

## Analysis of the Correlation of Student Learning Outcomes with Motivation (Case Study at SMP Ar-Rahman Medan)

Hernawan Syahputra Lubis<sup>1\*</sup>, Kamil<sup>2</sup>, Dara Mayang Sari<sup>3</sup>

<sup>1,2,3</sup>Universitas Pembangunan Panca Budi, Medan, Indonesia

\*E-mail: [hernawansyahputra@dosen.pancabudi.ac.id](mailto:hernawansyahputra@dosen.pancabudi.ac.id)

### ABSTRACT

The purpose of this study is to find a correlation between student learning outcomes and the motivation given by Islamic religious education teachers with a case study of Ar-Rahman Medan Junior High School. This research approach uses a qualitative model of correlational design. The population in this study was all students of Ar-Rahman Medan Junior High School, with samples taken using simple random sampling techniques. Data collection was carried out through questionnaires to measure the level of student learning motivation, as well as documentation of student learning outcomes. The results of the research conducted show that Islamic religious education teachers are very important in the teaching and learning process in schools, and Islamic religious education teachers must be able to overcome problems experienced by students in order to improve student learning outcomes. Data collection was carried out through questionnaires to measure the level of student learning motivation, as well as documentation of student learning outcomes. The results showed a positive and significant value between student learning outcomes and the provision of learning motivation at Ar-Rahman Medan Junior High School, with a correlation coefficient value of 0.71. The provision of learning motivation contributes 50.41% to student learning outcomes at Ar-Rahman Medan Junior High School.

**Keywords:** *Analysis; Correlation; Motivation to learn; Student learning outcomes;*

### 1. Introduction

Student learning outcomes are one of the indicators of the success of the educational process at school. Good learning outcomes show that students have mastered the competencies taught and learning objectives are achieved. However, in some conditions there are still many students who obtain learning outcomes that are less in accordance with the indicators than expected. Initial observations, it was found that there are still some students who have low learning outcomes. This can be seen from the daily test scores, assignments, and exams that have not met the Minimum Completeness Criteria set by the school. The low learning outcomes of students are thought to be caused by various factors, one of which is the lack of motivation to learn in students. Factors that influence learning can provide positive support in learning, but can also hinder the learning process. The obstacles that occur result in the learning outcomes of individuals who experience the learning process is not as desired. These circumstances have an impact on the emergence of problems in the

next learning process. Motivation can determine whether or not it is good in achieving goals so that the amount of motivation will be greater learning success, students who have learning motivation are students who are actively trying, seem persistent and do not want to give up. Motivation is considered important in the analysis of learning and learning outcomes because it encourages the emergence of behavior and influences and changes student behavior. Low student motivation will be a very significant obstacle to the learning process, plus there is still bullying carried out by peers, which results in decreased student learning outcomes.

Learning motivation is an internal and external drive in students who are learning to make behavior changes, generally with several indicators or supporting elements. Students who have high learning motivation tend to show greater interest, attention, perseverance, and effort in learning compared to students who have low learning motivation.

Therefore, providing effective learning motivation to students is one of the important factors that need to be considered by the school in an effort to improve student learning outcomes. By providing the right motivation, it is hoped that students will be encouraged to study harder so that they can achieve optimal learning outcomes. Therefore, this research is very important to do. This study aims to analyze the relationship between student learning outcomes and the provision of learning motivation at Ar-Rahman Medan Junior High School, as well as find out how much the contribution of learning motivation to student learning outcomes.

## **2. Methods**

The methods used in qualitative research methods with a natural background of interpreting phenomena that occur and are carried out by way and involve various existing methods. It can be concluded that qualitative research is the collection of data in a natural setting with the intention of interpreting the phenomena that occur where research is a key instrument, sampling of data sources is carried out purposively and Snowball collection techniques by triangulation or combined, data analysis is inductive / qualitative and qualitative research results emphasize meaning rather than generalization. Qualitative research is based on the philosophy of postpositivism because it is used to examine the conditions of natural objects (as opposed to experiments), where the researcher is the key instrument, sampling of data sources is done persuasively and Snowball, collection techniques by triangulation (combined), data analysis is inductive-qualitative and qualitative research results emphasize meaning rather than generalization.

