

The Influence of Learning Readiness and Learning Motivation on Student Achievement in MPLB Basics Subject

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Abstract

This study aimed to determine how learning readiness and motivation influence student achievement in Class X MPLB (Office Management and Business Services) VHS PGRI 2 Sidoarjo. MPLB is class of office management and business services. This study used explanatory research with a random sample of 81 class X MPLB VHS PGRI 2 Sidoarjo students. The author will use quantitative descriptive data analysis as a method of data analysis. Multiple linear regression analysis was performed on the data using SPSS version 26. Readiness to learn can be said to be substantial because the findings of the data analysis show an acceptable value of 0.000 (H1), learning motivation has a considerable influence on learning achievement, as evidenced by the results of data analysis which show a value of 0.000 for learning motivation so that (H2) is accepted, learning readiness and learning motivation simultaneously affect learning achievement so that (H3) is accepted, this is indicated by an R-Square value of 0.795 which indicates that learning readiness and learning motivation influence 79.5% of learning achievement.

Keywords: Learning Achievement; Motivation to learn; Readiness to Learn

INTRODUCTION

The implementation of the educational process plays an important role in human survival because, with a good start that emerges towards education, it can create the next generation of people who have quality and broad insight. The function of national education is described in Law No. 20 of 2003, which is to form character, hone skills, form a dignified national culture, and have an intelligent nation, to develop students' potential, so that they have spiritual, a noble character, a healthy soul, are responsible, and have good character democratically (Sukiman, 2017).

The curriculum used in educational institutions ranging from primary school, junior college, vocational high school, and higher education influences the growth of education quality in Indonesia (Yaelasari & Yuni Astuti, 2022). As we all know, the curriculum in Indonesia changes frequently; several curricula have been introduced, such as the 2006 Education Unit Level Curriculum, the 2013 Curriculum, and what is currently in use is the independent curriculum; beginning with the 2022/2023 school year, the education unit in Indonesia can choose to implement an independent curriculum based on the readiness of each school.

One of the programs developed from the autonomous curriculum is the beginning of the driving school program, which seeks to assist each school to generate a generation of learners with the personality of Pancasila pupils. As students who have the personality of Pancasila students, they must have three big things, namely competence, character according to Pancasila values, and lifelong students. Becoming a lifelong learner certainly requires learning independence, where students know how to identify their learning needs, find learning resources and determine learning methods that suit themselves, have the readiness to learn, and are motivated to learn (Alwiyah & Imaniyati, 2018).

Based on interviews with MPLB Elementary subject teachers in Class X MPLB SMK PGRI 2 Sidoarjo, there are still many students who do not pay enough attention to studying the material in depth, so they only rely on the material provided by the teacher, and students only had reference books provided by

the school, students should also have other MPLB Basics reference books. The existence of additional references means that students can be better prepared for the MPLB Fundamentals subject and can understand and develop their knowledge comprehensively. According to research conducted by apart from learning readiness, learning motivation also has a role in student achievement (Widiarti, 2018).

Learning motivation encourages students to participate in the success of their activities, but this success depends on their effort and abilities (Annisa, 2019). According to (Haryono et al., 2016) knowing students with high learning motivation can be identified by the time spent studying, learning strength and willingness to learn, desire to leave assignments, persistence in completing assignments, and others. Therefore, if students are less motivated to learn, students tend to be lazy to pay attention and listen to the lessons given by the teacher in front of the class.

Based on the findings of interviews with MPLB Basics subject teachers in Class X MPLB SMK PGRI 2 Sidoarjo, it is clear that student motivation in Basic MPLB subjects is still lacking during the learning process, many students argue with their peers, raise their hands, and play video games, resulting in decreased productivity. The decrease in student learning motivation is the cause of the learning achievements achieved by students which are also not in line with expectations.

