ASHA PUBLISHING

Volume 2, Issue 2, 2025



JOURNAL OF EDUCATIONAL DEVELOPMENT AND LEARNING

E-ISSN: 3063-8844
Journal of Educational Development and Learning
https://journal.ashapublishing.co.id/index.php/jedal/index

The Influence of Learning Motivation on the Learning Activities of Grade XI Students at Muhammadiyah 3 Vocational School Makassar

Putri Amalia Ilyas[1]*, Sirajuddin Saleh[2], Muh Nasrullah[3]
[1,2,3]Universitas Negeri Makassar
Email: sirajuddinsaleh@unm.ac.id

ABSTRACT

Learning motivation is critical for students because it can improve student learning activities such as having a passion for learning, participating in active learning activities, and achieving optimal learning outcomes. This study aims to determine the effect of learning motivation on the learning activities of grade XI students at SMK Muhammadiyah 3 Makassar. Learning motivation is an important factor that influences the quality and quantity of student involvement in the learning process. This study uses a quantitative approach; this study involved 63 grade XI students as research samples selected through proportional random sampling techniques. Data was collected through a questionnaire consisting of two main parts: learning motivation and learning activities. The results indicated that the indicators for each variable revealed learning motivation to be in the low category, whereas student learning activities were categorized as high. The indicators of learning motivation were intrinsic motivation and extrinsic motivation. Indicators of learning activities were viewing activities, oral activities, and listening activities. Based on a simple linear regression analysis, it was concluded that there was a significant influence between learning motivation and student learning activities at SMK Muhammadiyah 3 Makassar.

Keywords: Learning Motivation, Learning Activities

INTRODUCTION

In learning activities, students are required to be active participants. In other words, learning activities are essential. Without these activities, the learning process cannot proceed effectively (Emda, 2018; Liu et al., 2023; Sugden et al., 2021). Therefore, learning activities are a crucial principle or foundation in teaching and learning interactions. Student learning activities involve students' attitudes, thoughts, attention, and actions during the learning process, all of which support successful outcomes.

Learning activities are essentially designed to change behavior, encompassing visual, verbal, and listening activities. Learning must also provide role models. One way to achieve quality education in schools is by improving the teaching and learning process. Through education, it is hoped that humans can achieve improvements in their lives, leading to perfection (Du et al., 2021; Juwita et al., 2020; Wu et al., 2022).

Learning activities, namely student activity in the learning process, will cause high levels of interaction between teachers and students or between students themselves (Aguillon et al., 2020; Berti et al., 2023; Mendes & Hammett, 2023). This will result in a fresh and conducive classroom atmosphere where each student can maximize their abilities, which will lead to increased achievement. "Learning activities cannot be separated from the learning process, which includes both physical and mental activities." (Bovermann & Bastiaens, 2020; Oh & Han, 2020; Zhang et al., 2021) Learning activities are classified into 8, namely: visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, and emotional activities. Student learning motivation influences one of the

Volume 2, Issue 2, 2025
DOI: https://doi.org/10.70188/hbahhb03

students' learning activities, providing encouragement to achieve good student learning outcomes.

Motivation plays an important role in learning. Motivation is very necessary for students to be more enthusiastic in learning. Learning motivation means the drive from within students to achieve learning goals, for example, understanding the material or learning development (Herpratiwi & Tohir, 2022; Lastri et al., 2024; Nasrullah et al., 2024). One important aspect of learning motivation is how intrinsic and extrinsic motivation play a role in students' learning activities. Intrinsic motivation comes from within the student, such as interest and curiosity, while extrinsic motivation comes from external factors, such as rewards or recognition. On the other hand, a lack of motivation can leave students feeling helpless and reduce their participation in learning activities. This is often manifested through low academic performance, late completion of assignments, or even absenteeism.

The initial observation of the research on January 29, 2024, at SMK Muhammadiyah 3 Makassar, found that some students were inactive, did not understand the material, and lacked enthusiasm during lessons. Based on the explanation above, the research intends to conduct a study entitled "The Influence of Learning Motivation on the Learning Activities of Grade XI Students at SMK Muhammadiyah 3 Makassar."

METHOD

The method used is a quantitative approach known as bivariate analysis, which examines the relationship between two variables. Bivariate analysis aims to determine whether there is a statistical relationship between two variables. This study involved all 11th-grade students of SMK Muhammadiyah 3 Makassar.

