

The Effect of Learning Motivation on Learning Achievement with Pocket Money as a Moderating Variable

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Abstract: One of the factors that can affect student learning achievement is the motivational factor. Increasing motivation will increase students' enthusiasm for learning and will ultimately increase student achievement. In contrast to previous studies that examined the direct effect of learning motivation on student achievement, this study added an allowance variable which is believed to moderate these two variables. This research is a quantitative research with an explanatory approach. The data used in this research is primary data obtained through a questionnaire on 300 Madrasah Aliyah students who are spread all over Indonesia. The data collected is analyzed through smart PLS 3.0. The results of the study show that the Learning Motivation variable has a positive and significant effect on the Learning Motivation variable. In accordance with the researcher's hypothesis and at the same time being a differentiator from previous studies, the Pocket Money variable can moderate the Learning Motivation variable on Learning Achievement. In fact, there is a more significant shift in values after being moderated compared to direct testing.

Abstrak: Salah satu faktor yang dapat mempengaruhi prestasi belajar pada siswa adalah faktor motivasi. Dengan meningkatnya motivasi akan meningkatkan semangat siswa dalam belajar dan pada akhirnya akan meningkatkan prestasi belajar pada siswa. Berbeda dengan penelitian-penelitian sebelumnya yang meneliti pengaruh langsung motivasi belajar terhadap prasetasi belajar siswa, penelitian ini menambahkan variabel uang saku yang diyakini dapat memoderasi kedua variabel tersebut. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan eksplanatory. Data yang digunakan dalam penelitian merupakan data primer yang diperoleh melalui kuisioner terhadap 300 siswa Madrasah Aliyah yang tersebar diseluruh penjuru Indonesia. Data yang dikumpulkan dinalisis melalui smart PLS 3.0. Hasil penelitian menunjukkan variabel Learning Motivation berepengaruh secara positif dan signifikan terhadap variabel Learning Motivation. Sesuai dengan hipotesis peneliti dan sekaligus menjadi pembeda dengan penelitian-penelitian sebelumnya, variabel Uang Saku dapat memoderasi variabel Learning Motivation terhadap Learning Achievement. Bahkan, terdapat pergeseran nilai yang lebih signifikan setelah dimoderasi dibandingkan pengujian secara langsung.



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INTRODUCTION

Education is a very important thing in our lives as human beings and certainly cannot be

separated from the family, community and state environment. Developing countries like

Indonesia certainly really need good quality human resources (Kusuma, 2015).

One of the efforts to form human beings who have quality and achievement, the learning achievements possessed by students must be good (Joenita, 2013). Learning success is influenced by various factors, both internal factors and external factors (Nurhidayah, 2015).

Internal factors such as psychological factors, physical factors and fatigue factors that exist within the students themselves. While external factors are the opposite, namely factors that come from outside such as family, school or community (Isnawati & Setyorini, 2012). Motivation is a factor that has a significant impact on student learning outcomes (Nurmala, Tripalupi, & Suharsono, 2014). With motivation, students will be more serious, tenacious, diligent and focused in their studies. Learning motivation is one thing that needs to be improved in the learning process at school (Hamdu & Agustina, 2011).

Learning motivation is all the driving force that encourages students to be serious in learning. Learning motivation also means students' internal and external motives in the process of changing behavior supported by several indicators such as (a) having the desire and desire to succeed; (b) have a need for learning; (c) have high hopes and aspirations tall; (d) have an appreciation of learning; (e) interesting learning and; (f) a conducive learning environment, so that students can study well and comfortably (Yaranga: 2016).

In learning, motivation is very important because it can be a measure of success and failure of student learning. Learning without motivation is felt to be difficult to succeed, because someone who does not have motivation to learn will not be able to carry out learning activities. Therefore, strengthening student learning motivation must be carried out continuously. In learning, motivation can be a driving force for students to maximize their abilities and potential to

realize learning goals.. A number of studies show (Nurfaliza & Hindrasti, 2021), (Annisa, 2020), (Sidabutar, 2020), (Mukrimaa et al., 2016) & (Leobisa & Namah, 2022) shows that learning motivation has a positive and significant effect on learning achievement with increased motivation will increase student enthusiasm. In the end it will increase Student Learning Achievement.

