The Influence of Learning Motivation and Gender to Economic Learning Achievements Student Class X Madrasah Aliyah in Kampar Regency

Basuki Pramono*, Almasdi Syahza, Gusnardi

Master of Economics Education, Graduate Program, Universitas Riau, Pekanbaru, Indonesia

*basuki.pramono46@gmail.com

Abstract

The background of this research is the achievement of students 'economic learning which is still low and the students' economic achievement which is different in class X Madrasah AliyahNegeri Se Kampar Regency. Student learning achievement is still low by 65,4%, while female student equal to 51,9%. The still low and different learning achievement in this study is influenced by the learning motivation which is the internal factor, and the gender that is suspected of the tendency of different learning motivation and learning achievement of male and female students. This research aim to know the influence of learning motivation and gender to student achievement of class X Madrasah AliyahNegeri the Kampar regency.This research method using quantitative descriptive method. The population in this study were students of Madrasah Aliyah in Kampar regency with the number of 208 people with a total sample of 68 people with probability sampling technique with random sample sampling. Data obtained by observation and disseminate research questionnaire to the respondent. Data were analyzed by using descriptive percentage and statisticanalysis use multiple linear regression. Against the instrument tested the validity and reliability by using the alpha cronbach formula. The results showed that: 1) partially, there is a significant influence between the motivation of learning on student economic achievement with a t value of 6.443 sig. < 0.05. 2) Partially (chi square) there is no significant influence between gender on learning achievement with sig. > 0.05. the tendency of higher learning motivation of male students than female students. Similarly, the students' economic achievement tend to be higher than female students. 3) simultan, there is a significant influence of learning and gender motivation on economic learning achievement with multiple linear regression equation $Y = 25,981 + 0,806X1 + -0,773X2 + _\varepsilon n$. From result of F value equal to 20,821 with sig. 0,000 <0.05 means that learning and gender motivation has an influence on economic learning achievement. And a large contribution to the model by 39%. From these results can be concluded that to improve the achievement of economic learning can be done by improving students' learning motivation and not discriminate between male students or female students.

Keywords: Learning motivation, gender, learning achievement

Introduction

Education is a very important thing and can not be separated from one's life in the family, society, and nation. The State of Indonesia as a developing country is in dire need of quality human resources. One effort to create quality human resources is through education. School is one of the formal education institutions that have a very important role in realizing the goal of national education is through the process of teaching and learning.

The success of education will be achieved by a nation if there is an effort to improve the quality of education of the nation itself. To that end, the government seeks the quality of education in Indonesia, especially formal education. Improving the quality of education in schools is directly related to students as students and teachers as educators. One effort to achieve the goal of education is to improve the quality of education. The quality of good education,

among others, can be seen from the learning process achieved by students. Good learning achievement is the most coveted by all students who are studying. Learning achievement can be an indicator of a student's success in learning activities. A student with high learning achievement can be said to have succeeded in learning. Learning achievement is the level of knowledge of the extent to which children receive the material (Slameto, 2010).

To measure student's learning achievement, testing is needed in the form of test, either by written test or oral test. After the testing is expected the students get a good achievement, because good achievement becomes the pride for schools, teachers, parents and also for themselves students.

Based on the data obtained in the Madrasah AliyahNegeri Se-Kampar regency that the achievement of learning on economic subjects has not reached the maximum. With still many students who have not reached Maximum Exhaustiveness Kriteri, ie 65% male students and 52% female students. Student achievement is still low is influenced by various factors, such as factors of learning and gender motivation.

By having the motivation to learn, saturation in learning can be avoided or at least can reduce the sense of saturation in learning. Because students who have the motivation to learn, specify will continue to seek information on material obtained from teachers. Gender factors were taken in this study because of the tendency of differences in learning motivation and learning achievement of male and female students. Gender in this study is limited to gender, ie men and women.

The results of research conducted by RetnoYuliningsih (2009) with the results of gender research have an effect on to student's learning achievement, and also motivation influence to learning achievement. Similarly, conducted by RidaulInayah (2013) with the results of research that the motivation to learn a positive effect on economic achievement. However, there are research results conducted by Sulistiana (2013) and Anita IkaWahyu (2015) that the motivation of learning and gender have no effect on learning achievement. Given the differences in the results of this study, the researcher wants to do re-research with different objects and places, to be able to explain 1) Does the learning motivation have an effect on the economic achievement of the students of class X Madrasah AliyahNegeri the Kampar regency? 2) Does gender affect the economic achievement of students of class X Madrasah AliyahNegeri se Kampar regency? 3) Does the motivation of learning and gender affect the economic achievement of students of class X Madrasah AliyahNegeri the Kampar regency?

