



Original Article

The Influence of Learning Motivation, Learning Interest, Self-Confidence on Learning Outcomes with Cognitive Ability as Moderation in Police Bintara Students

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Abstract:

The research aimed at learning motivation, interest in learning and self-confidence as having a significant influence on student learning outcomes, moderated by the cognitive abilities of South Kalimantan Police SPN Non-Commissioned Officer students. This research is survey research. The population of this study was 167 students who graduated from National Police Non-Commissioned Officers Batch 1 of 2023 from SPN Polda South Kalimantan. The sample in the study was taken as much as 25% of the population, so that a sample of 41.74 was rounded up to 42 people. Data analysis in research uses SMART PLS. The results of the research show that Learning Motivation, Interest in Learning and Self-Confidence have a significant influence on the Learning Outcomes of National Police Non-Commissioned Officer students at SPN Polda South Kalimantan. Apart from that, the research also found that Learning Motivation, Interest in Learning and Self-Confidence have a significant influence on Learning Outcomes, moderated by the Cognitive Ability of South Kalimantan Police SPN Non-Commissioned Officer students.

Keywords: Learning Motivation, Interest in Learning, Self-Confidence, Learning Results, Cognitive Ability

Introduction

Motivation or which has the Latin word *movere*, which means movement or encouragement to move. In other words, motivation can be understood as giving a driving force to something that is motivated to move (Prawira, 2012). According to the views of experts, motivation can be interpreted as a state where someone feels driven to take action to achieve a certain goal (Uno, 2015). In addition, (Slavin, 2016) also defines motivation as something that makes someone take action, and helps to identify goals.

According to Sukmadinata (2018), motivation is the force behind an individual's actions and the internal state that drives him to take action to achieve his goals. Similar



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to learning motivation, which is the student's desire to maximize his learning outcomes. If students are highly motivated, they will try several things to achieve good grades. This is in accordance with explanation [Suryabrata's \(2017\)](#) that motivation is a psychological state that drives individuals to take certain actions to achieve their goals.

One of the pillars that drives humans to evolve and develop in order to achieve something is learning motivation. Learning motivation can be interpreted as a general driving factor that arises in students during the learning process and maintains learning continuity. I agree with [Purwanto \(2016\)](#) who stated that motivation is a deliberate effort to change a person's behavior in order to move him to act in such a way that leads to the achievement of certain goals and results. According to [Sardiman \(2017\)](#), learning motivation is a non-intellectual psychological component whose unique function is to foster enthusiasm and a happy, passionate attitude in learning. One thing that can improve the quality of teaching and student learning outcomes is motivation, because students who have high motivation will be serious about learning.

Extrinsic motivation according to [Sardiman \(2017\)](#) is motivation that arises due to external stimuli or encouragement. Objects or assistance from home or the community can be a source of stimulation. When studying, learning motivation will arise if you have access to resources, parental attention, and a conducive environment. Based on various ideas about the nature of motivation, we can conclude that learning motivation is an innate state that drives individuals to engage in certain activities and learning to achieve their goals and learning outcomes.

[Susanto \(2016\)](#) stated that interest is a person's mental attitude consisting of three mental functions (cognition, conduction, and emotion) that are centered on something, and the relationship has a significant emotional component. [Slameto \(2017\)](#) defines interest as a consistent tendency to focus attention and recall various activities. Conversely, "interest is a feeling of liking and being attracted to something or an activity, without anyone telling you to", according to [Djaali \(2007\)](#).

According to [Djaali \(2007\)](#), "interest is associated with a way of movement that motivates someone to face or manage people, objects, activities, and experiences that are stimulated by the activity itself." The perspectives of the experts above lead to the conclusion that a person's unmotivated feelings of interest, attention, and desire for something are interests.

According to [Arie \(2016\)](#) self-confidence is an attitude or belief in one's talents, which allows a person to act without excessive anxiety, freely follow their desires and be responsible for their actions, interact politely with others, and have the ambition to succeed, and be aware of your own strengths and weaknesses. Learning how to react to different external stimuli through interaction with the surrounding environment is a process of developing self-confidence.

One of the important components of a person's personality is self-esteem. Self-confidence is the belief that a person can have a positive impact on others and solve a problem in an ideal state. In social situations, self-confidence is a very valuable quality; its lack can cause a number of problems for a person. This aims for a person to be able to reach their maximum potential when they are confident. Self-confidence is something that everyone should have. Children and parents both need self-confidence, both individually and collectively ([Ghufron and Risnawita, 2011](#)).