In contrast to the studies above, this study adds the variable Pocket Money as a moderating variable. Pocket Money is money that is used to meet all needs both related to lectures and outside lectures. According to KBBI, pocket money is money that is brought for occasional needs, or known as pocket money. Pocket money is used to meet needs both related to lectures and outside lectures. Parents give pocket money with the aim that someone can manage their finances independently. Pocket money is also interpreted as income. (Sukirno, 2004) defines income as income received by a person for work during a period received on a daily, weekly, monthly or annual basis. According to (Hidayah, 2018), the indicators used to measure the income students receive each month come from their parents, getting scholarships, and working.

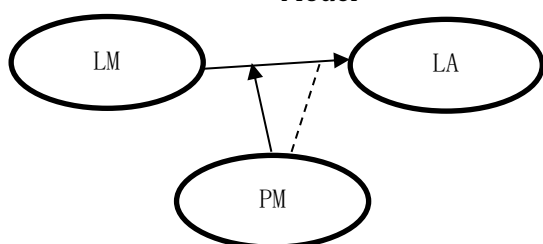
Based on this, this study aims to analyze the effect of motivation on student achievement in Madrasah Aliyah which is spread throughout Indonesia, which includes 2 Madrasah Aliyah on the island of Java, 1 Madrasah Aliyah on the island of Sumatra, 1 Madrasah Aliyah on the island of Kalimantan, and 1 Madrasah Aliyah on the island of Sulawesi.

METHODS

This research is a quantitative research with an explanatory approach (Sugiyono, 2019), namely research that explains the relationship between research variables and testing the hypotheses that have been formulated previously (Jonathan Sarwono, 2016). The

type of data used in this research is a type of primary data obtained from observation and questionnaire methods (Sarstedt et al., 2014). The questionnaire was distributed using a Likert scale of 1-5 containing agree, strongly agree, normal, disagree, and strongly disagree to 300 students of Madrasah Aliyah spread throughout Indonesia including 60 students of Madrasah Aliyah Negeri 2 Palembang, students of State Madrasah Aliyah 1 Jakarta, students of Madrasah Aliyah Negeri 2 Bandung, students of Madrasah Aliyah Negeri 1 Aulawesi, and students of Madrasah Aliyah Negeri 1 Samarinda as well as the population and sample in this study (Hair, 2010). The data used in this study uses PLS 3.0 with the following model.

Figure 1
Model



Note:

LM: Learning Motivation

LA: Learning Achievement

PM: Pocket Money

Hypothesis;

H1: The Relationship Between Learning Motivation on Learning Achievement

H2: Pocket Money Moderates Learning Motivation to Learning Achievement

RESULTS

Convergent Validity

Convergent Validity Test Convergent validity aims to determine the validity of each relationship between indicators and their constructs or latent variables. In this study, a loading factor limit of 0.60 will be used (Ghozali, 2016).

Table 1
Convergent Validity

Variable	Question Item	Loading Factor
Learning Motivation (X1)	The pleasure of learning in class	0.810
	Enthusiasm in learning compared to other students	0.805
	I get nervous when I don't know the answer the teacher asks	0.825
	Persistence in learning	0.799
	Understanding of the lesson	0.845
	Confidence in getting the job done	0.859
	Parents' war in giving motivation	0.854
	The role of teachers and classmates	0.878
	Ability to carry out tasks	0.851
Learning Achievement (Y)	Number of achievements	0.876
	Achieve performance	0.801
	Difficulty getting achievements	0.805
	Punctuality in completing targets	0.876
	Performance improvements	0.852
The urgency of evaluation in completing work	0.833	

	The role of the other party	0.824
Pocket Money (Z)	Pocket money amount	0.901
	Satisfaction with pocket money	0.923
	Adequacy of pocket money to meet daily needs	0.905
	Pocket money management	0.889
	The effect of pocket money on stability in completing tasks	0.967
	Pocket money in improving the mood of learning	0.989

Source: Data processed by researcher, 2023

Based on the convergent validity results above, all question items are at 0.60. It can be concluded that all question items on variables are valid and can be continued at a later stage.

