



Research Paper

The Relationship of Learning Motivation and Confidence on the Interest of Economic Study of Grades X IPS at SMAN 1 Kahayan Hilir in the 2020/2021 Academic Year

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ABSTRACT

This research was conducted at SMAN 1 Kahayan Hilir, the object of the study was the students of class X Social Sciences. whether or not there is a positive relationship between self-confidence and interest in learning economics in class X IPS students at SMAN 1 Kahayan Hilir. Whether or not there is a positive relationship between learning motivation and self-confidence on interest in learning in class X IPS students at SMAN 1 Kahayan Hilir for the 2020/2021 academic year.

This research is a correlational study. The population in this study were all students of class X IPS which consisted of two classes. The sample in the study was 38 students. The data collection technique used is a questionnaire (questionnaire), and the data analysis technique used is Simple Linear Regression Analysis and Multiple Linear Regression.

The results of this study are: (1) Learning motivation has a positive relationship to the Economics Learning Interest of Class X Social Studies Students at SMAN 1 Kahayan Hilir with the Simple Linear Regression equation $Y = 15.333 + 0.770X$. large influence on the Coefficient of Determination $R^2 = 0.682$. Based on this equation, it turns out that the Learning Motivation Variable (X1) has a positive relationship with the population of 68.2%. (2) Self-confidence has a positive relationship to the Interest in Learning Economics of Class X Social Studies Students at SMAN 1 Kahayan Hilir with the Simple Linear Regression equation $Y = 39.168 + 0.358X$. large influence on the Coefficient of Determination $R^2 = 0.444$. Based on this equation, it turns out that the self-confidence variable (X2) has a positive relationship with the population of 44.4%. (3) Learning Motivation and Self-Confidence have a positive relationship to the Economics Learning Interest of Class X Social Studies Students at SMAN 1 Kahayan Hilir with the Multiple Linear Regression equation $Y = 14,303 + 0.627X1 + 0.131X2$.

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I. INTRODUCTION

Education is one of the most important and valuable things for humans, like a light that tries to guide humans in determining the direction and meaning of life. Education has a very important role for the progress of a nation. Therefore, education must be continuously improved both in terms of quality and quantity. The existence of 12 years of basic education starting from elementary school to middle school shows that the government is trying to improve the quality of education. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1 paragraph (1) Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Motivation is so important in the learning process. Motivation not only moves behavior, but also directs and strengthens behavior. Students who are motivated in the learning process will show high interest, enthusiasm, and perseverance in learning without being much dependent on the teacher.

The motivation of a student to learn is a very important thing to achieve the success of the student himself. Students who study without motivation will not get anything, while students who study with sufficient motivation will get better results. No matter how good the material is presented.

Class situations where students are motivated can influence student attitudes and behavior. Students who are motivated to learn will be very interested in the various learning tasks they are doing, indicating that

they have a great interest in learning. Students who are not interested in what is taught by the teacher but he must learn it, can cause a feeling of hatred towards the subject. Meanwhile, students who are well motivated in the lesson will do more activities and learn faster when compared to students who are less or not motivated during the lesson.

One aspect of personality that is important in human life is self-confidence. Motivation to learn will be stronger if you have confidence and optimism about the efforts or actions taken for the smooth learning process to develop interest in learning. Self-confidence will underlie the emergence of interest in students.

Self-confidence is a person's positive attitude that enables him to develop a positive assessment both of himself and of the environment or situation he faces. This does not mean that the individual is capable and competent to do everything alone. High self-confidence actually only refers to the existence of several aspects of the individual's life where he feels competent, confident, capable, and believes that he can because it is supported by experience, potential, achievements and realistic expectations of oneself. (Rini in Maria, D.S., 2008: 3).

The reality on the ground shows that the problems felt and experienced by students are due to a lack of self-confidence. For example, there are some students who do not dare to speak in front of the class or in front of many people. As a result, it will be difficult for the teacher to ask the student to express his opinion. Students are afraid that what they say is wrong and people laugh at them.

Students who lack self-confidence will have difficulty in learning, difficulty in adjusting to the environment and will tend to feel inferior, feel ashamed, afraid to behave, and incompetent. This will affect students who end up in repeated failures. So that interest in learning in him was almost non-existent.

Based on observations made by researchers in class X IPS SMAN 1 Kahayan Hilir in particular, researchers found that students' interest in studying economics was good. The good interest of students in learning can be seen from the students' responses which are quite good during teaching and learning activities in progress. However, student motivation in learning is still not optimal, seen from the lack of enthusiasm for students in learning, especially now that learning activities are carried out online. In addition, some students are also difficult to communicate with about learning and express opinions.