The population was 127 students, with a sample size of 50%, which is 63 students. The proportional random sampling method is a technique of taking proportions to obtain samples by dividing the number of samples by 50% of the total population.

This study involved two main variables: Learning Motivation (X) as an independent variable (X) and Learning Activity (Y) as a dependent variable (Y). We collected data related to the issues under study using a Likert-type questionnaire. The instrument was filled out by a predetermined sample and then tested for validity and reliability. The data analysis methods used included descriptive analysis and statistical inference. Descriptive analysis is used to provide a general picture of the collected data, while inferential statistical analysis is used to draw deeper conclusions from the research data.

RESULT AND DISCUSSION

To identify the influence of learning motivation on the learning activities of grade XI students at SMK Muhammadiyah 3 Makassar, the research was conducted by testing the hypothesis through questionnaire data analysis using the SPSS 29 application.

Descriptive data is used to provide explanations or reveal the conditions or characteristics of each variable, namely the learning motivation variable (X) and the learning activity variable (YL). Classified based on the level of success: very high, high, medium, low, and very low.

Learning Motivation

Learning motivation involves creating conditions that encourage a person to engage in an activity; if they dislike it, they will likely seek to eliminate or avoid that negative feeling. To find out the influence of learning motivation, the data obtained from the research, the

Volume 2, Issue 2, 2025
DOI: https://doi.org/10.70188/hbahhb03

questionnaire scores, were given to 63 students who became the sample who answered the questionnaire where the indicators of intrinsic motivation and extrinsic motivation to obtain a more detailed picture of the results can be seen in the following Table 1:

Table 1: Descriptive Analysis Per Learning Motivation Indicator

Learning Motivation (X)	Number of Items	Score Achieved	Ideal Score	Achievement%	Category
Intrinsic Motivation	8	1.775	2.520	70,43	Fair
Extrinsic Motivation	7	1.469	2.205	66,62	Low
Total	**15**	**3.244**	**4.725**	**68,65**	Low

Source: Results of data processing using SPSS 29

According to Deci and Ryan's Self-Determination Theory (SDT), intrinsic motivation drives individuals to engage in activities out of genuine interest or enjoyment, while extrinsic motivation is based on external rewards or pressures. In this study, intrinsic motivation (70.43%) was slightly higher than extrinsic motivation (66.62%), indicating that most students still rely on external reinforcement to sustain their participation. However, the high level of learning activity suggests that contextual factors within the classroom may have stimulated engagement behaviorally, even without strong psychological motivation. This supports Bovermann and Bastiaens (2020), who found that learning environments designed with interactive or gamified elements can enhance behavioral engagement regardless of internal motivation levels.

1. Intrinsic Motivation

Motivation comes from within the individual, so it does not require external stimulation (Fishbach & Woolley, 2022; Zeng et al., 2022). This motivation is driven by internal factors, such as the desire to achieve goals, discover fulfillment in pursuing excellence, and fulfill psychological needs such as independence and competence. Intrinsic motivation is driven by students' fulfillment and interests. In principle, student learning is based on their own needs so that students can independently determine achievable goals. According to Felrnando (2024), "Intrinsic motivation is important for students in the learning process because intrinsic motivation encourages students to more easily improve learning outcomes."

The research results indicate that all learning motivation indicators support the quality of the self-determined variable, demonstrating that students' intrinsic motivation enhances the learning process as they engage in activities for their own benefit. The achievement score obtained is 1,775 out of a total score of 2,520. Respondents who consistently and frequently provide answers demonstrate this. However, there are still respondents who sometimes answer.

2. Extrinsic Motivation

Extrinsic motivation is motivation that originates from outside, driven by external factors such as rewards, praise, outstanding grades, and so on. The goal of extrinsic motivation is to obtain rewards or prizes or to avoid certain negative outcomes. According to Dimylati (2015), "Extrinsic motivation can transform into intrinsic motivation if students recognize the importance of learning."

DOI: https://doi.org/10.70188/hbahhb03

Based on research results, it shows that indicators of extrinsic motivation are in the right category. In this case, eleventh-grade students at SMK Muhammadiyah 3 Makassar did various things with the aim of getting prizes or to avoid negative consequences. The achievement score obtained was 1,469 out of a total score of 2,205. This can be seen from the answers of respondents who answered "always" and "often." However, there were still respondents who answered sometimes and almost never.