The same thing was also found in research conducted by (Putra Bujuri, 2015) that the academic achievements achieved by all class XI students of Swadhipa High School were still not fully equivalent, namely as many as 39 students or as many as 56.52% of students had complete academic grades and as many as 30 students or 43.47% of students do not have complete academic scores, namely below 80 set by SMA Swadhipa Bumisari Natar. This research continues to be carried out even though more than 50% of students have completed grades because one measure of the quality of learning in schools is by looking at the results of student scores, and not all students have grades. Students learning achievements are important for research, as they reflect the learning quality of a school, the novelty of this study lies in the object of research, for which researchers are interested in conducting this study, according to the background description, the purpose of this study is to (1) investigate if learning preparedness influences learning accomplishment and (2) determine whether learning motivation influences learning achievement. (3) Determine if learning preparedness and motivation influence learning accomplishment.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Learning Readiness

Learning readiness according to (Solihah et al., 2022) is an initial condition of learning that prepares students to be ready to respond to achieving certain educational goals. According to (Fatchurrohman, 2011) learning readiness is a condition where students have important things to learn, including physical readiness, namely how comfortable it is to move and look left and right, the organs of vision and hearing, as well as the energy to move, the readiness of the mind, namely awareness of something conceptual; the desire to concentrate, which is the sense of where and how to relate to something or object as well as understanding success and what it feels like to be physically fit. Learning readiness is also considered one of the factors suspected of influencing student outcomes in learning. A learning goal will be more easily achieved if a student is ready to respond and participate in the activities carried out (Siahaan & Meilani, 2019) The learning outcomes and motivation of students are antecedent variables of their preparation for learning (Suyatno et al., 2023).

Readiness to learn according to (Siahaan & Meilani, 2019) is a factor that can influence and support the success of learning activities, learning readiness provides and increases self-confidence, and motivation in learning. Meanwhile, in the opinion of (Al-Muwattho et al., 2018) learning readiness is a condition of individual existence, in this case, students prepare themselves to take part in learning activities that can train and develop these conditions, it can be concluded that learning readiness is a condition experienced in learning the process is carried out directly by students and is designed to change behavior and increase student potential. In the opinion (Daryanto, 2013) indicators of learning readiness are

divided into several things, including physical condition; mental condition; emotional condition; and learning needs

H1: Learning Readiness Influences Student Achievement at SMK PGRI 2 SIDOARJO

Learning Motivation

Learning motivation is the cause that allows students to obtain optimal learning results. Students with high motivation are better at listening to lectures, and students have a more positive attitude in the learning process (Budiariawan, 2019). According to (Kompri, 2015) learning motivation is a situation where someone wants to do something to achieve a goal. Meanwhile, in the opinion of (Saeful Rahmat, 2018) motivation to learn is a psychological response, the tendency of students to be involved and benefit from useful and profitable academic activities. Learning motivation is supporting students to do active learning activities, then they will achieve proud achievements (Kristiani & Pahlevi, 2021). Motivated students pay attention to material, read it to understand it, and use helpful learning strategies. Learning motivation begins with the goals that each individual wants to attain. Individuals that are committed to attaining their goals will intentionally build motivation inside themselves. Individuals will feel more at ease participating in learning, will be more enthusiastic, and will be able to regulate their emotions when faced with learning problems (Mustiko & Trisnawati, 2021). Along with self-confidence, motivation is a key factor in learning. The notion of motivation may be explained in a variety of ways (Radulovic et al., 2023). A person is motivated when they are encouraged to do a task. Whether someone is highly motivated internally or externally depends on what they are motivated by (Tupti & Arif, 2020). Motivation is a process that explains an individual's focus, determination, and perseverance in pursuing his goals (Kesuma et al., 2021). A person's motivation may also serve as the foundation for their involvement and participation in a program. It requires discipline and learning desire for kids to be motivated to learn (Paramitha et al., 2022). Previous research have shown that learning motivation is connected to students' mathematical success, which may be used to examine the aforementioned theoretical hypotheses (Jehadus et al., 2022).

From several definitions, the researcher can conclude that learning motivation is an individual's effort to awaken himself to change his behavior and perceptions, encouraging him to move in a good direction so that his life goals are achieved. In the opinion (Makmum, 2018) indicators of learning motivation are divided into several things, including activity duration; activity frequency; activity persistence; devotion and sacrifice; steadfastness; tenacity and ability; level of aspiration; level of achievement qualification; and direction of attitude towards the activity