According to Abdurrahman, learning outcomes are essentially abilities acquired by children through participating in educational activities. He emphasized that children who become successful learners achieve learning goals or targets ([Mulyono, 2016](#)).

Through changes in knowledge, understanding, attitudes, and abilities, these abilities can help students become better than before ([Purwanto, 2016](#)). Learning outcomes are one way to measure the learning process. According to [Dimiyati and Mudjiono \(2016\)](#), learning outcomes are the existence of a modification in student behavior resulting from their involvement in educational activities. One way to assess the success or failure of a learning process is to look at learning outcomes that show how complete students are in following the teaching and learning program according to the objectives that have been set.

According to [Dimiyati and Mudjiono \(2016\)](#), learning outcomes are defined as the success achieved by students after carrying out learning activities or as a method to assess how well students can master knowledge after teaching activities and learning processes. displayed using recognized symbols, certain letters, or numbers from education providers. The evaluation results show that the learning outcomes (behavioral changes: cognitive, emotional, and psychomotor) mentioned in this study occurred after the information search learning strategy and recitation method were used to complete the learning process. This is in accordance with several hypotheses that have been explained previously about the meaning of learning outcomes. as valuables.

According to [Sugihartono \(2007\)](#) defines general ability as a person's relative performance in a series of tasks, such as the ability to complete and solve a problem in a limited time. When humans think, an internal process occurs in the central nervous system. This activity is known as cognitive ability. Meanwhile, Abdurrahman emphasized that the stability of cognitive capacity development is in line with the growth of the body and nerves in the central nervous system ([Mulyono, 2012](#)). [Susanto \(2016\)](#), on the other hand, defines cognition as a thinking process, namely a person's ability to connect, evaluate, and reflect on an event or incident.

Husdarta and Nurlan argue that although cognitive development is a continuous process, the results do not represent the success (continuation) of previous achievements ([Husdarta and Nurlan, 2010](#)). According to [Desmita \(2006\)](#), because the cognitive domain covers all mental functions, cognitive is often referred to as intellect. Furthermore, psychologists use the term "cognitive" to refer to any mental process including perception, thinking, memory, and information processing that helps people learn new things, solve problems, and make plans for the future.

The results of the researcher's observations in the implementation of education at the State Police School (SPN) of the South Kalimantan Regional Police (Polda) stated that when viewed from the policy and regulation side, there are several policies that have benefits for the Polri institution, so it is hoped that with this policy, the process in education will be able to run effectively and efficiently, even though in its implementation it is still not optimal.

The progress and success of an organization in achieving its goals is greatly influenced by the role of human resources in its business. This will be related to a person's professionalism and dedication to their field of work which will play a major role in determining their success and performance in it. Commitment, an attitude and behavior that may be considered motivating for someone to work, is positively correlated with performance. In order to help create a good police bureaucracy, police bureaucratic reform leads to a paradigm shift in providing services, protection, guidance, and security to the community. This is achieved through reducing or shortening bureaucracy, increasing the expertise of police personnel, and implementing policies that have been outlined to encourage community comfort and tranquility ([Wahyurudhanto, 2018](#)).

Although not very important, the Polri institution has undergone a number of changes as a result of internal reform initiatives, especially those related to public services. Currently, the police are experiencing a paradigm shift from a conventional follow-up style (power) to a proactive approach that aims to uphold truth and justice, maintain order and transparency in all actions, and provide a sense of security. In the field of public security and defense, the police play an important institutional function. In this era of reform, society is changing rapidly to keep up with the pace of globalization. This requires a push for structural and functional reforms that have an impact on the police, especially the police apparatus. Therefore, the Polri now demands greater professionalism, independence, discipline, and competence from its members. To improve competence, discipline, independence and professionalism, improvements in learning outcomes are needed at the National Police School (SPN). Based on the results of interviews with 10 members of the National Police of the National Police School (SPN) of the Regional Police (POLDA) of South Kalimantan, 7 people said that the motivation, interest and self-confidence of the National Police Bintara Students of the National Police School (SPN) of the Regional Police (POLDA) of South Kalimantan were still low and the learning outcomes obtained by the National Police Bintara Students of the National Police School (SPN) of the Regional Police (POLDA) of South Kalimantan were still below 100%. Based on these problems and phenomena, this research was conducted. Based on the explanation of the problem above, the researcher is interested in raising a thesis with the title: "The Influence of Learning Motivation, Learning Interest, Self-Confidence on Learning Outcomes Moderated by Cognitive Abilities in National Police Bintara Students of the National Police School (SPN) of the Regional Police (POLDA) of South Kalimantan."

