – 4,20 which is interpreted as good.

4.4 Students Learning Outcome

The data reveal that students' learning outcome is adequate. This can be indicated by the existence of intellectual skill, cognitive strategy, verbal information, motoric skill and manner/attitude. Moreover, the data gathered from questionnaires distributed to thirty eight students concerning their learning outcome show good result. This can be indicated by the mean 3,54 from all questions given and 3,54 lies within the interval of 3,40 – 4,20 which means good. Meanwhile, students' GPAs who took Internal Audit Seminar Subject were as the following:

Table 4.1
Students' GPAs of the Accounting Department
Widyatama University
Academic Year 2013/2014

No.	GPA	Students
1.	3,00 - 3,50	26
2.	2,75 - 2,99	12
T O T A L		**38**

The figures in table 4.1 show that students' learning outcome is very good because they got GPA above 2,75. Reference [6] states that , recommends student achieve the minimum GPA of 2,75.

4.5 The effect of learning motivation factors to Students' learning outcome

To obtain the effect of learning motivation factors to the seventh semester students of the Accounting Department, Widyatama University, the writer conducted the correlation test between variables X and variable Y as follows:

a.Spearman Rank Correlation

Spearman Rank correlation was employed to seek the correlation between learning motivation factors and students' learning outcome. The measurement used to decide the relation level or correlation significance is called correlation coefficient which is symbolized by *sr*. This research was a nonparametric statistics so spearman rank correlation was employed.

The obtained Correlation coefficient is 0,650. It lies within the intervals of 0,60 - 0,799 which indicates strong relation. From the analysis above, it can be concluded that there is a strong relation between learning motivation factors and students' learning outcome.

b.Determination Coefficient

Determination coefficient was employed to find the effect of learning motivation factors to students' learning outcome. The computation result showed that students learning outcome was influenced by learning motivation factors by 45,92%.

c. Hypothesis Testing

Hypothesis testing is conducted in order to find whether the hypothesis is rejected or not rejected. Below is the computation:

H_o: $r_s \leq 0$,   means that learning motivation factors do not have a positive effect to students' learning outcome.

H_a: $r_s > 0$,   means that learning motivation factors have a positive effect to students' learning outcome.

Based on the t test computation, t_{count} 4,52 was obtained. This showed that t_{count} = 4,52 is higher than t_{table} = 1.345. Therefore, H_o is rejected and H_a is not rejected.
It can be concluded that learning motivation factors have a positive effect to students' learning outcome of the seventh semester students of the Accounting Department, Widyatama University.

V. CONCLUSIONS

From the research results, it can be concluded that:
1. Students learning motivation factors of seventh semester students of the Accounting Department Widyatama University are adequate,
2. Their learning outcome are adequate and their GPAs are above 2.75,
3. Learning motivation factors have a positive effect to students' learning outcome.

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