

The Relationship Between Learning Motivation And Student Readiness To Take Exams

Rosdiana

University of Gorontalo; Rostiana12@gmail.com

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ABSTRACT

The level of student learning outcomes is influenced by the readiness of students to take the exam. This study aims to examine the relationship between learning motivation and students' readiness to take exams. This research uses descriptive correlational method, data collection uses a questionnaire and is analyzed using the percentage formula and correlation test using SPSS 20.00. the sample is 72 with the sampling method using simple random sampling technique. The results of the study (1) the results of research findings on students' learning motivation are classified as moderate. (2) The research findings regarding students' readiness to take exams are classified as moderate, (3) there is a significant relationship between students' learning motivation and students' readiness to take exams. The implication of this research is that counselors provide guidance and counseling services that can minimize students who lack motivation to learn, so that students can develop their potential. The services that can be provided are information services, group counseling services, individual counseling services and other Counseling Guidance services. Then the school principal is to provide a minimum of 2 (two) hours per week for each class used by the counseling teacher to carry out the above activities.

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Corresponding Author :

Rostiana
University of Gorontalo 1; Rosig12@gmail.com

1. INTRODUCTION

Education is an important capital that determines the future of a nation. Today, the rapid development of technology and information has an important role in the world of education in the era of globalization and the world's free market. Qualified Human Resources (HR) are needed for both developed and developing countries. Improving the quality of human resources is highly dependent on the quality of education in a country.

Along with the times, a person is required to equip himself with knowledge in order to be able to compete and defend himself from the various challenges of world life that he must face. Thus, it is through education that a person can obtain the knowledge they need.

In line with this in the National Education System Law No. 20 of 2003 Chapter I Article I explained that: Education is a conscious and planned effort to create a learning atmosphere

and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. Education has an important role in the life of a nation, because education transmits culture to future generations in the form of knowledge, skills, values and attitudes, so that humans become more respectable and have a higher position.

National education has the goal of improving the quality of Indonesian people as a whole through heart, thought, feeling and sports so that they have competitiveness in facing global challenges. Improving the quality of education is intended to produce graduates who are in accordance with the needs based on Indonesia's natural potential.

Furthermore, article 3 of the National Education System Law No. 20 of 2003 explains that: The function and purpose of national education is to develop capabilities and form dignified national character and civilization in the context of educating the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, creative, independent and become citizens of a democratic and responsible.

To find out whether the educational goals have been achieved or not, it is necessary to do an evaluation. In the world of education, the word evaluation is better known as tests, examinations and tests, where evaluation is an assessment of the level of success of students in achieving the goals set in a program, (Khampirat, 2021; Sharples et al., 2015). Furthermore, (Kukulka-Hulme et al., 2022; Tochtermann & Granitzer, 2008) argues that in terms of teaching and learning activities or learning activities, evaluation is giving consideration, value and meaning to data or information collected through measurement or assessment with standards so that a decision is made. Then (Prayitno & Amti, 2004) argue that the learning achievement test is a tool designed to reveal the extent to which students have achieved predetermined teaching goals.

From the results of the tests or evaluations carried out, it can be seen how the student's learning outcomes are over a certain period of time, so that it can be determined whether the student can go to a higher class or have to repeat in the same class, and can also determine whether the student can graduate or not. from a certain level of education.

The level of student learning outcomes is influenced by the readiness of students to take the exam. This is in accordance with the opinion of (Prayitno & Amti, 2004) who stated "in order for learning to be successful and successful it needs self preparation, namely physical preparation, psychological/mental preparation, preparation with subject matter and learning equipment/tools.

In this case what is meant by psychological/mental readiness includes attention, motivation and ideals. As explained by (Dimiyati & Mudjiono, 1999) that "students learn because they are driven by their mental strength. These mental strengths are in the form of desire/motivation, attention, and aspirations. These mental strengths can be classified as low or high".

From the expert opinion above it is known that motivation is one of the factors that influence student readiness in learning. The motivation referred to in this case is the motivation to learn. Motivation to learn is an encouragement that comes from within and from outside the students to follow the teaching and learning process well. This is supported by the opinion of (Lamatenggo, 2016; Uno, 2008, 2016) that "The essence of motivation to learn is internal and external encouragement to students who are learning to make changes in behavior in general and the desire to learn more enthusiastically." Thus, motivation is very influential in the learning process, to get better learning results.

Furthermore, (Uno, 2008) explains that there are six indicators that influence learning motivation, namely: a. There is desire and desire to succeed; b. There is a drive and need for learning; c. There are hopes and aspirations for the future; d. There is an appreciation in

learning; e. There are interesting activities in learning; f. The existence of a conducive learning environment, allowing a student to learn well.