Methods

The sample of this study was the graduates of the 2023 National Police NCOs at the South Kalimantan Regional Police SPN totaling 167 people . The census method was used to select samples, which means that the entire population was considered. The measurement method used was the Likert scale using the SmalrtPLS software application version 3.2.9 with PLS-SEM analysis. The tests carried out were divided into two, namely the outer model test and the inner model test.

The research model (thinking framework) used is as follows:

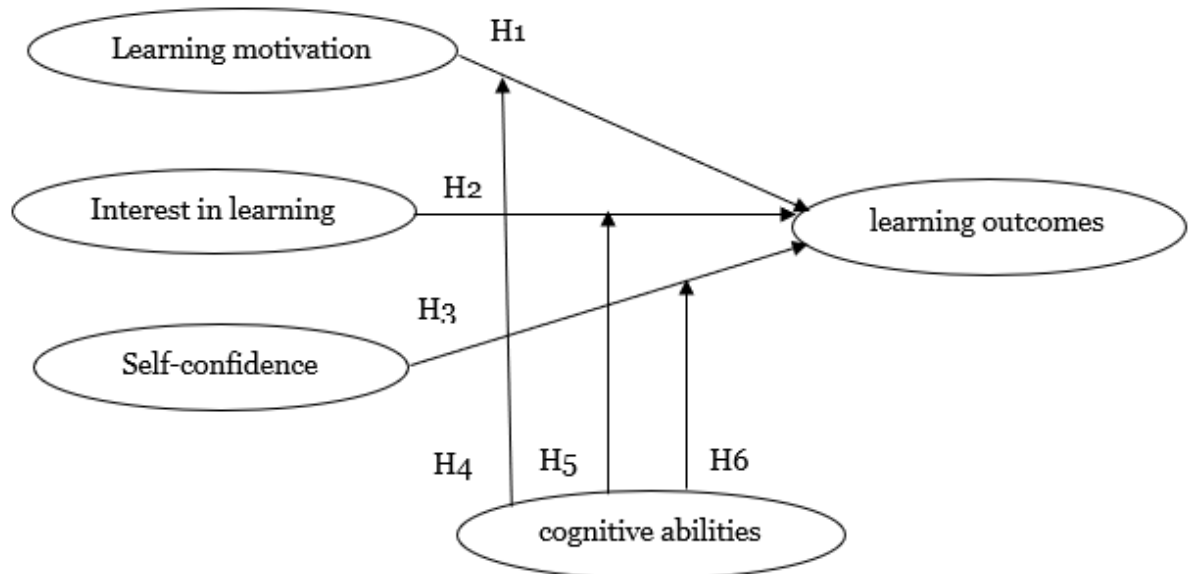


Figure 1. Framework of Thought/Conceptual Framework/Research Model

The hypothesis in this study is as follows:

- H1 : Learning motivation has a positive and significant influence on the learning outcomes of Bintara Polri students
- H2 : Interest in learning has a positive and significant influence on the learning outcomes of Bintara Polri students
- H3 : Self-confidence has a positive and significant effect on the learning outcomes of Bintara Polri students
- H4 : Learning motivation has a positive and significant influence on the learning outcomes of Polri Bintara students which is moderated by Cognitive Ability.
- H5 : Learning interest has a positive and significant influence on the learning outcomes of Polri Bintara students which is moderated by cognitive abilities.
- H6 : Self-confidence has a positive and significant influence on the learning outcomes of Polri Bintara students, which is moderated by cognitive abilities.

Results

Convergent Validity Test Results

According to [Ghozalli \(2021\)](#), an indicator is said to have a return reliability if its value is greater than 0.70. In general, a loading factor that has a value of 0.50 is still considered valid for a model that is still in the return phase. So based on these criteria, in this study the indicator value used is the loading factor value must be > 0.50, so that the value smaller than 0.50 must be removed. So that the indicators that are declared valid or whose values are more than 0.50 are obtained, namely:

Table 1. Convergent validity test results

Variable	Indicator	Loading Faktor	Information
cognitive abilities (Z)	Z	1.000	Valid
Learning motivation (X ₁)	MB ₃	0.907	Valid
	MB ₇	0.783	Valid
Interest in learning (X ₂)	MnB ₁	0.859	Valid
	MnB ₂	0.682	Valid
	MnB ₃	0.842	Valid
Self-confidence (X ₃)	KD ₂	0.859	Valid
	KD ₄	0.729	Valid

Source: Data processing results (2024)

Discriminant Validity Test Results

Based on the convergent validity test seen from the AVE value, which is described as follows:

Table 2. Average Convergent Validity

Variable	Average Convergent Validity
learning outcomes (Y)	1,000
cognitive abilities (Z)	1,000
Learning motivation (X ₁)	0,717
Interest in learning (X ₂)	0,637
Self-confidence (X ₃)	0,635

Source: Data processing results (2024)

Table 4 above shows that the AVE value for each variable has met the criteria, namely > 0.5 . This means that it is declared valid or has met convergent validity because the AVE value requirement is ≥ 0.5 to indicate a good measure of convergent validity.

