



## The Relationship Between Learning Motivation and Academic Achievement of Grade VIII Students at UPTD SMPN 16 Kupang in the 2024/2025 Academic Year

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### Abstract

*This research aims to determine the relationship between learning motivation and the learning achievement of class VIII UPTD students at SMPN 16 Kupang for the 2024/2025 academic year. This research is a type of quantitative research. The variables in the research are the independent variable (X) learning motivation and the dependent variable (Y) learning achievement. The sample in this study consisted of 60 class VIII students at SMP Negeri 16 Kupang for the 2024/2025 academic year. The data collection tool used was a questionnaire. Data analysis used the Pearson correlation technique and processed using the SPSS version 24 for Windows application. The results of data analysis show a correlation coefficient of 0.412\*\* and significance of  $0.004 < 0.05$ . The results of research data analysis show that there is a relationship between learning motivation and student learning achievement at a moderate level, because the correlation coefficient value obtained is 0.412\*\* in the coefficient interval of 0.40-0.599. Furthermore, the level of moderate relationship between learning motivation and student learning achievement can be explained based on the results of the determination test which shows that the contribution of the learning motivation variable is 17% to student learning achievement.*

**Keywords:** Learning motivation, Learning achievement, Students

### Research Background

Education is essentially a conscious and planned effort to develop students' personalities. This process of personality development is closely related to the learning activities carried out by teachers as educators. To create an effective education system, teachers play a very important role in delivering meaningful and appropriate teaching so that students can follow the learning process well. (Nurhayati, 2022) explains that well-designed and properly implemented learning can help students understand the material, develop skills, and shape their character in accordance with the educational values to be achieved, while always maintaining their motivation to learn.

(Filgona et al., 2020), explain that learning activities driven by the right motivation

will create a more effective and enjoyable learning environment and support the achievement of optimal results in both the short and long term. Suparyanto & Rosad (2015: 117) state that learning motivation is an internal drive that motivates an individual to engage in learning activities in order to achieve desired goals.

According to (Nurhayati, 2022), learning motivation is a psychological factor that does not originate from intellectual factors. The role of learning motivation is very important for students in fostering enthusiasm and joy in learning. For example, a student may lose interest in the subject matter if the teaching methods used by the teacher are not engaging. Even students with high intelligence are at risk of failure if they are not supported by sufficient motivation. Thus, providing the right motivation

can optimize learning outcomes and have a positive impact on student achievement.

Furthermore, Sari (2018) states that the characteristics of someone who is motivated to learn are perseverance in completing tasks (able to work continuously for long periods of time, never stopping before finishing), resilience in facing difficulties (not easily discouraged), and not requiring external encouragement to perform at their best (not easily satisfied with their achievements). They prefer to work independently, quickly become bored with routine tasks (mechanical, repetitive tasks that lack creativity), can maintain their opinions (once they are convinced of something), do not easily let go of what they believe in, enjoy seeking and solving problems. If these characteristics are found in a student, it means that the student is motivated.

(Latif et al., 2021:41) In addition, (Latif et al., 2021:41) states that there are several characteristics of low learning motivation that hinder the achievement of educational goals, such as the inability to carry out the desired learning process, a lack of interest in learning, and students preferring to be outside the classroom or skipping classes.

(Ananda and Hayati 2020) say that learning motivation is grouped into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is related to the drive that arises within students to carry out learning activities. Meanwhile, extrinsic motivation is the drive to achieve that is given by others, such as encouragement, praise, and advice from teachers, parents, and other loved ones.

(Mosmannand, 2017) states that learning achievement is related to learning outcomes or the results achieved by students, which are measured through a series of tests at the end of the learning activity.

Preliminary studies conducted by researchers through interviews and observations in class VIII of UPTD SMP Negeri 16 Kota Kupang on October 21, 2024 revealed that each student's learning achievement varied. Initial observations found several problems, such as students often playing games during class, students often not paying attention during class, and students not seeking to understand lessons they did not understand. Based on the results of interviews with the guidance counselor at the school, it was found that the learning

achievement of some students had improved, while others had actually declined. According to the guidance counselor interviewed, changes in student learning achievement were influenced by various factors, such as staying up late and spending a lot of time playing games.

Based on the background description above, the researcher is interested in studying the relationship between learning motivation and learning achievement of eighth grade students at UPTD SMPN 16 Kupang in the 2024/2025 academic year. This research is expected to be useful for various parties. The principal can use the results as input to support school programs, especially guidance and counseling, to increase student motivation and learning achievement. Guidance and counseling teachers can use it as a reference to understand the factors that influence student learning motivation and design effective guidance and counseling programs. Subject teachers can apply the research results to create a conducive learning environment, thereby increasing student motivation and learning outcomes. Students are also expected to be more motivated to learn, so that they can achieve good results.

### **Problem Statement**

Based on the above background, the research question is whether there is a relationship between learning motivation and learning achievement of eighth grade students at UPTD SMPN 16 Kupang in the 2024/2025 academic year.

### **Research Objectives**

Based on the above problem formulation, the purpose of this study is to determine the relationship between learning motivation and learning achievement of eighth-grade students at UPTD SMPN 16 Kupang in the 2024/2025 academic year.

### **Benefits of Research**

This study is expected to be useful for the following parties:

**School Principals:** This study can be used as input for school principals to support and facilitate all school programs, especially guidance and counseling programs, in order to improve student motivation and academic achievement.

**Guidance and Counseling Teachers:** The results of this study can be used as a reference for guidance and counseling teachers to identify aspects that influence student learning motivation and design effective guidance and counseling programs to help students who experience learning motivation barriers.