From the expert's opinion, it can be concluded that motivation is a very influential thing on student success in learning. The phenomenon that occurs in schools today is that there are still students who are not ready to face exams caused by a lack of student motivation in learning. Based on the results of interviews conducted with 3 guidance and counseling teachers at SMP Negeri 3 it was found that there were students who did not pay close attention to the lesson, there were students who withdrew during class hours, there were students who arrived at school not eager to take part in the lesson, there were students who are unable to answer exam questions properly, and there are students whose test scores do not reach the minimum passing standard.

Furthermore, interviews were conducted with 10 students of SMP Negeri 3, and obtained data, including: (1) there were students who claimed to be less interested in certain subjects, (2) there were students who felt bored with certain subjects, (3) there were students who often dropped out during certain class hours, (4) there are students who admit that they only study when they are going to take exams or tests, (5) there are students who often study late into the night when they are going to take exams, causing students to lack sleep, lack of concentration during exams, (6) some students lack mastery of the subject matter to be tested, (7) there are still many students who think that the exam can pass by copying a friend's answer sheet.

Based on the above phenomenon, it is clear that students' motivation in learning is classified as poor, causing students not to be ready to take exams. This prompted the writer to research "The Relationship between Learning Motivation and Students' Readiness to Take Exams at SMPN 3".

2. METHODS

This research includes descriptive and correlational research, where descriptive research according to (Creswell, 2007; Scott, 2000) is: a type of research that aims to describe systematically, factually and accurately about facts and population characteristics or tries to describe phenomena in a systematic way. details.

While correlational research aims to determine whether there is a relationship between two or more variables, and how far the correlation is between the variables studied. According to (Clark, 1994) correlational research is research that looks at the relationship between one or several changes with one or several other changes.

Based on the opinions above, it can be concluded that this study will try to describe the learning motivation and readiness of students to take exams at SMP Negeri 3, then prove whether or not there is a relationship between learning motivation (X) and students' readiness to take exams (Y), this study test the level of significance "Relationship motivation to learn with the readiness of students to take the exam". The population in this study is the number of students of SMP Negeri 3 is 254 person. In this study, class IX was not included because they had finished taking the National Examination and the students were no longer at school. This research focused on students in class VIII. For more details, the description of the study population can be seen in the following table:

Table 1. Research population

No.	Class	The number of students
1	VIII1	30
2	VIII2	28
3	VIII3	28
4	VIII4	28
5	VIII5	27
6	VIII6	27
7	VIII7	28
8	VIII8	29
9	VIII9	29
Amount		254

Source: List of names of class VIII students at SMP Negeri 3

To determine the sample, the following steps are take With the Taro Yamane formula (in Riduwan, 2007), namely:

$$n = \frac{N}{Nd^2 + 1}$$

Note: N = Total population

n = Number of samples

d = Set precision

In this study the number of population is 254 and the precision level is set at 10%.

$$\begin{aligned} \text{So } n &= \frac{N}{Nd^2 + 1} \\ n &= \frac{254}{254 \cdot 0.1^2 + 1} \\ n &= \frac{254}{25.5} \\ n &= 71,75 = 72 \end{aligned}$$

Based on the results above, the number of samples in this study was at least 72 people, where the number of samples was obtained using the technique *simple random sampling*, with the following steps:

- Make a raffle by registering all class VIII in the population.
- Drawing class VIII which will be used as a sample.
- After fulfilling the number of samples, the draw was stopped.

Table 2. Research Sample

No.	Class	Number of Samples
1	VIII3	28
2	VIII6	27
3	VIII7	28
Amount		83

Data collection uses a questionnaire and to find out whether or not there is a relationship between learning motivation and students' readiness to take exams using correlational analysis. The description of each variable in this study uses the percentage formula from (Sudijono, 2010), namely:

$$P = \frac{f}{n} \times 100$$

Information:

P = Percentage rate

f = Frequency

n = Number of respondents

After being processed using the percentage formula, then determining the assessment criteria for each data obtained refers to the criteria put forward by (Usman & Akbar, 2003), namely:

Table 3. Criteria for Assessment of Student Motivation and Readiness to Take the Exam

Criteria		
Very high	(ST)	(Mean + 1.5 SD) and above
Tall	(T)	(Mean + 0.5 SD) to (Mean + 1.5 SD)
Currently	(S)	(Mean - 0.5 SD) to (Mean + 0.5 SD)
Low	(R)	(Mean - 1.5 SD) to (Mean - 0.5 SD)
Very low	(SR)	(Mean - 1.5 SD) and below

Meanwhile, to see the relationship or correlation between each variable X and Y, the *Pearson correlation data processing technique is used and processed with the SPSS (Statistical Product and Service Solution) computer program. Release 20.0 for windows*. This data analysis is intended to find out the relationship between learning motivation and student readiness to take exams, test its significance level and find the regression line equation for forecasting the magnitude of the value of Y (student readiness to take the exam) based on the value of X (learning motivation).

