Effect Mathematics Learning Achievement Motivation On Junior High School Students 1 Namlea

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Abstract: This research is "Ex Post Facto" research that is aimed at researching the events that have occurred. This study aims to determine the effect of motivation on mathematics achievement of high school students Negeri 1 Namlea. Subjects in this study were all students in grade students VII Junior High School 1 Namlea which amounts to 30. The data collection technique using data obtained with the student's motivation tools such as questionnaires and data sheets student achievement obtained in the form of sheet documentation tools. Quantitative data analysis is done by using a statistical test to calculate the data that is quantitative or that can be realized with the numbers obtained from the field. Data analysis in this research was conducted in three phases, namely stage description of the data, the test phase of requirements analysis and hypothesis testing phase. Based on data drawn motivation through the results of questionnaires entire class VII (seven) Junior High School 1 Namlea totaling 30 people, and is processed by using SPSS version 20, the highest score obtained the lowest scores of 92 and 75. The result shows the average (mean) of 84.0333, (median) of 85.0000, (mode) of 83.00 and a standard deviation of 4.31104. Normality test data from both variables were performed using the SPSS 20 on the analysis of Non-Parametric Test, One-Sample Kolmogorov Smirnov. The calculation is performed on all variables with the provisions considered normal if probalitaanya (significance) or P> 0.05. The research concludes that in general the level of motivation of students in seventh grade junior high school 1 Namlea categorized as high. The result showed that 25 students had a high level of motivation, and 5 students have a moderate level of motivation with an average 83.06. The result showed that 27 students had a high level of academic achievement, and three students had a moderate level of academic achievement. And 5 students have a moderate level of motivation with value - average 84.03. The results showed that the level of student achievement of State High School seventh grade 1 Namlea in mathematics categorized as high with an average value of 83.06. The result showed that 27 students had a high level of academic achievement, and three students had a moderate level of academic achievement. And 5 students have a moderate level of motivation with value - average 84.03. The results showed that the level of student achievement of State High School seventh grade 1 Namlea in mathematics categorized as high with an average value of 83.06. The result showed that 27 students had a high level of academic achievement, and three students had a moderate level of academic achievement.

Keywords: Motivation, Achievement, Learning, Mathematics, Namlea

1. INTRODUCTION

In a research study, humans are significant entities in an effort to develop the basic potential through the education system. The cornerstone of his philosophy, that man has values of integration, which can determine the pattern of view against him or the education system[1]. Education is a view which establishes education as a social or cultural phenomenon on the other hand[2]. According to the first view, education is the institutional instrument for the development of the basic potential of human beings, a sort of reflex propensity in view of the flow of the Behaviorist psychology basic capabilities that can automatically expand[3]. Then, in a second view of education is defined as the process of civilizing values, knowledge and skills developed in the community. In this sense, the fundamental function to be executed by the education is to provide a means which is conducive to the development of human cultural ethos as learners, so that in real life can interact dialectically with the surrounding social environment. Education and teaching is a process of conscious purpose. Goals can be interpreted as an attempt to give students the formulation of the expected results after implementing a learning experience. Reached teaching purposes least one of which is visible from the achievement of learning achieved by students. With high achievement students have a good knowledge indication. One of the factors that affect student achievement is a motivation. Their motivation, students study harder triggered, tenacious, diligent and have full concentration in the learning process. Encouragement in learning is one thing that needs to be raised in an effort to learning in school. Motivation to learn can be viewed from two aspects: the intrinsic motivation that includes indicators passion for learning, interests, aspirations and expectations as well as the encouragement and the need to learn, while the second aspect is extrinsic motivation which includes engaging learning, conducive conditions and the existence of a reward or punishment[4]. One of the factors that affect student achievement is motivation. Learning Achievement (Achievement) which is the realization or the problem of the skills potential or capacity which is owned person. Achievement is a result of someone achieves in learning activities[5].Subjects of science and mathematics is the queen of sciences walter[6]. This means that mathematics is a necessary device in an activity, especially in science and social. Mathematics can serve other sciences because of the formula, axioms and proof owned models can help these sciences[7]. Therefore Mathematics plays an important role in education and activity in the community. States that, "Mathematics is an abstract ideas by the symbols arranged in a hierarchical and deductive reasoning, so that mathematics was a high mental activity"[1]. Junior High School 1 Namlea as one of the educational institutions also upholds the success of learning, so that students produced able to participate in global competition. Enterprises that direction has been done by the
relevant institutions, with the hope to be able to create a good learning management, which in the end makes a quality school. But in fact, the work done is not enough school to fruition. It was seen from the low learning achievement, especially in mathematics compared to other subjects.