**Subject Teachers:** By applying the results of this study, teachers can create a more conducive learning environment, so that students are more motivated and their learning outcomes improve.

**Students:** The results of this study can help students become more motivated to learn so that they achieve good academic performance.

## Method

This study is a quantitative research. This study was conducted at SMP Negeri 16 Kupang, Jl. Supul No.10, Nefonaek, Kec. Kota Lama, Kota Kupang, East Nusa Tenggara. This study was conducted for 6 months from August 2024 to March 2025. The variables in this study are the independent variable (X) of learning motivation and the dependent variable (Y) of learning achievement. The sample in this study consisted of 60 eighth-grade students at SMP Negeri 16 Kupang in the 2024/2025 academic year. The data collection tool used was a questionnaire. Data analysis used the Pearson correlation technique and was processed using the SPSS version 24 for Windows application.

## Result and Discussion

### Hypothesis Testing

Research data related to the correlation between learning motivation and student achievement can be seen in Table 1 below:

Table 1 Hypothesis Test of the Correlation between Learning Motivation and Learning Achievement

Correlations			
		MOTIVASI BELAJAR	PRESTASI BELAJAR
MOTIVASI BELAJAR	Pearson Correlation	1	.412**
	Sig. (2-tailed)		0.001
	N	60	60
PRESTASI BELAJAR	Pearson Correlation	.412**	1
	Sig. (2-tailed)	0.001	
	N	60	60

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 1 above, it is known that the *Pearson Correlation* value for the

relationship between learning motivation and learning achievement is .412\*\*. This value is in the coefficient interval of 0.40-0.599, which indicates that there is a moderate relationship between learning motivation and student learning achievement. The moderate level of relationship between learning motivation and learning achievement can be explained based on the results of the determination test, which shows that the learning motivation variable contributes 17.0% to student learning achievement, while 83% is contributed by other factors not explained in this study. Meanwhile, the research data also shows that the sig. (2-tailed) value of the relationship between learning motivation and learning achievement is  $0.001 < 0.05$ . This means that there is a relationship between the learning motivation variable and learning achievement.

Based on the above analysis, the null hypothesis ( $H_0$ ), which states that there is no relationship between learning motivation and student achievement among eighth-grade students at SMPN 16 Kupang in the 2024/2025 academic year, is rejected. Meanwhile, the working hypothesis ( $H_a$ ), which states that there is a relationship between learning motivation and learning achievement among eighth-grade students at SMPN 16 Kupang in the 2024/2025 academic year, is accepted.

### Determination Coefficient Test

The Determination Coefficient is used to determine the contribution or contribution made by variable X (independent) to Y (dependent). The value of the determination coefficient is shown by R Square in the model summary table. The results of the determination coefficient test using SPSS version 24 for Windows can be seen in Table 2.

Table 2 Determination coefficient test

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.412 <sup>a</sup>	0.170	0.155	1.563
a. Predictors: (Constant), MOTIVASI BELAJAR				
b. Dependent Variable: PRESTASI BELAJAR				

Based on the table above, the R Square value obtained is 0.170, which means that the contribution of the learning motivation variable to the learning achievement variable is 17.0%, while 83% comes from other factors not explained in this study.

The results of this study indicate that there is a relationship between learning

motivation and learning achievement of eighth-grade students at SMPN 16 Kupang in the 2024/2025 academic year, as evidenced by a correlation coefficient of 0.412 and a significance of  $0.001 < 0.05$ .

The results of this study are supported by several previous studies as follows: A study conducted by (Arkian, 2020) entitled "The Relationship between Learning Motivation and Student Achievement" states that there is a significant relationship between learning motivation and the academic achievement of students in class VIII A at SMPN 16 Kupang. This study is also supported by the results of research by (Sari & Utaminingsih, 2018) entitled "The Relationship between Learning Motivation and Student Achievement at SMP Negeri 1 Sukadana, East Lampung Regency," which states that the results of the study show a significant relationship between learning motivation and student achievement at SMP Negeri 1 Sukadana, East Lampung. This study is also supported by the findings of (Waritsman, 2020) through a study entitled The Relationship between Learning Motivation and Mathematics Learning Achievement of Students, which states that there is a positive and significant relationship between learning motivation and mathematics learning achievement of students.

(Ananda and Hayati 2020), explain that learning motivation is an internal and external drive in students who are learning to make behavioral changes, generally with several supporting indicators or elements. Sari (2018) states that one of the factors that influence learning motivation is student ability. A child's desire is accompanied by the ability or skill to achieve it. Ability will strengthen a child's motivation to carry out developmental tasks.

### Conclusion

Based on the results of the data analysis, the study shows a relationship between learning motivation and the academic achievement of eighth-grade students at SMPN 16 Kupang in the 2024/2025 academic year.

Based on the above conclusions, the researchers offer the following suggestions to the following parties:

#### 1. Principal

As the leader of the school, the principal is expected to collaborate with guidance and counseling teachers to design and implement guidance and counseling programs that can help students improve their motivation and academic achievement.

#### 2. Guidance and counseling teachers

Guidance and counseling teachers are expected to be able to provide curative efforts for students experiencing problems through the improvement, development, and optimization of guidance and counseling services to help increase learning motivation, thereby improving student achievement.

#### 3. Students

Students are expected to be actively involved in preventive and curative guidance services provided by guidance and counseling teachers to increase learning motivation so that student achievement improves.

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### **Curriculum Vitae**

Bachelor's degree from Widya Mandira Catholic University Kupang, Faculty of Teacher Training and Education, Guidance and Counseling study program, class of 2021.