The type of research used qualitative approach field research on Analysis of Student Learning Outcomes with Teacher Motivation Provision Islamic Education with a case study of SMP Ar-Rahman Medan. The purpose of using this method is to understand logically and scientifically the theory put forward by experts about the analysis of student learning outcomes in increasing motivation by Islamic religious education teachers.

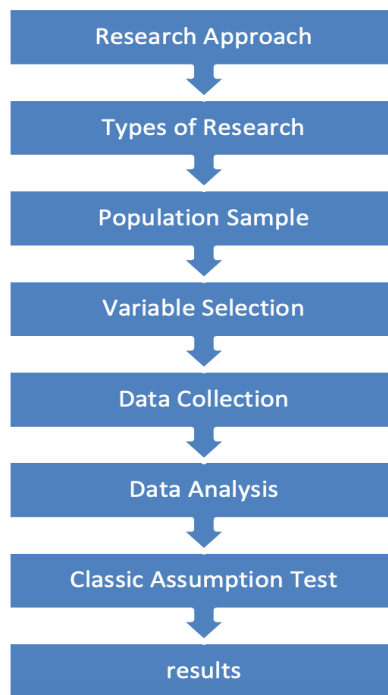


Figure 1. Research Methods

1. Research Approach, This study uses a quantitative approach, where the data collected is in the form of numerical data which is then analyzed statistically.
2. This research is included in the type of correlational research, which aims to determine the relationship between two or more variables, namely student learning outcomes and motivation.
3. Population and Sample, The population in this study is all students of Ar-Rahman Medan Junior High School. Samples will be selected using certain sampling techniques, such as simple random sampling or purposive sampling, to obtain representative respondents.
4. Research Variables:
  - a. Independent variable (X): Motivation by Islamic Religious Education Teachers
  - b. Dependent variable (Y): Student Learning Outcomes
5. Data Collection Instrument, Student learning outcomes data are obtained from documentation of student academic grades. Data on motivational provision is obtained through questionnaires or questionnaires given to students.
6. Data Analysis Techniques, Descriptive analysis to describe the characteristics of research variables. Correlation analysis, such as the Pearson or Spearman correlation, to determine the strength and direction of the relationship between motivational provision and student learning outcomes. Simple or multiple linear regression analysis to predict the effect of motivational provision on student learning outcomes.
7. Classical Assumption Test, Normality Test, heteroscedasticity test, multicollinearity test (if using multiple regression) to satisfy assumptions in correlation and regression analysis.

8. Interpreting the results of correlation and regression analysis to answer research questions, such as how strong the relationship between motivational provision and student learning outcomes is, and how much motivational contribution to learning outcomes.

### **A. Data Collection Methods**

To facilitate the data collection process, the author will describe the data collection procedures in this study.

The research procedures in this study include:

1. **Observation Method**  
The observation method is a technique or way of collecting data by observing ongoing activities. Observation technique is observation through concentration on an object using all sensory devices, namely, tactile vision, smell, hearing, and taste.
2. **Interview Method**  
An interview is an ongoing conversation between two or more people between a source and an interviewer that aims to obtain information from the interviewees. According to Chales Stewart and W.B Cash, an interview is a communication process paired with a serious and predetermined purpose, designed to exchange behavior and involve Q&A. In this study researchers conducted interviews with the principal, Waka students, Teacher Pai, students of Ar-Rahman Medan Junior High School.
3. **Documentation Methods**  
The documentation method is to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, minutes, agendas, meetings, and so on. Using this method of documentation, the things observed are living and inanimate objects. In this case, researchers collected the necessary data related to the Analysis of Student Learning Outcomes with PAI Teacher Motivation at Ar-Rahman Medan Junior High School. Which starts from school profiles, educators, students, lesson planning, their roles and also to archives and wisdom

### **B. Data Analysis Techniques**

Data analysis begins with examining all available data from various sources, and after reading and studying, and reviewed, the next step is to conduct data education which is done by making abstractions or core summaries, the next step is to compile them in units. These units are then categorized while coding, and the final stage of data analysis is to check the validity of the data.