With the hypothesis testing criteria, namely: if significance < probability then H_a is accepted or the independent variable is related to the dependent variable (significant). If significance > probability then H_0 is rejected or the independent variable is not related to the dependent variable (not significant).

3. FINDINGS AND DISCUSSION

Based on the data processing that has been done, the research data are presented and analyzed in accordance with the research objectives previously proposed, namely (1) to describe the learning motivation of students in SMP Negeri 3, (2) to describe the readiness of SMP Negeri 3 students to take exams, and (3) Testing whether there is a significant relationship between learning motivation and students' readiness to take exams at SMP Negeri 3.

a. Conditions of student learning motivation

Based on the criteria for grouping descriptive data on the results of the research, the data obtained can be seen in the following table:

Table 4. Conditions of student learning motivation

Criteria	Score	Frequency	Percentage
Very good	≥ 143	0	0%
Good	$\geq 142\text{s/d} < 131$	26	36%
Pretty good	$\geq 130\text{ s/d} < 120$	30	42%
Not good	$\geq 119\text{ to} < 109$	9	13%
Very Not Good	≥ 143	7	10%
Whole		72	100
Average	125 (Good Enough)		

Based on Table 6, it can be seen in general the average student learning motivation quite **sufficient good** (42%). In particular, there is student motivation in the very good category (0%), good category (36%), not good (13%), and Very Bad category (10%). Then the criteria for grouping descriptive data from research on student readiness to take the exam, obtained data that can be seen in the following table:

Table 5. Readiness of students to take the exam

Criteria	Score	Frequency	Percentage
Very high	≥ 161	3	4%
Tall	$\geq 160\text{s/d} < 145$	21	29%
Currently	$\geq 144\text{ s/d} < 130$	23	32%
Low	$\geq 129\text{ to} < 114$	19	26%
Very low	< 114	6	8%
Whole		72	100
Average	137 (Medium)		

Based on Table 7, it can be seen that in general the average readiness of students to take exams at school is classified as **moderate**, namely with a percentage (32%), while in the very **high category** (4%), high (29%), low (26%) and in the very low category (8%).

b. Relationship between Student Learning Motivation and Student Readiness to Take Exams

The result of the calculation of the correlation coefficient between student learning motivation (X) and student readiness to take exams (Y) is 0.000 with a significance of 0.01. It can be interpreted that there is a significant positive relationship between student learning motivation and student readiness to take exams at school. That is, the better the student's learning motivation, the better the student's readiness to take the exam. On the other hand, the worse the student's learning motivation, the worse the student's readiness to take the exam.

At this stage, it will discuss the analysis of the findings from the results of research that has been conducted regarding the relationship between student learning motivation and student readiness to take exams. Based on the results of data analysis, the discussion will be adjusted to the research objectives as follows.

Based on the results of the research described earlier, The meaning of the results of this study indicate that student motivation is in the medium category, meaning that student motivation is still low and needs to be improved. Motivation basically can help in understanding and explaining individual behavior, including the behavior of individuals who are learning if students' learning motivation is low, the learning process will be disrupted. Motivation in this case is the driving force of every activity to be carried out. Without motivation, actions such as learning will not arise, (Hamalik, 2004).

From the results of the study it can be seen that most students still do not have motivation to learn, satisfying and optimal learning outcomes are motivated by a strong motivation. The more precise the motivation given, the more successful the lesson will be. Therefore it can be concluded that motivation is directly related to the goals to be achieved and the activities or efforts to be carried out in achieving the goals.

Through the results of this study, counseling teachers are expected to be able to play an active role in increasing student motivation. As is known in learning activities, motivation is said to be the overall driving force within the student that gives rise to learning activities, which guarantees the continuity of the activities and learning processes to provide direction to learning activities, so that the goals desired by the learning subject can be achieved (Sardiman, 2008, 2010). With motivation in learning, individuals will have the desire to be part of the learning process so that it will help achieve learning goals.