Learning Activities

Learning activities involve engaging in work or study with seriousness, leading to behavioral changes that stem from experience and practice, ultimately resulting in progress and significant achievements.

To find out the influence of learning motivation, the data obtained from the research questionnaire scores, were given to 63 students who became the sample who answered the questionnaire where the indicators of intrinsic motivation and extrinsic motivation were used to obtain a more detailed picture; further details can be seen in the following table:

Table 2: Descriptive Analysis of Student Learning Interest Indicators

Learning Activities (Y)	Number of Items	Score Achieved	Ideal Score	Achievement%	Category
Viewing Activities	5	1.099	1.575	69,77	Low
Oral Activities	6	1.377	1.890	72,85	Fair
Listening Activities	4	992	1.260	78,73	Fair
Total	**15**	**3.468**	**4.725**	**81,12**	High

Source: Results of data processing using SPSS 29

Based on the data in the variable score achievement table, it can be seen that the level of achievement of the learning activity variable (YL) is in the high category with a score of 81.12%. The results of measuring the characteristics of the Y variable through its indicators show that all indicators support the quality of the variable.

1. Viewing Activities

Visual activities include reading and paying attention to the teacher. According to Primawati (2017), "Visual activities include reading, paying attention to demonstration pictures, experiments, and paying attention to explanations."

Research results indicate that the visual activity indicator is low during the learning process, as some students appear to be daydreaming and do not pay attention to the lesson, although they do not disturb their classmates. However, some students pay attention when the teacher explains. Respondents who consistently and frequently provide answers demonstrate this phenomenon. However, there are still respondents who sometimes answer.

2. Oral Activities

Oral activities are a form of communication through the pronunciation of words and the use of language, for example, conversation. According to Harianto (2020), "With oral speaking skills, students can obtain information about what, who, where, when, why, and how to learn about various things they encounter, both in the school environment and in society."

Volume 2, Issue 2, 2025
DOI: https://doi.org/10.70188/hbahhb03

The study's results indicate that oral activities are sufficient. Students who show interest, diligently answer the teacher's questions, and frequently engage in group discussions demonstrate this. Even when the teacher asks questions, students feel enthusiastic about answering them. The learning achievement score for each student is 1,377 out of a total of 1,890. This is evident from the respondents' answers, which indicate that they answered "always" or "often." However, there are still respondents who only answer occasionally.

3. Listening Activities

The active process of listening involves the ear (aural) receiving stimuli in the form of signals (sound waves). Some of the obstacles in listening are self-directed. According to Sudrajat (2023), "Learning skills enable students to better understand the material taught by the teacher, follow instructions more carefully, and effectively interact with each other and the teacher." The research results indicate that listening activities in the learning process are sufficient. Students who diligently listen to the teacher's explanation demonstrate this.

The Influence of Learning Motivation on the Learning Activities of Class XI Students at Muhammadiyah 3 Vocational School Makassar

This study utilized the Kolmogorov-Smirnov normality test for each variable. This was conducted using SPSS version 29, as follows:

Table 3 Normality Test Results

			Unstandardized Residual
N			63
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		4.76177200
Most Extreme Differences	Absolutely		.092
	Positive		.046
	Negatively		-.092
Test Statistic			.092
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.203
	99% Confidence Interval	Lower Bound	.192
		Upper Bound	.213

Source: Results of data processing using SPSS 29

The results of the data normality test on learning motivation and learning activities are normally distributed, where the significance value is 0.200. The basis for taking the normality test is if the significance value is > 0.05. The results of the analysis show a significance value of 0.200 > 0.05, it can be concluded that the data is normally distributed.

Volume 2, Issue 2, 2025
DOI: https://doi.org/10.70188/hbahhb03

Table 4: Analisis Korelasi Product Moment

Correlations

		Learning Motivation	Learning Activities
Learning Motivation	Pearson Correlation	1	.714**
	Sig. (2-tailed)		<,001
	N	63	63
Learning Activities	Pearson Correlation	.714**	1
	Sig. (2-tailed)	<,001	
	N	63	63

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Results of data processing using SPSS 29

The correlation coefficient ($r = 0.714$, $p < 0.001$) demonstrates a strong and positive relationship between learning motivation and learning activities. This means that students with higher motivation tend to exhibit more active learning behaviors. The regression coefficient ($\beta = 0.681$, $t = 7.962$, $p < 0.001$) further confirms this relationship. Practically, it implies that for every one-point increase in students' motivation scores, their learning activity scores increase by approximately 0.681 points. This quantitative result highlights the practical impact of motivation enhancement strategies in improving active learning.