2 LITERATURE REVIEW

2.1 Definition of Motivation
Learning is a complex process that happens to everyone that lasts a lifetime. Because of the complexity of the issues studied many theories that explain how the learning process was going on. According Hamalik[8] "learning is the modification or reinforce behavior through experience (learning is defined as the modification or strengthening of behavior through experiencing)"[9]. In other words, learning is a change in the individual as a result of the experience of the actual business of the individuals themselves in interaction with the environment. Interaction in question is none other than educational interaction that allows the interaction of teaching and learning process[10]. According to Mc Donald in kompr[11] motivation is a change in one's personal energy that is characterized by the onset of affective (feeling) and the reaction to achieve the goal. Thus the emergence of motivation marked by a change of energy in a person who can realize it or not. Vienna Sanjaya[1] says that the process of learning motivation is one of the dynamic aspects is very important. It often happens that underachieving students is not caused by lack of ability, but due to the lack of motivation to learn that he did not try to direct all his ability[12]. In the traditional learning process using the expository approach is sometimes forgotten by teachers' motivation element. Teachers seemed to force the students receive the material conveyed. This is not favorable because the students cannot learn optimally surely achievement should also not optimal.

2.2 Definition of Achievement
Understanding Learning By understanding the psychological learning is a process of change, the change in behavior as a result of interaction with the environment and in meeting their needs. Those changes became evident in all aspects of behavior. Durton mean learning is a change in the individual as a result of the interaction environment to meet the needs and make it more capable of preserving the environment adequately[13]. "Learning is a change the individual due to interaction of that individual and his roomates environments fills a need and makes him capable of dealing with his adequatly environment".According Hilgrad and Bower, learn (to learn) has a meaning: to gain knowledge, comprehension, or mastery of a trough experience or study, to fix in the mind or memory, memorize; to acquire trough experience, to Become in form of to find out[14][15]. According to that definition, learning has a sense of gaining knowledge or the acquisition of knowledge through experience, recall, mastering the experience, and get information or find. Thus, the study has the basic meaning of the activity or activities and mastery of something.

The word comes from Dutch achievements are prestatie, in the Indonesian language means the achievement of business results[16]. In Big Indonesian Dictionary the sense of achievement that has been achieved is the result of that has been done, done, and so on. These results can be expressed quantitatively and qualitatively[17]. Quantitative results are results expressed in numerical terms. While the results of qualitative results expressed in the form of words or descriptive. In the context of educational psychology, achievement is defined as a specific level of a specific skill or ability of a person, such as arithmetic ability and reading skills[18]. The term accomplishments do not stand alone but is generally associated with terms such as academic, Achievement and achievement motivation level. According Maghfiroh[19] the achievement is a task-oriented behavior that allow individual accomplishments that are evaluated according to criteria from the inside and from the outside, involving individual and competent to others. Achievement is a testament to the business that has been achieved [20].

3 METHOD
This study was conducted from April to May of the school year 2018/2019[21]. The research approach used in this study is a quantitative approach. The study is based on a quantitative approach postivisme philosophy, used to examine the population or a particular sample, the collection of quantitative data (statistics), with the aim to test the hypothesis that has been set[22]. Through this study, researchers intend to examine the influence between variables, namely the influence of motivation on mathematics achievement of students at State High School 1 Namlea. For the purposes of testing the hypothesis, then the hypothesis is used to test the truth of this research is a test for normality. This test is conducted on all the variables individually. Normality test aimed to find out whether each of the variables normal distribution or not. Researchers used kolmogrov-Smirnov test one sample with SPSS of Windows 23 to test for normality.

