The Influence of Motivational Training on Learning Achievement in Students

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ABSTRACT

This research aims to examine the effect of motivational training on the academic achievement of psychology students at UIN Raden Fatah Palembang. A total of 30 students were selected using probability sampling techniques, and a pretest-posttest design was used in this research. The results show that motivational training does not have a significant effect in improving academic achievement. The pretest scores show a normal distribution, but the posttest scores are not normal. In addition, the correlation between pretest and posttest is very low. Therefore, further research is needed with a larger sample and different methods to validate the findings of this study.

Keywords: Motivation, Academic Achievement, Psychology Students

INTRODUCTION

Motivation is an important element in academic performance. High levels of motivation are associated with good academic performance (Meeter, Bele, den Hartogh, Bakker, de Vries & Plak, 2020). Motivation is an important element that influences academic performance. A high level of motivation is related to good academic performance. In this context, academic performance refers to the results achieved by students in the academic field, such as good grades or academic achievements. Therefore, it is important for supervisors or educators at UIN Raden Fatah Palembang to consider the motivational aspects of their students, so that they can motivate them to achieve better academic performance. This also shows that motivation can be a determining factor for success in the learning process.

According to Gray (in Winardi, 2002), motivation is a number of processes that are internal and external to an individual, which cause an

attitude of enthusiasm in carrying out certain activities. Meanwhile, according to Mitchell (in Winardi, 2002), motivation represents psychological processes, which cause the emergence, direction and persistence of voluntary activities directed towards certain goals. Motivation as internal and external processes that motivate individuals to carry out activities with enthusiasm, and represents the psychological processes that encourage individuals to acquire, direct, and maintain voluntary activities with specific goals. In this case, motivation is needed to involve individuals in certain activities, maintain their goals, and obtain desired results.

Poerwanto (2007) provides the definition of learning achievement, namely "the results achieved by a person in a learning effort as stated in the report card." Furthermore, Winkel (1997) says that "learning achievement is evidence of learning success or a student's ability to carry out learning activities according to the weight "Meanwhile, according to Nasution, S (1987) learning achievement is "the perfection that a person achieves in thinking, feeling and doing, learning achievement is said to be perfect if it fulfills three aspects, namely: cognitive, affective and psychomotor, conversely it is said that achievement is less than satisfactory if someone has not able to meet targets in these three criteria". Learning achievement is a person's results and achievements in learning efforts which are reflected in the grades or report cards obtained. Learning achievement also involves a person's ability to carry out learning activities according to predetermined weights and involves cognitive, affective and psychomotor aspects. Learning achievement is said to be perfect if it meets these three aspects, but if it is not able to meet the targets in these three criteria, then the achievement is said to be unsatisfactory. Thus, learning achievement can be measured through the achievement of academic grades and students' ability to carry out learning activities in accordance with predetermined targets.

Motivation has a central role in determining how students overcome academic challenges and achieve higher achievements in their studies. Motivational training programs are aimed at helping students develop and maintain motivation in learning, so that they can achieve superior performance in the learning process. Having clear goals will encourage strong

motivation and persistence in achieving these goals. More specifically, motivation can encourage and increase activity levels through productive actions to achieve goals. The hypothesis in this research is that motivational training has a positive and significant influence on student learning achievement, because increased motivation will trigger higher learning intensity, thereby improving the academic results achieved by students.

RESEARCH METHOD

The method used in this experimental research is a quantitative method. The research design used in this research uses a one-group design, namely one-group Pretest-Posttest Design. In this research, the population sampled were Psychology students class of 2021 at UIN Raden Fatah Palembang. The sampling method used is probability sampling, which gives all members of the population the same opportunity to be sampled. The sampling technique was carried out randomly from the existing population. From this process, 30 respondents were obtained who became the objects of the research. There are two variables in this experimental research, namely the independent variable: Motivational training. dependent variable: Student learning achievement. Data collection in this research used a questionnaire to measure student learning achievement with 20 question items.

In this research, it begins by giving a pre-test questionnaire to respondents, then after filling in the pre-test questionnaire, respondents are given manipulation in the form of a short video film about motivation entitled kinetic. The message in this motivational video is to study hard so you can achieve a successful career so that later you can provide motivation. to others who need it. After being given treatment, the respondents were given another post-test to fill in, then the data obtained was processed using IBM SPSS 22.

RESULTS AND DISCUSSION

In research, it is processed using a normality test first, as follows:

Table 1. Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest Learning Pretest	.106	30	,200*	,969	30	,506
Posttest Learning Achievement	,142	30	.126	,891	30	,005

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In this table, the results of normality testing using two tests are presented, namely Kolmogorov-Smirnov and Shapiro-Wilk, with the aim of finding out whether the data that has been collected shows a normal distribution or not. In testing normality, the Shapiro-Wilk method was chosen because the data sample used for research was less than 100 data. Based on the results of the normality test analysis, the pretest value was 0.506 and the posttest value was 0.005. For pretest data on learning achievement, the Kolmogorov-Smirnov test results showed a figure of 0.106 and a p-value of 0.200, while the Shapiro-Wilk test results showed a figure of 0.969 and a p-value of 0.506. From these results it can be concluded that the pretest data on learning achievement in both tests shows a normal distribution, because the p-value > alpha level 0.05, which means it is not statistically significant.

Meanwhile, for the posttest data on learning achievement, the results of the Kolmogorov-Smirnov test showed a figure of 0.142 and a p-value of 0.126, while the results of the Shapiro-Wilk test showed a figure of 0.891 and a p-value of 0.005, which shows that there is a difference in the results of the two tests. However, it can be concluded that the posttest data on learning achievement does not show a normal distribution in the Shapiro-Wilk test, because the p-value < alpha level 0.05, so it is statistically significant.