Nevertheless, the interpretation in the original version remained largely normative. The present analysis emphasizes that the magnitude of the coefficient (0.681) is not only statistically significant but also practically meaningful. It demonstrates that interventions targeting motivation—such as feedback mechanisms, goal setting, and self-regulated learning strategies—could yield substantial behavioral outcomes in classroom engagement.

The T-test is used to determine whether the independent variable (learning motivation) has an effect on the dependent variable (student learning activity). The following are the results of the hypothesis test using the SPSS V.29 application.

Table 5 Hypothesis Test (T Test)

Coefficients[a]

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
(Constant)	19.967	4.447		4.490	<,001
Learning Motivation	.681	.086	.714	7.962	<,001

a. Dependent Variable: totally
Source: Results of data processing using SPSS 29

The presence of positive motivation in the learning process will produce positive results. In other words, if there is diligent effort and strong motivation, then the person who learns will achieve positive results. This is in line with opinion. "There is a significant influence between learning motivation and students' learning activities, even if the influence is categorized as quite high" (Akib et al., 2024; Darwis et al., 2019; Saleh et al., 2021; Suprianto et

al., 2021). To create appropriate learning activities, teachers need to pay attention to students' learning motivation. According to (Rahman, 2021) "Motivation can influence learning activities because motivation is a driving force for effort and goal achievement. Good motivation can make someone more serious in learning and more focused in their learning attitudes and behavior." According to (Maslow, 2018) "The need for security is security, stability, dependability, protection; freedom from fear, anxiety, and chaos; the need for structure, order, law, and order; protective power, and so on."

Based on the research results, the variable of learning motivation influences the variable of student learning activities. The t-test results show that the calculated t value is 7.962 and the t table is 1.669. This means that the hypothesis test is accepted. The coefficient value of the learning motivation variable has an influence of 51.0 on student learning activities.

CONCLUSION

This study considers the problem formulation and data analysis findings regarding how learning motivation influences the learning activities of grade XI students at SMK Muhammadiyah 3 Makassar, leading to the following conclusions based on specific indicators: Learning motivation (X) is in the low category with a score of 68.65 with 2 (two) indicators, namely intrinsic motivation and extrinsic motivation. Learning activity (YL) is in the high category with a score of 81.12 with 3 (three) indicators, namely viewing activities, oral activities, and listening activities. There is a significant and directional influence between learning motivation and the learning activities of grade XI students at SMK Muhammadiyah 3 Makassar.

REFERENCES

Aguillon, S. M., Siegmund, G. F., Petipas, R. H., Drake, A. G., Cotner, S., & Ballen, C. J. (2020). Gender differences in student participation in an active-learning classroom. *CBE Life Sciences Education*, *19*(2). https://doi.org/10.1187/cbe.19-03-0048

Akib, H., Niswaty, R., Darwis, Muh., Arhas, S. H., Jamaluddin, Nasrullah, Muh., Isgunandar, Salam, R., & Nasir. (2024). *Memahami Pembelajaran dengan Lebih Mendalam*. ASHA Publishing. https://doi.org/https://doi.org/10.63164/590717

Berti, S., Grazia, V., & Molinari, L. (2023). Active Student Participation in Whole-School Interventions in Secondary School. A Systematic Literature Review. In *Educational Psychology Review* (Vol. 35, Issue 2). https://doi.org/10.1007/s10648-023-09773-x

Bovermann, K., & Bastiaens, T. J. (2020). Towards a motivational design? Connecting gamification user types and online learning activities. *Research and Practice in Technology Enhanced Learning*, *15*(1). https://doi.org/10.1186/s41039-019-0121-4

Darwis, Muh., Jamaluddin, Saleh, S., Amelia, D., & Arhas, S. H. (2019). The Influence of Teaching Variations on Student Learning Motivation at State Vocational High School 4 Makassar. *Proceedings of the International Conference on Social Science 2019 (ICSS 2019)*, 1015–1018.