Muhammad Jailani, et al (2017: 56) suggest that learning motivation is the driving force for students to study diligently. Students will be motivated to learn if they learn something related to what they like and something related to their future. Sardiman in Fitriatun Mar'ati (2018: 20) also argues that motivation in learning activities is the overall driving force in students that causes learning activities that ensure the continuity of the learning activities desired by the learning subject can be achieved. Khodijah in Endah Widiarti (2018: 15) explains the definition of learning motivation as a driver that changes the energy within a person into the form of real activities to achieve certain goals. Based on the above understanding, it can be concluded that learning motivation is an encouragement that can come from inside or outside students to learn in order to achieve the goals to be achieved.

According to Syaiful Bahri Djamarah in Fitriatun Mar'ati (2018: 23) motivation can be divided into two types, namely within a person's self (intrinsic) and motivation that comes from outside one's self (extrinsic).

Elvina Bastari (2019: 29) states that intrinsic motivation is a motive that arises that does not require external stimulation because it already exists within the individual himself, which is in accordance with or in line with his needs. Intrinsic motivation is an impulse that comes from the heart, generally because of an awareness of the importance of something, or because of a talent drive if there is a suitability in the field being studied.

Intrinsic motivation is needed to foster student learning motivation, students who have intrinsic motivation always feel like going forward in learning, the desire for this is caused by positive thinking that all lessons learned now and in the future. Students who succeed in motivating themselves to comfortable in learning is a characteristic that is difficult to find in schools. Students with these characteristics are adult students who already understand the importance of learning. Students with great curiosity are those who have very strong intrinsic motivation.

Extrinsic motivation is motives that are active and function because of external stimuli. For example, someone studies because tomorrow will face an exam, with the hope of getting good grades so that parents, teachers, and friends will praise them (Sadirman in Elvina Bastari, 2019: 30). Extrinsic motivation does not mean unnecessary and not good motivation in education. Extrinsic motivation is needed so that students are motivated to learn. Teachers who teach successfully are teachers who are good at arousing students' interest in learning, by utilizing extrinsic motivation in various forms.

Based on the explanation of the two types of motivation above that intrinsic motivation and extrinsic motivation are very necessary and complementary or related in the teaching and learning process to encourage students to be diligent in learning. Extrinsic motivation is used when students do not / do not have intrinsic motivation. In the teaching and learning process in schools the teacher is tasked with being a generator of

students' extrinsic motivation, when teachers use errors in providing motivation, the enthusiasm of students in learning will decrease and have an impact on student learning outcomes.

a. Factors Affecting Learning Motivation

According to Dimiyati & Mudjiono in Fitriatun Mar'ati (2018: 21) there are several factors that influence learning motivation, namely:

1. Ideals and Aspirations

1. Ability
2. Student Condition
3. Environmental Conditions
4. Dynamic Elements in Learning
5. Dynamic elements are elements that appear in learning and their existence is unstable, sometimes they can be strong and sometimes not at all, especially for conditions that are conditional, such as student emotions, enthusiasm for learning, learning situations, and conditions at home.

6. Teachers' Efforts in Teaching Students

According to Rina Aristiani (2016: 184) Self-confidence is a belief in the human soul that any life challenge must be faced by doing something.

According to Fatimah in Ineu Adriani, et al (2015: 33) Self-confidence is a positive attitude of an individual that enables him to develop a positive assessment, both towards himself and the environment or situation he faces. The judge in Septiana Pratiwi (2018: 18) also stated that self-confidence is a person's belief in all aspects of his strengths and that belief makes him feel capable of achieving various life goals in his life.

Muhammad Jailani, et al (2017: 53) stated that interest is the attraction or interest of a person in something he likes. Shah in Dyah A. P. (2012: 29) also states that interest is a high tendency and excitement or a great desire for something. According to Slameto in Dyah A. P. (2012: 29) interest is a sense of preference and a sense of interest in a thing or activity, without anyone asking.

Based on the explanation above, it can be concluded that interest is a person's interest in something that he shows by giving greater attention to it. So, what is meant by interest in learning is awareness and ability to learn something with pleasure, have more attention to something he likes and participate actively in learning activities. If it is interpreted by economics learning, students who have a great interest in economic subjects tend to give greater attention to economic subjects and this is shown by their motivation and confidence to actively participate in economic learning that they are interested in.

a. Aspects of Interest in Learning

Djamarah in Dyah A. P. (2012: 32) reveals that interest can be expressed through:

1. Like one thing over another
2. Actively participate in an activity
3. Give greater attention to something that interests him and completely ignore something else.

II. METHODOLOGY

This research includes correlational research, namely research that is intended to determine whether there is a relationship between two or more variables in a study group of subjects. Correlation is the relationship between two or more variables as it is without treatment. (Ma'ruf Abdullah, 2015: 321).

Calculation of data analysis in this study using computer assistance with the SPSS Statistic 18 program. To analyze the data in this study used simple and multiple linear regression analysis techniques. Simple linear regression is based on a functional or causal relationship of one independent variable and one dependent variable. Because this study used more than one independent variable, so to measure it also using multiple linear regression. In this study, multiple linear regression was used to calculate the tests: learning motivation (X1) and self-confidence (X2) on interest in learning economics (Y).

