The influence of learning motivation and learning activities on the Sociology learning outcomes of 11th-grade students at SMA Negeri 1 Mempawah Hulu

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Learning activities; Learning outcomes; Learning motivation; Sociology

Abstract
This research aims to clarify the influence of learning motivation and learning activities on the Sociology learning outcomes of 11th-grade students at SMA Negeri 1 Mempawah Hulu. The study will be conducted at SMA Negeri 1 in the Mempawah Hulu District. SMA Negeri 1 Mempawah Hulu is a high school located in the Mempawah Hulu District. The research adopts a quantitative approach with a survey method. Based on relevant research findings, it can be concluded that there is a significant relationship between motivation, learning activities, and learning outcomes. Instilling motivation and learning activities in students is crucial for them to develop their potential optimally. Student activity in the teaching and learning process is undoubtedly crucial to creating a lively classroom atmosphere and ensuring effective material absorption. To enhance student engagement and activity in the classroom, teachers need to plan appropriate teaching and learning activities to achieve learning objectives. One way to boost student learning motivation is by creating activity-based learning experiences.

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INTRODUCTION

Sociology is one of the compulsory subjects in the 2013 Curriculum to be studied in Senior High School. According to this curriculum, sociology plays a significant role in enhancing students' adaptability to social changes around them and in shaping awareness of self-identity in the context of relationships with social groups in the community. Moreover, sociology is also considered crucial for fostering students' concern for social issues or social conflicts in society, with the aim of making them responsible citizens towards the surrounding environment and public life. Another equally important aspect of the sociology subject is the development of students' social skills in collaboration, participating in collective actions to solve public problems, and building public life (Kemendikbud, 2014).

In addition to outlining the essence of the sociology subject as previously explained, the 2013 Curriculum also presents the objectives of this subject, namely: (1) improving students' mastery of sociology knowledge with an orientation towards problem-solving and social empowerment; (2) developing sociology knowledge in practice or the application of sociology knowledge to enhance students' social skills in addressing social issues; (3) instilling high religious and social ethics in students, so that they have sensitivity, concern, and responsibility in solving social problems (Kemendikbud, 2014).

In line with this, sociology learning should always be centered on the goals of sociology learning itself to be on target, namely: (1) arousing, developing, and maintaining a sense of nationalism (Rajab et al., 2022); (2) encouraging the desire to realize national aspirations in all fields; (3) motivating an interest in learning national sociology and viewing it as an integral part of world sociology; and (4) providing students with an understanding of national ideals (Pancasila and the Education Law) and the struggle to realize those ideals throughout time (Martina & Hermon, 2022).

Despite high expectations regarding the achievement of learning outcomes in the Sociology subject, the reality shows that the results in this subject are far from expectations. Based on the National Examination in Sociology, there has been no significant improvement in the average scores each year, both at the Senior High School (SMA) Negeri 1 Mempawah Hulu, Landak Regency, and West Kalimantan Province. The illustration can be seen in Figure 1.1, where in the academic year 2016-2017, the National Examination score in Sociology at SMA Negeri 1 Mempawah Hulu only reached 44.53, in Landak Regency reached 46.21, and at the level of West Kalimantan Province reached 51.9. In the academic year 2017-2018, the achievement of the National Examination in the Sociology subject at SMA Negeri 1 Mempawah Hulu only reached 43.6, in Landak Regency reached 44.74, while in West Kalimantan Province, it only reached 51.03.
This research is significant considering that the Sociology learning outcomes at various levels still show low achievement, as seen in the previous Figure. The low achievement has broad implications when students later play a role as members of society, including difficulties in adapting to social changes around them, a lack of concern for social issues or conflicts in society, limitations in collaborating with other community members, and the inability to take collective action in addressing issues that arise within society (Imran & Ramadhan, 2023).