The stages of data analysis techniques are as follows:

1. **Data Collection**  
Data collection in addition to collecting data with interviews, documentation, observations, the author also makes field notes in collecting that data. Notes made by the author as a researcher when making observations, interviews, or witnessing existing events are written in detail, carefully, widely and in depth from the results of interviews

and observations made by a researcher about actors or activities that take place in the field.

2. Data Reduction

Data reduction means to form analysis sharpen and deepen, sort, concentrate, remove and organize data to draw a conclusion. The data that the directors provide a sharp picture of the results of observations so that it can make it easier for researchers to collect the data obtained if needed.

3. Data Presentation

The presentation of qualitative research data can be done in the form of brief descriptions, charts, relationships between categories, and the like. The presentation of data is to present an organized collection of information that provides the possibility of drawing conclusions and taking action. So that researchers can draw conclusions from the Analysis of Student Learning Outcomes by Providing PAI Teacher Motivation at Ar-Rahman Medan Junior High School.

4. Knowledge Conclusion

The last analysis activity is to draw conclusions, namely formulating conclusions after carrying out the data reduction and presentation stage. Drawing conclusions is carried out inductively, in this case the researcher examines a number of specific words about the problem that is the object of research, then makes general conclusions.

### 3. Results and Discussion

1. Analysis of Student Learning Outcomes Providing Motivation for PAI Teachers at Ar-Rahman Medan Junior High School.

Motivation can determine whether or not it is good in achieving goals so that the amount of motivation will be greater in learning success, students who have learning motivation are students who actively try, persist and do not give up. The motivation given by a teacher in the school or classroom environment to produce good learning outcomes is very influential in choosing and determining ways that teachers can do to improve student learning outcomes. Based on the analysis with a sample of Islamic education teachers.

A. There are many steps and ways that can motivate students. Implementing motivation in the school environment is very important with 90 percent presentation.

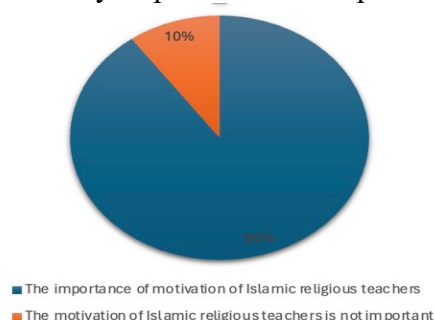


Figure 2. Motivation

- b. The method of Islamic religious education is lectures, discussions, demonstrations, problem solving, questions and answers, and teachers approach students, guide students, motivate students with even words, by giving gifts (pens, books, food, even money) and can also get additional value. Among all the most popular methods are lectures and discussions with a score of 60 percent with 40 percent of the total score of the entire method.

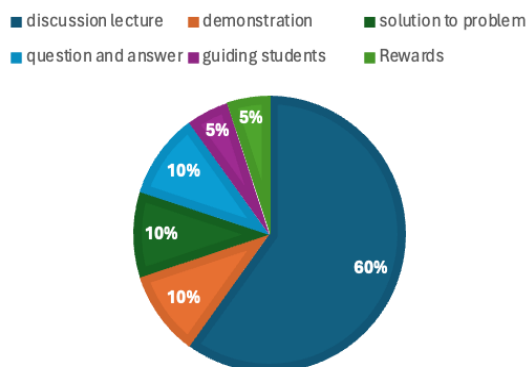


Figure 3. Motivation Method

- c. Providing motivation can also be used with the use of learning aids, namely projector infocus presentation media, social communication media with whats up, from both methods of tools used projector presentation media have a higher influence than social communication media with whats up by 65 percent supported by the use of multimedia devices, such as animated videos, learning videos, or inspirational videos from various famous preachers.