III. RESEARCH RESULTS AND DISCUSSION

Hypothesis I, there is a positive relationship between Learning Motivation (X1) and Interest in Economics Learning (Y) students of class X IPS SMAN 1 Kahayan Hilir Academic Year 2020/2021

Based on the analysis of simple regression calculations using SPSS Statistic 18, the regression line equation can be expressed in the form of the following equation: $Y = 15.333 + 0.770X$

Based on the above equation, it can be concluded that learning motivation has a positive relationship with interest in learning economics as seen from the value of b (regression coefficient) of 0.770, indicating that variable X has a positive relationship to variable Y.

The value of the coefficient of determination (R²) or R Square is 0.682 or 68.2%. So it can be concluded that the relationship between learning motivation (X) and interest in learning economics (Y) is 68.2%. Hypothesis II, there is a positive relationship between Self-Confidence (X2) and Interest in Economics Study (Y) students of class X IPS SMAN 1 Kahayan Hilir Academic Year 2020/2021 Based on the analysis of simple regression

calculations using SPSS Statistic 18, the regression line equation can be expressed in the form of the following equation: $Y = 39.168 + 0.358X$

Based on the above equation, it can be concluded that self-confidence has a positive relationship with interest in learning economics as seen from the value of b (regression coefficient) of 0.358, indicating that the variable X has a positive relationship to the variable. The value of the coefficient of determination (R^2) or R Square is 0.444 or 44.4%. So it can be concluded that the relationship between self-confidence (X) and interest in learning economics (Y) is 44.4%.

Hypothesis III, there is a positive relationship between learning motivation (X_1) and self-confidence (X_2) on interest in learning economics (Y) of class X IPS SMAN 1 Kahayan Hilir Academic Year 2020/2021. Based on the analysis of simple regression calculations using SPSS Statistic 18, the regression line equation can be expressed in the form of the following equation:

$$Y = 14,303 + 0.627X_1 + 0.131X_2$$

The value of b_1 (regression coefficient X_1) of 0.627 indicates that learning motivation has a positive relationship with interest in learning economics. The value of b_2 (regression coefficient X_2) of 0.131 indicates that self-confidence has a positive relationship with interest in learning economics.

The value of the coefficient of determination (R^2) or R Square is 0.718 or 71.8%. So it can be concluded that the relationship between learning motivation (X_1) and self-confidence (X_2) on interest in learning economics (Y) is 71.8%. The Relationship between Learning Motivation and Interest in Learning Economics for Class X Social Sciences SMAN 1 Kahayan Hilir in 2020/2021

Based on the data obtained, it shows that there is a positive relationship between learning motivation and interest in learning economics from a value of $b = 0.770$ (positive value) which means that if x increases, y will also increase, then the correlation between Learning Motivation and Economic Learning Interest is in line and in the same direction. In another sense, when the learning motivation (X) increases by 1 unit, the interest in learning economics (Y) on average increases by 0.770.

Thus, the higher the motivation to learn, the higher the interest in learning economics. low interest in learning economics for class X IPS students of SMAN 1 Kahayan Hilir for the academic year 2020/2021. Learning motivation in this study was measured using indicators on this variable, namely: study hard, diligent in facing tasks and tenacious in facing difficulties. Relationship of Self-Confidence with Interest Studying Economics for Class X IPS Students of SMAN 1 Kahayan Hilir 2020/2021. Based on the data obtained, it shows that there is a positive relationship in self-confidence to interest in learning economics from the value of $b = 0.358$ (positive value) which means that if x increases, y will also increase, then the correlation between Self-Confidence and Interest in Economics Learning is in line and in the same direction. In another sense, when Self-Confidence (X) increases by 1 unit, Interest in Learning Economics (Y) on average increases by 0.358. This, the higher the self-confidence, the higher the interest in learning economics, on the contrary, the lower the self-confidence, the lower the interest in learning economics for class X IPS students of SMAN 1 Kahayan Hilir for the 2020/2021 academic year. Self-confidence in this study was measured using indicators on this variable, namely: not easily discouraged, not awkward in acting and daring to argue, ask, or answer questions.

IV. CONCLUSION

The conclusions of this study are as follows:

1. There is a positive relationship between learning motivation and interest in learning economics in class X social studies at SMA Negeri 1 Kahayan Hilir for the 2020/2021 academic year with the regression equation $Y = 15.333 + 0.770X$ with a relationship effect of 68.2%.
2. There is a positive relationship between Self-Confidence and Interest in Learning Economics of Class X Social Studies Students at SMA Negeri 1 Kahayan Hilir for the 2020/2021 academic year with the regression equation $Y = 39.168 + 0.358X$ with a relationship effect of 44.4%.
3. There is a positive and significant relationship between learning motivation and self-confidence on interest in learning economics for students in class X Social Sciences SMA Negeri 1 Kahayan Hilir for the 2020/2021 academic year with the regression equation $Y = 14,303 + 0.627X_1 + 0.131X_2$ with a relationship effect of 71.8% .

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