Various factors can influence students' learning success. (Biggs, 2014) proposed a theory known as the 3P Model of Teaching and Learning, as explained in the Figure. In the figure, it is evident that students' learning success is influenced by presage (context), process, and product variables. Presage variables (context) are related to personal and situational conditions, while the process is associated with learning activities that arise from the classroom learning process. Meanwhile, the product is related to the achievement of learning success (Haverila, 2013).
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Image 2. The 3P Model of Teaching and Learning

Source: Biggs, 2014

Referring to The 3P Model of Teaching and Learning explained earlier, it can be concluded that the low learning outcomes in Sociology, especially at SMA Negeri 1 Mempawah Hulu, are likely caused by various personal factors of students and classroom situations, influenced by students' activities both during classroom learning and outside the classroom. Using this theory, it can be conveyed that if students have adequate learning experiences, high learning motivation, strong self-confidence, and are accompanied by effective learning management by teachers, then students' learning activities will increase, positively impacting learning outcomes.

Although there is a belief that many variables influence the success of Sociology learning in high school, as explained earlier, this research limits its focus on students' personal factors, especially learning motivation. The selection of learning motivation as an explanation for low learning outcomes is based on the findings of Steinmayr R, Weidinger AF, Schwinger M, and Spinath B (2019), stating that student motivation has a significant impact on learning achievement. The concept of achievement goal theory, the basis for Elliot, AJ, Dweck, CS, & Yeager, DS's research (2017) and Liem & McInerney (2020), also supports that student motivation plays a role in directing their attention and time to learning activities. Although other variables such as students' past learning experiences and psychological attributes are not examined in this study, based on The 3P Model of Teaching and Learning, it is believed that these factors also influence the achievement of Sociology learning outcomes. Similarly, learning situation variables such as classroom climate, teacher teaching style, and teacher evaluation methods, although not investigated in this study, are believed to play a role in the success of Sociology learning.

An additional variable included in the 3P model of teaching and learning and the focus of the research is students' learning activities. In this theory, learning activities are positioned...
as a process variable. As a process variable, learning activities refer to the extent to which students participate in the learning process. The selection of this variable is based on the view that learning, conceptually, is an action taken by students to achieve learning goals. By detailing these concepts, this research then focuses on the analysis of two aspects, namely student learning motivation and activities, in an effort to understand the problem of low achievement in Sociology learning outcomes. The research was conducted at SMA Negeri 1 Mempawah Hulu as the research object, chosen because the National Examination (UN) results from 2017, 2018, and 2019 indicated that the learning achievement of Sociology at this school is still relatively low.

METHODS

This study aims to obtain clarity regarding students' academic achievement in Sociology, related to learning motivation and learning activities. In evaluating the variables focused on in the study, the researcher did not intervene and measured all aspects based on naturally occurring phenomena, without manipulating or treating the investigated variables. Therefore, the method used in this research is a survey (Sugiyono, 2019). The total number of individuals in the research population reached 105 people. This research was not conducted on the entire population but on a sample, which is a small part of that population. With a sampling error level of 5% of the population of 105, the minimum sample size required for this research is 56 students. To anticipate potential sample shortages, this number was increased by 5% of the minimum sample, resulting in a total of 58 students used in the study. In the process of collecting data for this research, research instruments in the form of learning outcome tests and questionnaires were used. The learning outcome test applied focused on sociology materials about social structure and stratification, conflict, and integration. Meanwhile, the questionnaire was used to gather information about students' learning motivation and activities. In this study, the concept validity used is content validity, measured through the contribution of each question item to the whole. To statistically test content validity, Pearson correlation was used, and data processing was carried out using SPSS software version 24.