Reliability Test Results

The results of the reliability test are seen from the Cronbach's alpha value ≥ 0.5 and the composite reliability value, which are described as follows:

Table 3. Average Convergent Validity

Variable	Cronbach's Alpha	rho_A	Composite Reability
learning outcomes (Y)	1,000	1,000	1,000
cognitive abilities (Z)	1,000	1,000	1,000
Learning motivation (X ₁)	0,618	0,680	0,835
Interest in learning (X ₂)	0,725	0,777	0,839
Self-confidence (X ₃)	0,433	0,455	0,776

Source: Data processing results (2024)

Table 5 above shows that the composite reliability value of each construct has a very good value because it is above 0.70 and is considered to be mutually reliable. In addition, it can also be seen from the cronbach's alpha value as seen in the table, the value of each construct is above 0.60 except for the self-confidence variable (X₃) which has a value of 0.433.

R Square Test Results

The results of the R Square test are described as follows:

Table 4. R Square

	R Square	R Square Adjusted
Learning outcomes (Y)	0,363	0,294

Source: Data processing results (2024)

Based on table 4 above, the R-Square value is 0.294, meaning that the variability of the Learning Outcomes construct that can be explained by the Cognitive Ability, Learning Motivation, Learning Interest, and Self-Confidence constructs is 29.4%.

Inner Model Measurement Results

The results of the inner model measurements are analyzed by looking at the test results on the magnitude of the influence measured by the path coefficient value. While for the path coefficient that has a t statistics value ≥ 1.96 , it is said that there is an influence and t statistics < 1.96 is said that there is no influence and the influence between variables is also seen from the p value ≤ 0.05 . More details can be seen in the following table:

Table 5. Mean, STDEV, P- Values

Tabel 5. Mean, STDEV, P-Values					
	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Motivasi Belajar -> Hasil Belajar	0.630	0.538	0.156	2.791	0.000
Minat Belajar -> Hasil Belajar	0.370	0.384	0.324	3.854	0.048
Kepercayaan Diri -> Hasil Belajar	0.406	0.435	0.469	4.146	0.022
Motivasi Belajar -> Kemampuan Kognitif-> Hasil Belajar	0.180	0.185	0.160	3.128	0.026
Minat Belajar -> Kemampuan Kognitif-> Hasil Belajar	0.059	0.039	0.088	2.672	0.042
Kepercayaan Diri -> Kemampuan Kognitif-> Hasil Belajar	0.000	0.004	0.007	0.000	1.000

Sumber: Hasil Olah Data (2024)

The Influence of Learning Motivation on Learning Outcomes

Based on the p-value obtained, which is $0.000 < 0.05$, this result shows that learning motivation has a significant effect on the learning outcomes of Bintara Polri students at the South Kalimantan Police SPN, thus supporting the previously proposed hypothesis. In addition, the results of the study showed that SPN Polda Kalsel students who are Polri NCOs have learning motivation ranging from 1.81-2.60 in the sufficient group. This shows that Bintara Polri students still need to be more motivated to participate in SPN learning. The findings of this study are consistent with the findings of [Saputra et al. \(2018\)](#) who found a strong and positive correlation between the desire to learn and student learning outcomes. Research by Fitriyani, et al. in 2020 which found a relationship between learning outcomes and learning motivation further strengthens this study. Research by [Rahman et al. \(2023\)](#) shows that learning motivation has a positive and significant effect on learning outcomes, while research by [Triarisanti and Purnawarman \(2019\)](#) found that strong motivation affects the success of learning outcomes.

The Influence of Learning Interest on Learning Outcomes

The results of the study showed that with a p-value of $0.048 < 0.05$, it can be concluded that learning interest has a significant effect on the learning outcomes of Bintara Polri students at the South Kalimantan Police SPN, thus supporting the previously proposed hypothesis. In addition, because it is in the range of 3.41-4.20, the

learning interest of Bintara Polri students at the South Kalimantan Police SPN according to this study is included in the good category. This shows that students who hold the position of Bintara Polri need to be more involved and, if necessary, continue their education to a higher level at the SPN. The findings of this study are consistent with the findings of [Pangestu et al. \(2015\)](#) who found that students' learning interest had a positive effect on their learning outcomes, contributing 15.1% to the success of the learning outcomes of Bintara Polda Kalsel SPN students. [Triarisanti and Purnawarman's \(2019\)](#) research also found that a high level of interest determines the success of learning outcomes.