Based on the results of the research previously described, the meaning of the results of this study indicates that students' readiness to take exams is in the medium category, meaning that students are still not quite ready to prepare for exams. Readiness is the main factor that must be possessed by someone to carry out various activities. According to (Poerdarmawinta, 1958) readiness is "the overall condition of a person who makes him ready to respond or answer in a certain way in a situation". The conditions in question are physical and psychological conditions. Physical conditions include physical health and psychological conditions include intelligence, skills, attitudes and emotions.

In line with the opinion of the expert above, (Prayitno & Amti, 2004) suggests "in order for learning to be successful and successful it needs self preparation, namely physical preparation, psychological/mental preparation, preparation with subject matter and learning equipment/tools.

From the results of the study it appears that the physical readiness of students to take the exam is in the medium category. One form of physical readiness is having good physical health to carry out learning activities as a form of readiness to take exams. This is confirmed by (Mansur, 2018; Sukardi, 1983) that "in learning activities the success or failure of a person is largely determined by his physical condition, without optimal or healthy physical condition can directly affect the thinking process".

From the results of the study it can also be seen that the psychological readiness of students in facing exams is in the medium category. (Dimiyati & Mudjiono, 1999) states that "students learn because they are driven by their mental strength. These mental strengths are in the form of desire/motivation, attention, and ideals. These mental strengths can be classified as low or high". If the psychological readiness of students is not good, there will be feelings of anxiety, fear and anxiety, so that it will make students not calm when taking exams

The level of student learning outcomes is influenced by the readiness of students to take the exam. This is in accordance with the opinion of (Prayitno & Amti, 2004) who stated "in order for learning to be successful and successful it needs self preparation, namely physical preparation, psychological/mental preparation, preparation with subject matter and learning equipment/tools.

In this case what is meant by psychological/mental readiness includes attention, motivation and ideals. As explained by (Dimiyati & Mudjiono, 1999) that "students learn because they are driven by their mental strength. These mental strengths are in the form of

desire/motivation, attention, and aspirations. These mental strengths can be classified as low or high".

The correlation between student learning motivation (X) and student readiness to take exams (Y) is 0.000 with a significance of 0.01. It can be interpreted that there is a significant positive relationship between student learning motivation and student readiness to take exams at school. That is, the better the student's learning motivation, the better the student's readiness to take the exam. On the other hand, the worse the student's learning motivation, the worse the student's readiness to take the exam.

From the expert opinion above it is known that motivation is one of the factors that influence student readiness in learning. The motivation referred to in this case is the motivation to learn. Motivation to learn is an encouragement that comes from within and from outside the students to follow the teaching and learning process well. This is supported by the opinion of (Uno, 2016) that "The essence of motivation to learn is internal and external encouragement to students who are learning to make changes in behavior in general and the desire to learn more enthusiastically." Thus, motivation is very influential in the learning process, to get better learning results.

Student learning motivation is the overall driving force inside and outside the student that gives rise to learning activities that ensure the continuity of learning activities, so that the goals desired by the learning subject can be achieved. According to (Hamzah B. Uno & Nurdin Mohamad, 2013) learning motivation is:

Internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or elements that support it. It has a big role in one's success in learning. The indicators of motivation to learn can be classified as follows: (1) there is a desire and desire to succeed, (2) there is encouragement and need in learning, (3) there are hopes and aspirations for the future, (4) there is appreciation for students in learning, (5) there are interesting activities in learning, (6) there is a conducive learning environment that allows a student to study well.

From the opinion of these experts it can be concluded that motivation is one of the factors that influence student success in learning. Students' readiness to take exams can be influenced by the learning activities carried out by students, furthermore this is also influenced by students' motivation to study, without student learning motivation it will be difficult to achieve good exam results. This is supported by the opinion of (Dimiyati & Mudjiono, 1999) which states that "students learn because they are driven by their mental strength. These mental strengths are in the form of desire/motivation, attention, and ideals. These mental strengths can be classified as low or high".

From the expert opinions mentioned above, it can be concluded that students' readiness to take exams is influenced by their motivation in learning. Seeing the results of this research, it is hoped that the counseling teacher/counselor will provide guidance and counseling services that can minimize students who lack motivation to learn, so that students can develop their potential. The services that can be provided are information services, group counseling services, individual counseling services and other Counseling Guidance services. To the school principal to provide a minimum of 2 (two) hours per week for each class that is used by the counseling teacher to carry out the above activities.

4. CONCLUSION

Based on the research results, this research can be concluded as follows: The results of research findings about student motivation is classified as moderate; The results of the research findings regarding the readiness of students to take exams are classified as moderate; There is a significant relationship between Student Learning Motivation with Student Readiness to Take Exams.

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