This research applies the concept of internal consistency, implemented in a pilot sample group with the assumption that they have similar or nearly similar levels of ability, given that they are in the same grade and in identical schools. The expectation of this concept is that the group will provide consistent or nearly consistent results. To measure the reliability coefficient with the concept of internal consistency, this study uses Cronbach's alpha coefficient. There are three stages of analysis conducted, namely descriptive analysis, testing analysis requirements, and hypothesis testing. The descriptive stage aims to illustrate the characteristics of the data on each variable studied, making it easier for subsequent analysis. The analysis is done by examining the trends in data, central tendency, and variability, as well as using frequency distribution tables. Data categorization is also carried out at this stage to facilitate the conclusion of descriptive findings. The next step is testing the analysis requirements. In this study, multiple regression analysis with the stepwise method is used. This method requires the normality of the observed variable data and the linearity of regression between the dependent variable and each independent variable. The planned analysis technique can only be used if these requirements are met. Variables that are not significant (p > 0.05) will be eliminated from the model. Hypothesis testing is carried out using the F-test because regression analysis follows the F-statistic distribution. The null hypothesis (Ho) will
be rejected if the p-value from the F-test is less than 0.05, and vice versa. If this condition is not met, the research hypothesis is considered accepted.

RESULTS AND DISCUSSION

Description of Research Results

Conceptually, motivation to learn sociology is defined as the drive originating from students to engage in the learning process. The research results indicate that the average score for students' motivation to learn sociology is 90.58, with a standard deviation of 11.341. Referring to Table 3.10, this average can be categorized as high, but there is significant variation among students. Although the average motivation to learn sociology at SMA Negeri 1 Mempawah Hulu tends to be high, it falls at the lower end within the interval class of this variable. This suggests that some students at SMA Negeri 1 Mempawah Hulu still have relatively low motivation to learn sociology.

The study defines the activity of learning sociology as the students' involvement in sociology learning, both inside and outside the classroom. The research results show that the average score for students' learning activities in the sociology subject at SMA Negeri 1 Mempawah Hulu is 92.18, with a standard deviation of 10.892. Referring to Table 3.10, this average is classified as high, with significant variation among students. Although the average learning activity in sociology at SMA Negeri 1 Mempawah Hulu tends to be high, it falls at the lower end within the interval class of this variable. This can be interpreted as indicating that some students at SMA Negeri 1 Mempawah Hulu still have relatively low learning activity in sociology. In addition to using average and standard deviation statistics, this study also describes the research results through a frequency distribution. This is intended to explain the distribution of data for the variables under investigation. The frequency distribution of sociology learning outcomes is presented in the form of a bar diagram, as seen in the following image.

Image 3. Bar Diagram of the Frequency Distribution of Sociology Learning Outcomes

Source: Processed data by the researcher

Diagram above illustrates that 18.96 percent of the examined samples obtained scores in the "very low" category, 39.65 percent fall into the "low" category, 29.31 percent are classified as "high," and 12.07 percent are categorized as "very high." Cumulatively, the...
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Diagram indicates that 41.38 percent of the surveyed samples have high and very high sociology learning outcomes, while 48.62 percent are classified as low or even very low. The frequency distribution of the sociology learning motivation variable is shown in the bar chart as presented in the following figure.

**Image 4. Frequency Distribution of Sociology Learning Motivation**

![Image 4](image.png)

Source: Processed data by the researcher

The image above indicates that 18.97 percent of the surveyed sample has a very low level of motivation to learn sociology, and 31.03 percent falls into the low category. This means that about 50 percent of the surveyed sample has a low to very low level of motivation to learn sociology. In addition, 34.48 percent of the surveyed sample has a high level of motivation, and 15.52 percent falls into the very high category. These results suggest that 50 percent of the surveyed sample has a high to very high level of motivation to learn. The frequency distribution of the student learning activity variable in sociology learning is presented in the form of a bar chart as seen in the following image.

**Image 5. The distribution of the frequency of learning activities in sociology.**

![Image 5](image.png)

Source: Processed data by the researcher

The chart above indicates that 20.69 percent of the studied sample falls into the category of very low sociology learning activity, and 34.48 percent falls into the low category. This means that around 55.17 percent of the studied sample has sociology learning activity that tends to be low or even very low. In addition, 32.76 percent of the studied sample has learning
motivation classified as high, and 12.07 percent is classified as very high. These results indicate that 44.83 percent of the studied sample has learning activity classified as high or even very high.