4 RESULT
This research is "Ex Post Facto" research that is aimed at researching the events that have occurred. The data in this study consisted of student motivation the data obtained from the questionnaire (questionnaire) motivation and learning mathematics achievement data taken from the documentation of UAS second semester mathematics courses in the academic year 2018/2019. Based on data drawn motivation through the results of questionnaires entire class VII (seven) Junior High School 1 Namlea totaling 30 people, and is processed by using SPSS version 20, the highest score obtained the lowest scores of 92 and 75. The result shows the average (mean) of 849.0333, (median) of 85.0000, (mode) of 83.00 and a standard deviation of 4.31104.

Picture 1. Histogram Analysis of Motivation
Learning achievement data captured through the documentation of the value of the final exams of mathematics courses in the second semester in the academic year 2018/2019, obtained the highest score was 89 and the lowest score was 74. The data shows the average (mean) of 83.0667, (median) of 83.5000, (mode) of 85.00 and a standard deviation of 3.08426.

Normality test data from both variables were performed using the SPSS 20 on the analysis of Non-Parametric Test, One-Sample Kolmogorov Smirnov. The calculation is performed on all variables with the provisions considered normal if probability (significance) or P > 0.05. Based on the results of the study, to determine significance analysis motivating factor influencing student achievement in the field of mathematics studies at the Junior High School 1 Namlea, by comparing the price of F arithmetic with F table. If F count > F table, it is a significant motivation factor affecting student achievement in mathematics subject areas and vice versa if F count < F table the motivation factor does not significantly affect student achievement in mathematics subject areas. With significance level of 5%, df = 1 and df = 29, the obtained F table = 4.18’re F count = 5.187 compared between 5.187 F count > F table = 4.18. Rated R square = 0.490, which means that the motivation factor influencing mathematics achievement of 49%, so that the motivational factors influencing student achievement in the field of mathematics studies at the Junior High School 1 Namlea. Based on the results of hypothesis testing variables X and Y at the significance level of 0.05 both indicates the level of significance, which means that the variable motivational factors affect student achievement in the field of mathematical studies at the State High School 1 Namlea.

5 DISCUSSION
The research concludes that in general the level of motivation of students in seventh grade junior high school 1 Namlea categorized as high[23]. The result showed that 25 students had a high level of motivation, and 5 students have a moderate level of motivation with value - average 84.03. These data give an idea if the class VII have aspects - aspects of high learning motivation in the form of impulse, desire, hope and purpose to succeed. The results showed that the level of student achievement of class VII junior high school Negeri 1 Namlea in mathematics categorized as high with an average value of 83.06. The result showed that 27 students had a high level of academic achievement, and three students had a moderate level of academic achievement[24]. The learning achievement based on the value of the test subjects were mathematics at the end of the semester in the academic year 2018/2019[25]. These data give an idea if the seventh grade students have a good learning achievement in the mastery of the material in mathematics. Hypothesis testing results show that the motivation factor significantly affect students' mathematics learning achievement of class VII Junior High School 1 Namlea. Intrinsic motivation and extrinsic motivation has a positive effect on mathematics achievement[26]. The results are consistent with[18] Motivation in the Learning of Mathematics, which found that there was a significant positive correlation between motivation to average mathematics achievement of students. On the other hand[27], confirms that the students have the intrinsic and extrinsic motivation tend to have a good learning performance. Motivation is the most dominant factor in influencing achievement[28].

6 CONCLUSION
Based on the results of research and discussion, the conclusion that can be drawn is that the motivation factor significantly affect mathematics achievement seventh grade students of junior high school Negeri 1 Namlea. Intrinsic motivation and extrinsic motivation has a positive effect on mathematics achievement.

REFERENCES