Methods

This research uses quantitative descriptive method. The population in this study were all students of class X Madrasah AliyahNegeri in Kampar District who have studied economic subjects amounting to 208 students consisting of 104 male students and 104 female students. Determination of the sample in the study using purposive sample with the type of sample to get a sample of 68 students.

This research was collected using questionnaire and documentation method. Questionnaires were used to obtain data on learning and gender motivation, while documentation was used to obtain data on learning achievement. Before the questionnaire is used, the first test is validity and reliability.

In order to test the hypothesis can be done correctly, it is necessary to test the analytical requirements, that is 1) One Sample Kolmogorov-Smirnov normality test using a significant level of 0.05, 2) multicolinear test is by variance inflation factor (VIF), 3) heteroscedasticity test performed by Glejser Test using a significant level of 0.05, 4) autocorrelation test using Durbin-Watson test. Further data were analyzed using multiple linear regression analysis and chi square.

Research Result And Discussion
Normality Test
The instrumentality normality test was calculated used the One Sample Kolmogorov-Smirnov test using the 0.05 significance level with the following test criteria:

a. If significance> 0.05 means that data is otherwise normally distributed

b. If the significance <0.05 means that the data is declared to be abnormally distributed.

Table 1 Test Result Normality

Variabel	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)	Status
Motivation learn	1.034	0,235	Normal

In Table 1 it is known that the significance value of learning motivation is 0.235> 0.05, then the data used in this study are normal.

Multicolinearity Test
Testing of the presence or absence of generally visible multicollinearity disorder shown by tolerance and variance inflation factor (VIF) values with VIF values for each independent variable of about 1 and tolerance values approaching 1.The aims of multicolinearity test is to ensure that none multicolinearity or absence of a perfect correlation between the independent variables of this study.

Table 2 Multicollinearity Test

Model		Unstandardized Coefficients		T	Sig.	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	25,981	7,412	3,505	,001		
	Motivation learning	,806	,125	6,443	,000	1,000	1,000
	Gender	-,773	2,485	-,311	,757	1,000	1,000

a. Dependent Variable: acihevment learn

From Table 2 it is known that the VIF value of the variables in this study is at about 1 tolerance. Variables of learning motivation (1,000), and gender (1,000). Thus it can be concluded that in this study there is no interference multicolinearity between independent variables.

Test Heteroscedastic
To prove the presence or absence of heteroscedastic disturbance can be known by using the level of significance 0.05 with the test criteria:

a. If significance> 0.05 means the regression model does not contain any heteroscedasticity

b. If significance <0.05 means the regression model contains the presence of heteroscedastic.

Table 3 Results of Heteroccidacticity Tested

Variabel	T	Sig.
1. Motivation learn	-0,955	0,343
2. Gender	-1,624	0,109

From Table 3 shows that there are no independent variables that affect the dependent variable. Visible from sig. > 0.05 This means that there is no heterokedastisityin the regression model so that in this study can be used.

Autocorrelation Test

The autocorrelation test aims to test whether in linear regression model there is a correlation between the confounding error in period t and the disturbance error in the previous period (t-1). In case of correlation there is an autocorrelation problem. The autocorrelation test in this research uses Durbin-Watson test. A good regression model is free from autocorrelation problems

Table 4 Autocorrelation Test Results.

			Model Summary[b]		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,625[a]	,390	,372	10,24750	1,167

A. Predictors: (Constant), Gender, Motivation learn

B. Dependent Variable: achievment learn

From Table 4 it can be seen that the Durbin-Watson value is 1.167. This means that the Durbin-Watson value is between - 2 to 2, meaning no autocorrelation, so it can be concluded that there is no autocorrelation in the regression in this study**.**

Multiple linear regression analysis

To know the influence of learning motivation and gender to student achievement simultaneously then used F test. This influence test is done by hypothesis through SPSS.

Table 5 F Test Results (There Is Significant Influence Of Learning Motivation And Gender To Learning Achievement)

		ANOVA[a]				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4372,799	2	2186,399	20,821	,000[b]
	Residual	6825,731	65	105,011		
	Total	11198,529	67			

A. Dependent Variable: achievement learn

B. Predictors: (Constant), Gender, Motivation learn

Based on Table 5 get the F value of 20.821 with significance of 0.000. If seen from significance smaller than 0.05 is significant at α = 5%. Then seen from F arithmetic > F table (20,821> 3,14) then hypothesis accepted. Regression equation can be expressed significant which means that together motivation of learning and gender have an effect on to student achievement.