H2: Learning Motivation Influences Student Achievement at SMK PGRI 2 SIDOARJO

Learning Achievement

According to (Marpaung, 2016) learning achievement is the result of learning as a person's ability to acquire knowledge, attitudes, and skills, as well as learn, understand, and perform tasks, in the form of numbers or values. According to (Mustaqim, 2020) learning achievement is a skill or change in behavior that is achieved as a result of performance tests given during the learning process, and the results are presented in the form of test scores, exams, or achievement reports. learning achievement is a whole transition competency acquired by students from the results of learning based on test results (Isnani & Puspasari, 2020) Learning achievement is the entire process of measuring (information data collection), processing, interpreting, and taking into account in order to make decisions regarding the behavior of learning outcomes attained by students after engaging in activities to try to achieve predetermined learning objective (Supratno et al., 2021). Mastery of information or abilities acquired by subjects, which are often quantified in the value of the exam, is considered learning achievement (Irna, 2020).

Learning achievement according to (Syafi'i et al., 2018) is learning achievement achieved after teaching and learning. Learning outcomes can be reflected in the teacher's evaluation of the subjects taught by students. Learning achievement is a change owned by students after getting the learning process (Fitriyah & Puspasari, 2021). In the literature on educational research, learning accomplishment is

expected, and grades are typically used as a proxy for success (Jehadus et al., 2022). Learning accomplishments are proficiency-relevant objectives that a person makes an effort to obtain (Sevim et al., 2022). Meanwhile, according to (Pratiwi, 2017) learning achievement is a real skill, indicating a field of skills that is immediately demonstrated and tested as a result of learning efforts obtained at school in the form of insight, behavior, or skills that manifest values.

Researchers can conclude that learning achievement is a skill or attitude reform that is achieved based on performance tests carried out in learning and the results are expressed as the results of exams, tests, or report cards obtained. Therefore, all students must do their best to get optimal learning outcomes or achievements. The indicators used are the Final Grades of MPLB Class X Students at SMK PGRI 2 Sidoarjo Odd Semester 2022/2023 Academic Year.

H3: There Is A Significant Effect Of Learning Readiness And Learning Motivation On Student Achievement In SMK PGRI 2 SIDOARJO

METHOD

This research method employs a quantitative approach, which means that all information or data is expressed numerically, and it employs statistical analysis in its analysis. This is explanatory research, which seeks to evaluate hypotheses about relationships between variables. This study is a comparative causal study, which means it examines if the independent (free) variables affect the dependent (bound) variable.

The research design that will be used in this study:

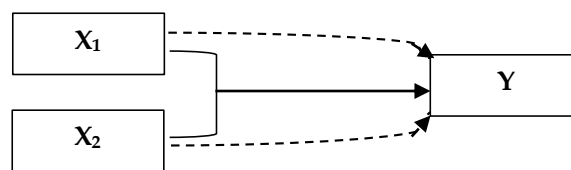


Figure 1. Research Design

Information

X₁ = Readiness to Learn

X₂ = Learning Motivation

Y = Learning Achievement

→ = Influence simultaneously

·→ = Influenced partially

This study relied on both primary and secondary data sources. Primary data is information gathered by the researchers themselves. This original data was gathered through the distribution of questionnaires by researchers. The major data source for this study came from MPLB SMK PGRI 2 Sidoarjo class X pupils. Secondary data is information that has previously existed and is collected by researchers to be utilized to meet research data needs. Secondary data in this study came from library materials used as a reference, such as statistics on learning preparedness, motivation, and achievement, as well as interviews with MPLB Fundamentals teachers. This study employed random sampling since sample members were drawn randomly from the population with no respect for the current population.

RESULTS AND DISCUSSIONS

Instrument Test

Table 1.
VALIDITY TEST

Learning Readiness Variables (X1)	Significance	Information
P1	0.000	Relevant
P2	0.066	Irrelevant
P3	0.000	Relevant
P4	0.000	Relevant
P5	0.000	Relevant
P6	0.000	Relevant
P7	0.004	Relevant
P8	0.000	Relevant
P9	0.002	Relevant
P10	0.000	Relevant
P11	0.000	Relevant
P12	0.000	Relevant
Learning Motivation Variables (X2)	Significance	Information
P1	0.000	Valid
P2	0.000	Relevant
P3	0.000	Relevant
P4	0.000	Relevant
P5	0.000	Relevant
P6	0.000	Relevant
P7	0.000	Relevant
P8	0.000	Relevant
P9	0.000	Relevant
P10	0.000	Relevant
P11	0.000	Relevant
P12	0.000	Relevant
P13	0.000	Relevant
P14	0.000	Relevant
P15	0.000	Relevant
P16	0.000	Relevant
P17	0.000	Relevant
P18	0.000	Relevant
P19	0.000	Relevant
P20	0.000	Relevant
P21	0.000	Relevant
P22	0.000	Relevant
P23	0.000	Relevant
P24	0.263	Irrelevant
P25	0.000	Relevant