Realibility Test

According to Sugiono (2005) Definition of Reliability is a series of measurements or a series of measuring instruments that have consistency when measurements are made with the measuring instrument is carried out repeatedly. Test reliability is the level of consistency (consistency) of a test, namely the extent to which a test can be trusted to produce a steady score, relatively unchanged even though it is tested in different situations.

In PLS the reliability test is used by calculating the Cronbach's alpha coefficient and composite reliability, which measures how high the consistency is between items in the measurement instrument. The retest reliability test was carried out by giving measurement instruments to respondents at different times, and calculating the correlation between the scores at the first time and the second time. The standard values for

composite reliability and Cornbach alpha are > 0.60.

Table 2
Realibility Test

Variable	Cronbach Alfa	Composite Realibility
Learning Motivation	0.858	0.818
Learning Achievement	0.862	0.822
Pocket Money	0.921	0.901

Source: Data Processed by Researcher 2023

Based on the statistics above, the Cronbach Alpha and Composite Reliability values are above 0.60. Thus it can be concluded, all variables are valid and path testing can be carried out.

DISCUSSION

Path Coefisien

Table 3

Path Coefisien

Direct Influence	Variabl e	T-Tabl e	Informatio n
	X1-)X2	0.005	Accepted
Moderatio n	Z-)X1-)X2	0.000	Accepted

Source: Data Processed by Researcher 2023

T-Statistik < 0.05

H1: The Relationship Beetwen Learning Motivation on Learning Achivement

Based on the statistical results in table 3, it shows that the Learning Motivation variable has a positive and significant effect on Learning Achievement because the t-table value is 0.005, which is smaller than the 5-statistic value, which is 0.05. These results are in line with research (Nurfaliza & Hindrasti, 2021), (Annisa, 2020), (Sidabutar, 2020), (Mukrimaa et al., 2016) & (Leobisa & Namah, 2022)which state that learning motivation has a positive and significant effect on Learning Achievement due to increased motivation to learn in students will increase student enthusiasm. In the end it can provide a myriad of learning achievements in students. Therefore the first hypothesis in this study can **be accepted.**

H2: Pocket Money Moderates Learning Motivation to Learning Achivement

Based on the results above, it can be concluded that pocket money can moderate the Learning Motivation variable on Learning Achievement because the t-table value of 0.000 is smaller than the t-statistical value of 0.05. Interestingly, in this study there was a significant shift in value between the results of moderation and the Pocket Money variable and direct testing between the Learning Motivation variable and Learning Achievement. Based on these results, the second hypothesis in this study can be **accepted**.

CONCLUSION

Based on the explanation above, it can be concluded that the variable Learning Motivation has an effect on Learning Achievement due to increased learning motivation in students of Madrasah Aliyah Negeri 2 Palembang, students of State Madrasah Aliyah 1 Jakarta, students of Madrasah Aliyah Negeri 2 Bandung, students of Madrasah Aliyah Negeri 1 Aulawesi, and students of Madrasah Aliyah Negeri 1 can increase their enthusiasm for learning. In the end it can increase Learning Achievement for these students. Interestingly, in this study as well as being a differentiator from previous research, there was a more significant shift in values after the Learning Motivation variable on Learning Achievement was moderated by the Pocket Money variable, namely from 0.005 direct testing to 0.00 after being moderated.

SUGGESTION

The researcher realizes that this article is far from perfect, therefore the researcher hopes that in future studies this research can be perfected by adding variables, adding data, and strengthening theories that can make this research even better.

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