Table 6 Multiple Linear regression analysis results

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	25,981	7,412		3,505	,001
	Motivasi Belajar	,806	,125	,624	6,443	,000
	Gender	-,773	2,485	-,030	-,311	,757

a. Dependent Variable: Prestasi Belajar

Based on Table 6 can be seen the equation of multiple linear regression that is:

$$Y = 25,981 + 0,806X1 + (-0,773) X2 + \varepsilon n$$

The above regression equation can be explained as follows:

a. constant of 29,981, meaning if the variable X1 and X2 value 0, then the value of Y of 29.981.
b. The coefficient of variable X1 is 0.806, that is, if other independent variables are fixed and X1 increases 1% then Y increases 0.806%.
c. The coefficient of variable X2 is -0.773, meaning that if other independent variables are fixed and X1 decrease 1% then Y decrease -0.773

Table 7 Results of Multiple Correlation Analysis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,625[a]	,390	,372	10,24750

A. Predictors: (Constant), Gender, Motivasi Belajar

B. Dependent Variable: Prestasi Belajar

Based on table 7, it is known that R2 (R Square) is 0.390 or 39%. This shows that the contribution of the independent variable model (learning motivation and gender) to the dependent variable (learning achievement) is 39%. Variations of independent variables used in the model were able to explain 39% of the variation of dependent variable and the rest of 61% influenced or explained by other variables not included in this research model.

Chi Square Test

This test aims to determine the relationship between gender variables with learning achievement, using a significant level of 0.05 with the following test criteria:

a. If significance> 0.05, then there is no significant relationship between gender and learning achievement

b. If the significance <0.05, then there is a significant relationship between gender and learning achievement.

Table 8 Chi Square Testing Results

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6,190[a]	4	,185
Likelihood Ratio	6,469	4	,167
Linear-by-Linear Association	,212	1	,645
N of Valid Cases	68		

a. 2 cells (20,0%) have expected count less than 5. The minimum expected count is 1,50.

From Table 8 it can be seen that the value of sig. 0.185. Because the sig value. greater than 0.05, there is no significant relationship between gender and learning achievement.

Discussion

The Influence Of Learning And Gender Motivation To Student Achievement Of Economics Of Class X Student Of Madrasah AliyahNegeri as Kampar Regency

Based on the results of hypothesis testing is known that the motivation of learning and gender have a significant influence on the economic achievement of students of class x Madrasah AliyahNegeri as Kampar District.

The next obtained R number of 0.625. This shows that there is a strong relationship between variables X1 and X2 to Y. Then, known R2 (R Square) of 0.392. This shows that the contribution to the independent variable model (learning motivation and gender) and the dependent variable (learning achievement) is 39.2%.

The Influence Of Learning Motivation To Student Achievement Of Economics Of Class X Student Of Madrasah AliyahNegeri as Kamp Kampar

Based on the results of partial tests it is known that there is a positive and significant influence between the motivation of learning on the economic achievement of students of class x Madrasah AliyahNegeri as Kampar District. Meanwhile, the motivation of studying students of grade x Madrasah AliyahNegeri in Kampar District in the high category were 29 students (42,7%). Based on the items that have the highest mean score scores are argued based on strong reasons with mean values of 3.7 and SD 1.07. While items that have a mean value of low scores are Doing economic tasks seriously with a mean of 2.7 and SD 0.98. Thus it can be concluded that the overall motivation of student learning is at a moderate level with a mean of 3.1 and SD 1.00.

The Influence of Gender on Student Achievement of Economics of Class X Student of State Madrasah Aliyah in Kampar District

Based on the test results it is known that there is no positive and significant influence between the gender on the economic learning achievement of the students of grade x Madrasah AliyahNegeri in Kampar District. It is known

that the sig value. 0.185. Because the sig value. greater than 0.05, there is no significant relationship between gender and learning achievement.

Gender as a person's identity is male or female, does not have a significant role in learning achievement. This is because each gender has the same ability when given the opportunity. Both male and female students can compete to demonstrate academic ability, not just academics. Achievement can also be shown in the field of sports and other fields.

Conclusions And Recommendations
Conclusion
Based on the results of hypothesis testing and research, which has been done about the Influence of Motivation Learning And Gender Against Achievement Student Economic Learning Class X Madrasah Aliyah Se-Kampar District, it can be concluded as follows:

a. Learning motivation has a significant effect on economic learning achievement. High learning motivation tends to make students more serious in learning and doing tasks given by the teacher, so that students will get a good learning achievement.

b. Gender has no significant effect on learning achievement. Gender is a biological aspect to distinguish students, ie men and women. Each gender has equal opportunity and ability to achieve good performance.

c. Motivation of learning and gender together have a significant effect on economic learning achievement. With high motivation, every gender of male and female students is able and has equal opportunity to achieve good achievement.

Recommendations
Based on the results of research and conclusions that have been stated above, it can be given suggestions, students should increase the motivation of learning as with trying to do economic tasks and earnest in order to get satisfactory results. And never give up when having difficulty in learning or doing tasks.

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