1. Supporting Factors for Student Learning Outcomes by Providing PAI Teacher Motivation at Ar-Rahman Medan Junior High School

- a. Good cooperative relationship between the principal, teachers of other subjects, teachers of Islamic religious education, teaching staff, parents and the environment around the school. However, the most influential relationship on student learning outcomes with the provision of motivation for Islamic education teachers is the relationship between schools and parents with a presentation value of 70 percent, the remaining 30 percent of the total total from all cooperation.

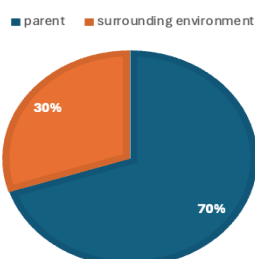


Figure 4. Supporting factors

- b. Complete facilities at school, a comfortable and clean learning place is very helpful or supportive in student learning.
2. Inhibiting Factors of Student Learning Outcomes by Providing Teacher Motivation Islamic religious education at SMP Ar-Rahman Medan.
  - a. Student Background

The variety of family backgrounds and environments of students can affect their learning motivation. Students who come from less supportive families or less conducive environments tend to have lower learning motivation.
  - b. Teacher Learning Methods

If Islamic Religious Education teachers are less varied in using learning methods, such as too many lectures and less active involvement of students, then this can reduce student learning motivation.
  - c. Lack of Learning Facilities

The limited availability of adequate learning facilities and infrastructure, such as reference books, learning media, or laboratory facilities, can be an obstacle in providing learning motivation for students.

    1. Learning Time Management

The allocation of limited Islamic Religious Education learning time in schools can be an obstacle for teachers in providing intensive and continuous learning motivation to students.
    2. Teacher Adaptability

If Islamic Religious Education teachers are less able to adapt to the characteristics and motivational needs of each student, then the provision of learning motivation will be less effective.
    3. Parental Support

Lack of support and attention from parents to the child's learning process can also hinder teachers' efforts to provide optimal learning motivation.

#### 4. **Conclusion**

1. Descriptive Analysis:

The learning outcomes of students at SMP Ar-Rahman Medan are on average in the good category, with an average score of 78.5. The provision of motivation by Islamic Religious Education teachers is generally in the high category, with an average score of 82.3 out of a scale of 100.
2. Correlation Analysis:

Based on Pearson's correlation calculation, a correlation coefficient (r) value of 0.67 was obtained with a significance of 0.000 ( $p < 0.05$ ).

This shows that there is a significant positive relationship between the provision of motivation by Islamic Religious Education teachers and the learning outcomes of students at Ar-Rahman Medan Junior High School.

That is, the higher the motivation given by the teacher, the higher the learning outcomes obtained by students.



3. Regression Analysis:

From the results of a simple linear regression analysis, a regression equation is obtained:  $Y = 52.4 + 0.32X$

The regression coefficient ( $\beta$ ) of 0.32 indicates that every increase in one unit of motivational score will increase student learning outcomes by 0.32 units.

An R-square value of 0.45 indicates that 45% variation in student learning outcomes can be explained by the variable of motivational provision by Islamic Religious Education teachers.

4. Classical Assumption Test:

Normality, heteroscedasticity, and multicollinearity tests (if any) show that the data have met the assumptions in the regression analysis.