Source: Data Processed by Researchers in 2023

According to the table above, not all statement items are declared valid, so statement items 2 and 24 cannot be used as a measuring tool to test the variables of learning readiness and learning motivation on student achievement because their significance value is greater than 0.05, but other statement items can be used to test learning readiness and learning motivation variables on student achievement.

Table 2.
RELIABILITY TEST

Reliability Statistics		
Cronbach's		
Alpha	N of Items	
.965	37	

Source: Data Processed by Researchers in 2023

According to Table 2, all statement items in the learning readiness and learning motivation factors on student accomplishment are said to be trustworthy since they have a Cronbach Alpha value of 0.965 > 0.60.

Classic Assumption Test

Table 3.
NORMALITY TEST RESULTS

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		81
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.94416956
Most Extreme Differences	Absolute	.079
	Positive	.078
	Negative	-.079
Test Statistic		.079
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Source: Data Processed by Researchers in 2023

The significant value of the normalcy test on the one sample Kolmogorov Smirnov test is 0.200 > 0.05. As a result, the data may be viewed as regularly distributed, and the regression model in this study fulfills the normality assumption.

Table 4.
MULTICOLLINEARITY TEST

Model	Coefficients					Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients			Tolerance	VIF
	B	Std. Error	Beta	t	Sig.		
1 (Constant)	19.890	3.338		5.958	.000		
Study readiness	.588	.123	.425	4.776	.000	.332	3.012
Learning motivation	.293	.051	.510	5.733	.000	.332	3.012

a. Dependent Variable: Learning achievements

Source: Data Processed by Researchers in 2023

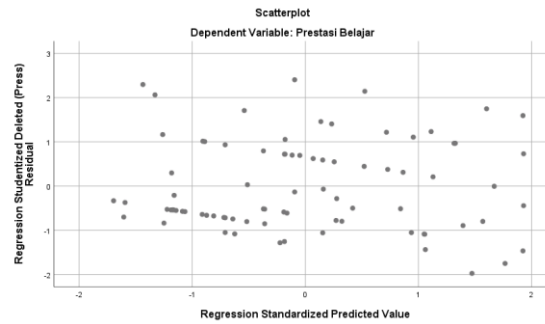


Figure 2. Heteroscedasticity Test Results

According to Figure 2, the data utilized in the study did not have a distinct pattern and the points scattered above and below zero, indicating that heteroscedasticity did not exist in this study.

Multiple Linear Regression Analysis

Table 5. MULTIPLE LINEAR REGRESSION ANALYSIS TEST RESULTS

Coefficients						
Model		Unstandardized		Standardized		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	19.890	3.338		5.958	.000
	Study readiness	.588	.123	.425	4.776	.000
	Learning motivation	.293	.051	.510	5.733	.000

a. Dependent Variable: Learning achievements

Source: Data Processed by Researchers in 2023

Based on Table 5 the following equation can be obtained:

$$Y = 19,890 + 0,588.X1 + 0,293.X2$$

The constant value () is 19.890, which suggests that if students carry out learning activities without the impact of Learning Readiness (X1) and Learning Motivation (X2), the value of learning accomplishment is 19.890.

The regression coefficient value of the learning readiness variable (X1) is 0.588, which suggests that increasing learning readiness (X1) by 1% increases learning accomplishment (Y) by 0.588. A positive score indicates that the higher the learning readiness, the higher the learning achievement.

The regression coefficient value of the learning motivation variable (X2) is 0.293, which suggests that increasing learning motivation (X2) by 1% increases learning accomplishment (Y) by 0.293. A positive score indicates that the stronger the incentive to study, the higher the learning achievement.