The Influence of Self-Confidence on Learning Outcomes

Based on the p-value obtained, which is $0.022 < 0.05$, the research findings show that self-confidence has a significant effect on the learning outcomes of Bintara Polri Students at the South Kalimantan Regional Police SPN, thus supporting the previously proposed hypothesis. In addition, the study found that because it decreased between 3.41-4.20, the self-confidence of Bintara Polri students at the South Kalimantan Regional Police SPN was in the good range. This shows the need for Bintara Polri students to increase their self-esteem and, if necessary, improve their educational achievements at the SPN. Research by [Fitriyani et al. \(2020\)](#) revealed a relationship between learning outcomes and self-confidence, while research by [Rahman et al. \(2023\)](#) revealed a strong and good relationship between self-confidence and learning outcomes.

The Influence of Learning Motivation on Learning Outcomes is Moderated by Cognitive Ability

The results of the study showed that, with a p-value of $0.026 < 0.05$, Cognitive Ability moderated the significant effect of Learning Motivation on the Learning Outcomes of SPN Polri Bintara Students at the South Kalimantan Regional Police. This finding supports the previously proposed hypothesis. According to research by [Alsa et al. \(2021\)](#), cognitive learning techniques act as a mediator between intrinsic learning motivation and learning outcomes. Then according to the findings of [\(Zakiah and Khairi's 2019\)](#) research, cognitive capacity affects learning outcomes.

The Influence of Learning Interest on Learning Outcomes is Moderated by Cognitive Ability

The results of the study showed that with a p-value of $0.042 < 0.05$, Cognitive Ability moderated the significant effect of Learning Interest on the Learning Outcomes of Bintara Polri Students at the SPN Polda South Kalimantan. This shows that the previously proposed hypothesis is supported. This is in accordance with research conducted by [Triarisanti and Purnawarman \(2019\)](#) which found that a high level of interest determines the success of learning outcomes. Research by [Pangestu, et al. \(2015\)](#) found that students' learning interest has a positive influence on learning outcomes with a contribution of 15.1%. Furthermore, research by Shi and Qu in 2022 revealed that cognitive capacity significantly improves learning outcomes.

The Influence of Self-Confidence on Learning Outcomes is Moderated by Cognitive Ability

The research findings with a p-value of $1,000 < 0.05$ support the previously proposed hypothesis by showing that Self-Confidence has no real impact on Learning Outcomes, which is moderated by the Cognitive Abilities of Bintara Polri students at the SPN Polda South Kalimantan. This study contradicts the research of [Fitriyani et al. \(2020\)](#) which found a relationship between learning outcomes and self-confidence. Rahman et al.'s research in 2023 showed that learning outcomes were positively and significantly influenced by self-confidence. Furthermore, Yudho et al.'s research in 2022 revealed that cognitive abilities were influenced by self-confidence. Awali's research in 2018 showed that students with high cognitive abilities had a significant influence on

learning outcomes, and students with low cognitive abilities had a significant influence on learning outcomes.

Conclusion

Based on the results of the research and discussion, the conclusion of this study is that learning motivation has an effect on the learning outcomes of non-commissioned officers of the Indonesian National Police (SPN) at the South Kalimantan Regional Police, learning interest has an effect on the learning outcomes of non-commissioned officers of the Indonesian National Police (SPN) at the South Kalimantan Regional Police, self-confidence has an effect on the learning outcomes of non-commissioned officers of the Indonesian National Police (SPN) at the South Kalimantan Regional Police, learning motivation has an effect on the learning outcomes of non-commissioned officers of the Indonesian National Police (SPN) at the South Kalimantan Regional Police which is moderated by cognitive abilities, learning interest has an effect on the learning outcomes of non-commissioned officers of the Indonesian National Police (SPN) at the South Kalimantan Regional Police which is moderated by cognitive abilities, learning motivation does not have an effect on the learning outcomes of non-commissioned officers of the Indonesian National Police (SPN) at the South Kalimantan Regional Police which is moderated by cognitive abilities.

Suggestion

For students of the Bintara Polri SPN Polda South Kalimantan, it can further increase their motivation to learn and self-confidence, so that it is expected to improve cognitive abilities and learning outcomes in participating in education.

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