Du, H., Xiao, Y., & Zhao, L. (2021). Education and gender role attitudes. *Journal of Population Economics*, *34*(2). https://doi.org/10.1007/s00148-020-00793-3

Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, *5*(2). https://doi.org/10.22373/lj.v5i2.2838

Fishbach, A., & Woolley, K. (2022). The Structure of Intrinsic Motivation. In *Annual Review of Organizational Psychology and Organizational Behavior* (Vol. 9). https://doi.org/10.1146/annurev-orgpsych-012420-091122

Herpratiwi, & Tohir, A. (2022). Learning Interest and Discipline on Learning Motivation. *International Journal of Education in Mathematics, Science and Technology*, *10*(2). https://doi.org/10.46328/ijemst.2290

Juwita, H. R., Roemintoyo, & Usodo, B. (2020). The Role of Adversity Quotient in the Field of Education: A Review of the Literature on Educational Development. *International Journal of Educational Methodology*, *6*(3). https://doi.org/10.12973/ijem.6.3.507

Lastri, S., Niswaty, R., & Arhas, S. H. (2024). Analysis of the Utilization of Office Administration Learning Media. *Journal of Educational Development and Learning (JEDAL)*, *1*(1), 34–40. https://doi.org/10.70188/ngrban76

Liu, X., Wang, X., Xu, K., & Hu, X. (2023). Effect of Reverse Engineering Pedagogy on Primary School Students' Computational Thinking Skills in STEM Learning Activities. *Journal of Intelligence*, *11*(2). https://doi.org/10.3390/jintelligence11020036

Maslow, A. H. (2018). *Motivation and Personality*.

Mendes, A. B., & Hammett, D. (2023). The new tyranny of student participation? Student voice and the paradox of strategic-active student-citizens. *Teaching in Higher Education*, *28*(1). https://doi.org/10.1080/13562517.2020.1783227

Nasrullah, Muh., Andira, S., & Isgunandar, I. (2024). The Influence of the Learning Environment on Student Motivation. *International Journal of Administration and Education (IJAE)*, *1*(1), 41–50. https://doi.org/10.70188/acp2m244

Oh, S. young, & Han, H. seok. (2020). Facilitating organisational learning activities: Types of organisational culture and their influence on organisational learning and performance. *Knowledge Management Research and Practice*, *18*(1). https://doi.org/10.1080/14778238.2018.1538668

Rahman, S. (2021). Pentingnya Motivasi Belajar dalam Meningkatkan Hasil Belajar. *Merdeka Belajar*, *November*, 289–302.

Saleh, S., Marsina, A., Darwis, Muh., Jamaluddin, Arhas, S. H., Nasrullah, Muh., & Akib, H. (2021). The Influence of Contextual Learning Approach on Student's Learning Motivation Competence of Automation Skills and Office Governance. *Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP)*, *1*(1), 141–152.

Sugden, N., Brunton, R., MacDonald, J. B., Yeo, M., & Hicks, B. (2021). Evaluating Student Engagement and Deep Learning in Interactive Online Psychology Learning Activities. *Australasian Journal of Educational Technology*, *37*(2). https://doi.org/10.14742/AJET.6632

Suprianto, S., Sirait, E. J. M., & Arhas, S. H. (2021). The Influence of Classroom Management on Students' Learning Motivation in the Department of Office Administration. *Jurnal Office*, *7*(1), 159–168.

Wu, L., Jiang, S., Wang, X., Yu, L., Wang, Y., & Pan, H. (2022). Entrepreneurship Education and Entrepreneurial Intentions of College Students: The Mediating Role of Entrepreneurial Self-Efficacy and the Moderating Role of Entrepreneurial Competition Experience. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.727826

Volume 2, Issue 2, 2025
DOI: https://doi.org/10.70188/hbahhb03

Zeng, D., Takada, N., Hara, Y., Sugiyama, S., Ito, Y., Nihei, Y., & Asakura, K. (2022). Impact of Intrinsic and Extrinsic Motivation on Work Engagement: A Cross-Sectional Study of Nurses Working in Long-Term Care Facilities. *International Journal of Environmental Research and Public Health*, *19*(3). https://doi.org/10.3390/ijerph19031284

Zhang, R., Zou, D., Cheng, G., Xie, H., Wang, F. L., & Au, O. T. S. (2021). Target languages, types of activities, engagement, and effectiveness of extramural language learning. *PLoS ONE*, *16*(6 June). https://doi.org/10.1371/journal.pone.0253431