Hypothesis Testing

Table 6. PARTIAL TEST RESULTS

Coefficients					
Model		Unstandardized		t	Sig.
		Coefficients	Coefficients		

	B	Std. Error	Beta		
(Constant)	19.890	3.338		5.958	.000
Study readiness	.588	.123	.425	4.776	.000
Learning motivation	.293	.051	.510	5.733	.000

a. Dependent Variable: Learning Achievements

Source: Data Processed by Researchers in 2023

Based on the results of the partial test (t test), the Learning Readiness variable has a t count of 4.776 > 1.664 t table, with a significance value of 0.000, which is less than 0.05. As a result, the variable Learning Readiness (X1) has a considerable effect on Learning Achievement (Y).

Based on the results of the partial test (t test), the Learning Motivation variable has a t count of 5.733 > 1.664 t table, with a significance value of 0.000, which is less than 0.05. Thus, the variable Learning Motivation (X2) has a strong effect on Learning Achievement (Y).

Table 7.
OVERALL TEST (TEST F)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2689.438	2	1344.719	151.255	.000 ^b
Residual	693.451	78	8.890		
Total	3382.889	80			

a. Dependent Variable: Learning Achievements

b. Predictors: (Constant), Learning Motivation, Learning Readiness

Source: Data Processed by Researchers in 2023

According to Table 7, the concurrent significance of the variables Learning Readiness (X1) and Learning Motivation (X2) on Learning Achievement (Y) is 0.000 or less than 0.05, and f count > f table, namely 151.255 > 3.11. As a result, the variables Learning Readiness (X1) and Learning Motivation (X2) have a large concurrent influence on Learning Achievement (Y).

Table 8.
ANALYSIS OF THE COEFFICIENT OF DETERMINATION

Model Summary					
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	
1	.892 ^a	.795	.790	2.98168	

a. Predictors: (Constant), Learning Motivation, Learning Readiness

Source: Data Processed by Researchers in 2023

According to Table 8, the R-square value is 0.795, indicating that the variables of learning preparedness and learning desire impact the learning accomplishment variable by 79.5%.

Discussion

Based on the hypothesis testing conducted in this study, which intends to establish the influence of Learning Readiness and Learning Motivation on Student Achievement in the MPLB Basics Subject at SMK PGRI 2 Sidoarjo, it may be described as follows:

The Effect of Learning Readiness on Learning Achievement

The hypothesis test findings showed that the learning readiness variable significantly influenced learning accomplishment, with a t-count of 4.776 more than a t-table of 1.664 and a significance value of 0.000 less than 0.05, indicating that the hypothesis in this study was acceptable. This implies that learning preparedness affects student accomplishment at SMK PGRI 2 Sidoarjo. The regression coefficient has a positive value of 0.588, indicating that there is a unidirectional relationship, that is, if learning readiness is high, student achievement will be good, and vice versa. The value of 0.588 also indicates that the learning readiness variable has a 58.8% influence on student achievement. Learning readiness referred to in this study is the readiness for physical conditions, psychological conditions, material conditions, and knowledge.

Based on data analysis, it is known that the indicators of student learning readiness fall into the very good category. This is evident from the results of the questionnaire distributed to 81 respondents, from the physical condition indicator, obtaining a TCR value of 89.62 which means that students have very good physical readiness, physical readiness is referred to as the condition of the sensory organs possessed by students before carrying out learning activities where students have good eyesight, good smell, and good hearing conditions, besides that students also have a healthy body condition and are physically strong to receive learning material.

The mental condition indicator obtained a TCR value of 85.43 which means that students have a very good mental condition. The mental condition in question is the mental readiness of brave students, the ability to face problems, such as students who dare to answer teacher questions, dare to ask questions, and have a high level of good confidence. The emotional condition indicator obtains a TCR value of 77.86 which means that students have a good emotional condition. The emotional condition here is defined as student optimism, resilience, and happiness, then furthermore the learning needs indicator obtains a TCR value of 87.83 which means students have very high learning needs. well, learning needs here means that students have a desire for students to participate in learning activities, so students can know what they are studying for.