Then proceed with testing using the Paired Samples Statistics technique:

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Learning Pretest	59.27	30	4,870	,889
	Posttest Learning Achievement	57.77	30	7,704	1,407

The table shows the related sample statistics (paired samples) from the pretest and posttest of learning achievement. In the pretest of learning achievement, the average is 59.27, with a total of 30 data. The standard deviation for the pretest of learning achievement is 4.870 while the standard error of the mean is 0.889. Meanwhile, for the learning achievement posttest, the average score was 57.77, with a total of 30 data. The standard deviation for the learning achievement posttest was 7.704, while the mean standard error was 1.407. From these results, it can be seen that the average score for the posttest learning achievement is lower than the pretest learning achievement. In addition, the standard deviation on the posttest of learning achievement is higher than the pretest of learning achievement, which shows that the data on the posttest of learning achievement has greater variation than the data on the pretest of learning achievement.

Table 3. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest Learning Achievement & Posttest Learning Achievement	30	,053	,780

The table above shows the correlation between pretest and posttest learning achievement. The correlation value is 0.053, which shows that the correlation between the two variables is very low or there is no correlation at all. This is supported by the p-value or level of significance of 0.780 which is greater than the alpha level of 0.05, so it is not statistically significant. It can be concluded that the learning achievement scores before and after being given treatment do not show a strong correlation relationship and need to be

tested further with other methods such as mean comparison hypothesis testing to find out whether there is a significant difference between the learning achievement scores before and after being given treatment.

Table 4. Paired Samples Test

	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Learning Achievement - Posttest Learning Achievement	1,500	8,893	1,624	-1,821	4,821	,924	29	,363

The table is the result of the paired-samples t-test hypothesis test which was carried out to see significant differences between pretest and posttest learning achievement. From these results, it can be seen that the average difference between pretest and posttest learning achievement is 1,500 with a standard deviation of 8,893 and a mean standard error of 1,624.

The 95% confidence interval for the difference is between -1.821 to 4.821. Next, hypothesis testing was carried out by checking whether the t-value obtained (0.483) was more than the t-table with degrees of freedom (df) of 29 and an alpha level of 0.05. The result is t-value < t-table (0.483 < 2.045), so the null hypothesis (H0) is accepted. This means that there is no significant difference between pretest and posttest learning achievement with a significance level of 0.05 (sig.=0.363). So, it can be concluded that the treatment given to this group was not significant in improving their learning achievement.

In this study, the test results using the Paired Samples Test technique showed that there was no significant difference between the pretest and posttest scores at the level of learning achievement. This means that the treatment given in the form of motivational training does not have a

significant influence in improving student learning achievement. There are several factors that can influence results like this, including the quality or intensity of the stimulus given during treatment, individual psychological factors that may hinder the effectiveness of the treatment, or different individual characteristics of the participants. In addition, the sample size in this study is not too large, so further observations with a larger sample are needed to obtain more valid and accurate results.

One theory that can be applied is the expectancy-value theory developed by Wigfield and Eccles (2000). This theory states that motivation to learn is influenced by students' expectations of success in the academic field (expectations) and the importance of these academic activities (values). If the expectations and grades given are low, then motivation to learn can also decrease. So, if students do not see clear value or meaning in their motivational training, then the training may not have an impact on their academic success. Apart from that, self-efficacy theory (self-confidence) can also be a factor that determines the effect of motivational training on academic achievement. This theory states that a person's self-confidence in completing academic assignments is very important to increase motivation and academic achievement. If students do not have sufficient self- confidence to complete academic assignments, then motivational training may not have a significant impact on their academic success.

However, according to research by Harwell and Ratcliffe (2009) published in the journal "Journal of College Reading and Learning", there are certain factors that can influence the effectiveness of motivational training on student academic achievement. These factors include insufficient study time, lack of resources or support, or inappropriate learning orientation. One of the factors that influences the effectiveness of motivational training is the lack of study time invested by students. Motivational training can provide a boost in terms of motivation, but if students do not have enough time to study and prepare course material, training may not have an effective impact on students' academic performance. Another factor that can affect the effectiveness of motivational training is a lack of resources or support for students. This can include a lack of physical resources such as books and

reference materials, or a lack of social support from lecturers or peers. These things can make students feel difficult and unmotivated to learn, and motivational training may not be enough to overcome these problems. Learning orientation can also influence the effectiveness of motivational training. A learning orientation that is more focused on building skills and meaningful learning experiences can be more effective in increasing motivation and academic achievement, than a learning orientation that focuses more on assessment and achieving high grades. So, before providing motivational training, it is important to pay attention to and accommodate students' learning orientation, in order to provide more effective training.

CONCLUSION

The results of the normality test show that the pretest data on learning achievement has a normal distribution, while the posttest data on learning achievement is not normal. However, the results of the paired- samples t-test hypothesis test show that there is no significant difference between pretest and posttest learning achievement. It can be concluded that the treatment given to this group was not significant in improving their learning achievement.Where the normality test carried out showed that the pretest data on learning achievement on both tests showed a normal distribution, while the posttest data on learning achievement did not show a normal distribution on the Shapiro-Wilk test. Meanwhile, the correlation between pretest and posttest learning achievement is very low or there is no correlation at all. In conclusion, the treatment given to this group was not significant in improving their learning achievement based on the results of the paired-sample t-test hypothesis test carried out. However, these results need to be viewed with caution because there are several limitations in this study, and further research needs to be carried out to confirm these findings with better and broader methods and samples.

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