**Discussion of Research Results**

Learning outcomes refer to the abilities a person possesses after participating in learning activities. These outcomes are influenced by various factors, both internal and external, and motivation is considered a key factor in the process and outcomes of learning. The findings of this study affirm that motivation in sociology learning significantly influences success in understanding sociology materials. These results align with the expectations stated in the theoretical framework and research hypotheses. Motivation is defined as the mental drive that stimulates and directs human behavior, including learning behavior. In the concept of motivation, there are desires that drive, move, channel, and direct the attitudes and behaviors of individuals during the learning process (Dimyati & Mudjiono, 2014). Learning motivation includes internal and external drives in students who are learning, with several indicators or elements supporting it. Indicators of learning motivation can be grouped as follows: (a) passion and desire for success; (b) drive and needs in the learning context; (c) expectations and future aspirations; (d) rewards in learning; (e) engaging activities in the learning process; (f) a conducive learning environment that allows students to learn effectively (Uno, 2014).

Findings indicating that learning motivation has an impact on sociology learning outcomes are consistent with the results of a study conducted by Yosi Intan Pandini Gunawan in 2018. The study investigated the influence of learning motivation on students' level of activity in achieving learning achievements at MA YPI Baiturrahman, Leles District, Garut Regency. The results of the study showed that learning motivation has a positive and significant influence on students' level of activity in achieving learning achievements. A similar study was also conducted by Almi Ranti Datu, Hetty Julita Tumurang, and Juliana Margareta Sumilat in 2022. The research examined the Influence of Learning Motivation on Student Learning Outcomes Amid the Covid-19 Pandemic at SD Negeri 2 Tomohon. Their research results showed that learning motivation is a crucial variable in the learning process, especially in the Covid-19 pandemic situation.

The learning achievement outcomes of students can vary, ranging from good to less optimal grades, including results that have not yet reached the ideal standards. Suboptimal learning outcomes do not necessarily indicate very poor results but simply mean they have not reached the desired standards. Motivation can be defined as a conscious effort to encourage, direct, and control one's behavior to motivate them to act and achieve specific goals (Maryanto, 2019). In the context of learning, learning motivation becomes a crucial factor as it can shape positive learning outcomes for learners. Students with high motivation tend to have more energy to engage in learning activities. Therefore, sometimes students with high intelligence levels may experience failure if their motivation is low because optimal learning outcomes are achieved when learning motivation is high. Motivation plays a vital role in guiding students to persevere, and good learning outcomes can be achieved. In the teaching and learning context, teachers are advised not to limit themselves to a single method but should utilize various diverse methods to keep students motivated and prevent boredom. By employing diverse methods and creating supportive situations, learners will be more motivated to learn and achieve good learning outcomes.
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The importance of learning motivation in achieving students' learning outcomes is also supported by Rismawati & Zanth (2019), stating that students' learning motivation significantly influences achieving good learning outcomes. The findings of this research indicate that motivation and learning discipline have a positive and significant impact on learning outcomes. Therefore, it is recommended that teachers recognize and reward students who achieve good learning outcomes as an effort to motivate them to learn and reinforce the implementation of rules at school to ensure students are more disciplined in completing their tasks.

The findings of this study align with other research results. The study conducted by Munawaroh et al., (2020) titled "The Influence of Conceptual Realistic Mathematics Learning Strategies and Learning Motivation on Learning Outcomes in Elementary School" states that conceptual realistic mathematics learning strategies and learning motivation positively influence students' learning outcomes. Another study by Andeni (2019) also indicates that learning motivation has a significant impact on the learning outcomes of fifth-grade students in the Core Group I, Kunto Darussalam District, Rokan Hulu Regency. To achieve optimal learning outcomes, appropriate motivation is essential. In the learning process, there are two main factors at play: internal factors involving motivation, intelligence level, health, interests, and learning styles, while external factors involve socioeconomic status, learning environment, and learning facilities. Another research conducted by Datu et al. (2022) with the title "The Influence of Motivation and Learning Resources on the Learning Outcomes of Fifth-Grade Students at Dabin II Elementary School, Margadana District, Tegal City" shows a significant influence between motivation and learning resources on learning outcomes, as well as a positive and significant relationship between learning motivation and learning resources. From this research, it can be concluded that learning motivation and learning resources together significantly influence the learning outcomes of fifth-grade students at Dabin II Elementary School, Margadana District, Tegal City.