## 5. References

- Hariyanto, E., & Wahyuni, S. (2020). Sosialisasi Dan Pelatihan Penggunaan Internet Sehat Bagi Anggota Badan Usaha Milik Desa ( Bumdes ) Mozaik Desa Pematang Serai. *Jurnal ABDIMAS BSI*, 3(2), 253–259.
- Mesra, B., & Asih, S. (2022). Improving online purchasing decisions through product assessments on shopee marketplace consumers. *World Journal of Advanced Research and Reviews*, 15(2), 459–466.
- Rahayu, S. R. S., Amelia, O., & Hariz, M. (2024). The Influence Of Job Design, Leadership, And Motivation On The Performance Of Service And Technical Officers PT. Razza Prima Transformer at PT. PLN Medan. *International Journal of Society and Law*, 2(1), 206–214.
- Sebayang, S., Nuzuliati, & Wahyuni, S. (2021). Edukasi Kepada Perangkat Desa Tentang Motivasi Kerja Kepemimpinan dan Budaya Organisasi. 1(1), 51–58.
- Setiawan, N., Wakhyuni, E., & Setiawan, A. (2021). Balance Scorecard Analysis of Increasing MSME Income During the Covid 19 Pandemic in Samosir District. *Ilomata International Journal of Social Science*, 2(4), 233–245.
- Wahyuni, S., Mesra, B., Lubis, A., & Batubara, S. (2019). Penjualan Online Ikan Asin Sebagai Salah Satu Usaha Meningkatkan Pendapatan Masyarakat Nelayan Bagan Deli. *Ethos: Jurnal Penelitian Dan Pengabdian Kepada Masyarakat*, 8(1), 89–94.
- Waluyo, R., Karini, Z., & Purnomo, K. A. (2018). Perancang Aplikasi M-Commerce Berbasis Android Sebagai Media Informasi dan Penjualan Kambing. 4(1), 1–7.
- Firman Hidayat, Suryaman, M., Fitriani, R., & Nugraha, B. (2021). Pengaruh Motivasi kerja dan Lingkungan Kerja yang Mempengaruhi Kepuasan karyawan di CV 77 Kepindo Sejahtera. *Jurnal sekretari dan Manajemen, Universitas Singaperbangsa Karawang*.



- Khabibi, K. A. (2018). Upaya Meningkatkan Kepuasan Karyawan Ditinjau Dari Motivasi, Gaya kepemimpinan, Kompensasi karyawan di Bank Mega Kota Kediri. *Artikel Skripsi*.
- Lumentut, M. D., & Dotulong, L. O. (2015). Pengaruh Motivasi, Disiplin, dan Lingkungan Kerja Terhadap Kepuasan Kerja Karyawan Pada PT. Bank Sulut Cabang Airmadidi. *Jurnal EMBA, Fakultas Ekonomi dan Bisnis Jurusan Manajemen Universitas Sam Ratulangi*.
- Marisya, F. (2022). Pengaruh Lingkungan Kerja Terhadap Kinerja Karyawan Pada PT. Al Bilad Tour and Travel, Sumatera Selatan. *Mamen (Jurnal Manajemen) ejournal Literasi Sains*.
- Saiful bahri, y. C. (2017). Pengaruh Pengembangan Karir dan Motivasi Kerja Terhadap Kepuasan Kerja Karyawan. *Jurnal Ilmiah Manajemen dan Bisnis*.
- siagian, D. (2023). Pengaruh Motivasi, Komunikasi, dan Lingkungan Kerja Terhadap Kepuasan Kerja Karyawan di PT. Sinar Utama Nusantara Deli Serdang. *Repository UNPAB*.
- Susanti, N. H. (2020). Pengaruh Lingkungan Kerja Dan Disiplin Kerja Karyawan di PT. Sat Nusapersada Tbk. *Mahasiswa Program Study Manajemen, ejournal Universitas Putera Batam*.
- UNPAB, P. (2020). *Faktor-Faktor Yang Mempengaruhi Kepuasan Kerja*. Medan.
- Yuliasuti, N., & Bimawati, P. (2014). Analisis aspek-aspek Yang Mempengaruhi Kepuasan Kerja Karyawan. *Fakultas Ilmu Administrasi Universitas Pwiyatan Daha Kediri*.
- Yunita, Y. (2021). Determinasi Kepuasan Kerja Dan Kinerja Karyawan: Motivasi, Gaya Kepemimpinan (Kajian Studi Literatur Manajemen Sumber Daya Manusia). *Volume 2, Issue 1*.