The Effect of Learning Motivation on Learning Achievement

The hypothesis test findings showed that the learning motivation variable had a significant influence on learning accomplishment, t-count 5.773 more than the t-table value of 1.664, with a significance value of 0.000 less than 0.05, indicating that the hypothesis in this study was acceptable. This suggests that learning motivation impacts student accomplishment at SMK PGRI 2 Sidoarjo. The regression coefficient is positive, namely 0.293, indicating that there is a unidirectional relationship, that is, if learning motivation is high, student achievement will be good, and vice versa. The value of 0.293 also indicates that learning motivation has a 29.3% effect on student achievement. This study's learning motivation is the student's desire to achieve, the urge and needs to learn, and future aspirations.

Based on the results of data analysis, it is known that the indicators of student learning motivation fall into the good category. This is evident from the results of the questionnaire distributed to 81 respondents, from the activity duration indicator, obtaining a TCR value of 81.35 which means students have good activity duration, the duration of the activity in question is related to students' ability to use time for learning, activity frequency indicators gain the TCR value is 73.20 which means students have a good frequency of activities, the frequency of activities in question is the frequency with which students are involved in learning activities within a certain period of time, the activity persistence indicator obtains a TCR value of 81.23 which means students have good activity persistence, the persistence of activities is the hope or desire that students have related to the goals, objectives or targets they want to achieve, the devotion and sacrifice indicator obtains a TCR value of 70.86 which means students have devotion and sacrifice to learn well, the devotion and sacrifice referred to is how students provide a level of sacrifice of thought and energy to carry out priorities and complete assignments in learning activities.

Indicators of fortitude, tenacity, and ability to obtain a TCR score of 82.38, which means students have a good level of fortitude, tenacity, and ability to learn, this indicator relates to students' ability to face difficulties, catch up, and work hard to achieve goals learning, the aspiration level indicator obtained a TCR value of 92.34 which means students have very good aspiration levels, the aspiration level is the hope that students have for the future in carrying out assignments, where these aspirations are realistically related to the achievements to be achieved, the qualification level indicator achievement obtained a TCR value of 92.34 which means that students have a very good level of achievement qualification, this relates to the suitability of learning activities with the results, targets, or achievements to be achieved, and indicators of the direction of attitude towards activity targets obtain a TCR value of 81.38 which means that students have a good attitude towards the target of the activity, the direction of the attitude towards the target of the activity is the condition of the students, where they will face something that is positive or negative.

Effect of Learning Readiness and Learning Motivation on Learning Achievement

The hypothesis test findings suggest that learning preparedness and motivation have a major impact on student accomplishment. The determination test on the variable learning readiness and learning motivation obtained a result of 0.795 or 79.5%, which could mean that the variable learning readiness and learning motivation influenced student achievement by 79.5%, and the remaining 20.5% was influenced by other variables not examined in this study. According to the findings of the data analysis, the effect of learning readiness on learning achievement is 0.588, implying that the learning readiness variable has a 58.8% effect, and the effect of learning motivation on learning achievement is 0.293, implying that the learning motivation variable has a 22.3% effect.

The research hypothesis is accepted, this research is reinforced by Fauziyah's research (2019) which found that learning readiness and motivation are strongly related to learning achievement because both help create an enjoyable learning environment. It is difficult to develop a pleasant learning environment and achieve a high level of learning success without learning motivation. This research is supported by the research of Yani and Sari (2019) which shows that learning readiness and learning motivation have a positive effect on learning achievement, learning motivation and learning readiness can improve learning achievement and provide changes and changes. Encouraging learning and development of knowledge and abilities possessed by students. Because learning motivation becomes a vehicle that increases the desire to learn, while still emphasizing learning preparation, this will be in harmony with students' active participation in learning. This research is in line with Batatifani's research (2022) which explains that high learning motivation can improve student learning achievement because motivation and students obtain better learning outcomes, focus on learning in class, and readiness will enable a person to study actively, seriously, and enthusiastically.

CONCLUSION

This study has a novelty in the research object, after going through the research hypothesis analysis process, the study findings entitled The Effect of Learning Readiness and Learning Motivation on Student Achievement in the Basics of MPLB Subject with a population of Class X MPLB SMK PGRI 2 Sidoarjo concluded that learning readiness has a significant effect on learning achievement, motivation learning has a significant effect on learning achievement, and both learning readiness and learning motivation have an influence. Thus, further research can examine other variables that have the possibility to influence students learning achievements such as teacher readiness and learning environment.

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