The teaching-learning process can be influenced by various factors, including motivational factors that serve as the basis for students' engagement in learning activities (Widiarti, 2018). Without motivation, the learning process may not reach an optimal level due to a lack of enthusiasm or encouragement from both within and outside the student. Motivation also plays a crucial role in determining the extent to which students make an effort to understand the material; the higher the motivation, the greater the effort invested by students to comprehend the material. Conversely, a lack of motivation can result in students not putting in maximum effort to understand the taught material. The findings of this study affirm that learning activities have a significant impact on sociology learning outcomes. A partial correlation coefficient of 0.462 indicates that sociology learning activities are a determining factor in the success of students in understanding the subject of sociology.

The results of this study are in line with the findings of a research conducted by Ghufron & Rosyida (2018) titled "The Influence of Reading Ability and Learning Activities on Indonesian Language Learning Outcomes." Multiple linear regression analysis indicates that the multiple correlation index between reading ability and student learning activities in school with learning outcomes is positive, namely (RY.12 = 0.397), with an R2 of 0.158. This indicates that collectively, reading ability and learning activities contribute 15.8% to learning outcomes. In relation to this research, there is a correlation between learning activities and learning
outcomes, and these findings support a positive relationship between students' learning activities and their learning outcomes.

Based on the findings of relevant research, it can be concluded that there is a significant relationship between motivation, learning activities, and learning outcomes. Instilling motivation and learning activities in students plays a crucial role in enabling them to optimize their potential. Students with high levels of motivation and learning activities will understand that the learning process requires dedicated effort, motivating them to strive diligently both at school and at home to achieve good learning outcomes.

Student engagement in the teaching and learning process is crucial to create a lively classroom atmosphere and assist students in comprehending the material effectively. To enhance students' engagement and activities in the classroom, there needs to be a well-planned teaching and learning process that aligns with the learning objectives. One way to boost student motivation is through activity-based learning. There are positive impacts that students can gain through activity-based learning, such as increased enthusiasm and motivation for learning, enhanced creativity, confidence in expressing opinions and answering questions, improved responsibility, and increased academic achievement. Student engagement, encompassing various behaviors like asking questions, expressing opinions, completing assignments, answering teacher questions, collaborating with other students, and taking responsibility for tasks, is a crucial element in the learning process. The higher the level of student engagement, the higher their potential success in the learning process should be.

CONCLUSION

The conclusion of this research indicates that the sociology learning outcomes of students at SMA Negeri 1 Mempawah Hulu show a high average level with significant variation. The average score for learning outcomes is 72.80, with a standard deviation of 7.787, reflecting a distribution of learning outcomes categorized as very low (18.96 percent), low (39.65 percent), high (29.21 percent), and very high (12.07 percent). Additionally, the motivation for sociology learning in the school also shows a high average with considerable variation, as reflected by the average motivation score of 90.58 and a standard deviation of 11.341. The distribution of sociology learning motivation achievements includes very low (18.97 percent), low (31.03 percent), high (34.48 percent), and very high (15.52 percent) categories. Meanwhile, the students' sociology learning activities are also classified as high, with significant variation. The average activity score is 92.18, with a standard deviation of 7.787, indicating a distribution of learning activity achievements involving very low (20.69 percent), low (34.48 percent), high (32.76 percent), and very high (12.07 percent) categories. Furthermore, the analysis results indicate that when learning activities are controlled, there is a significant influence of learning motivation on the success of sociology learning at SMA Negeri 1 Mempawah Hulu, with a contribution of 24.6 percent. Conversely, when learning motivation is controlled, learning activities also have a significant impact on the success of sociology learning for students at SMA Negeri 1 Mempawah Hulu, with a contribution of 46.2 percent. Together, learning motivation and learning activities have a significant influence on the success of sociology learning, with a combined contribution of 36.2 percent at SMA Negeri 1 Mempawah Hulu.
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