



Effect of Motivation on Learning and Learning Habits on Student Learning Outcomes in the High School of Ambon City

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Research Highlights

This study aims to determine the effect of learning motivation and study habits on the learning outcomes of high school students in Ambon City. Survey research was conducted at SMA Ambon samples included 200 students drawn at random (*randomsampling*). Testing the research hypothesis using multiple regression analysis with SPSS. The results of this study conclude that: (1) there is a significant effect of learning motivation on student learning outcomes, (2) there is a significant effect of learning habits on student learning outcomes, and (3) there is a joint effect of learning motivation and learning habits on learning outcomes students. Based on the results of this study, it was recommended that improving student learning outcomes required increased learning motivation and study habits.

Keyword: Learning Motivation, Study Habits, and Learning Outcomes

Research Objectives

Learning in essence is a long-term change in mental representations or associations produced by experience (Ormrod, Anderman, and Anderman, 2017:271). Based on this definition, learning can be identified based on the three components contained in it, including: results, processes and factors that influence it: *first*: learning produces change in the long run, second, the learning process involves mental representation or association that occurs in the brain, and *third*, changes due to learning are generated by experience.

Woolfolk (2017) emphasizes the importance of student interaction with the environment as part of the learning process. According to him:

Learning occurs when experience (including practice) relatively permanent causes of change in an individual's knowledge, behavior, or potential for behavior. The change may be deliberate or unintentional, for better or worse, incorrect, and conscious or unconscious. ... To qualify as learning, this change must be brought about by experience - by the interaction with the person with his or her environment. (Woolfolk, 2017)

The above definition means that learning occurs when experience (including practice) causes relatively permanent changes in a person's knowledge, behavior, or potential behavior. The change may be intentional or unintentional, good or bad, right or wrong, and conscious or unconscious. In order to qualify as learning, this change must be caused by experience, by the interaction of someone with their environment.

The term motivation comes from the Latin word "*move*" which means moving. Based on this understanding the meaning of motivation develops. From a biological perspective, Ratey as quoted by (Wlodkowski, 2008)

Habits are "*individual's tendency to act in customary or automatic ways acquired by practice or experience. It is closely connected with learning*"; the tendency of individuals to act in ordinary or automatic ways obtained through practice or experience (Nagaraju, 2004).

Methodology

This study uses a quantitative approach with a survey method. The definition of quantitative research is "research methods that are based on the philosophy of positivism, used to examine a population or a particular sample, data collection using research instruments, quantitative / statistical data analysis, with the aim of testing the hypothesis that has been set" (Sugiyono, 2014: 13) The research variables consisted of 1 (one) dependent variable namely Sociology Subject Learning Outcomes (Y) and 2 (two) independent variables which included: learning motivation (X₁), and study habits (X₂).





Results

Based on the results of testing the first hypothesis it can be concluded that there is a significant effect of learning motivation on student sociology learning outcomes. These conclusions show that the higher student learning motivation, the higher the sociology learning outcomes of students.

The correlation between learning habits and students' sociology learning outcomes obtained in this study shows their usefulness and provides guidance that learning habits are one of the main factors contributing to students' sociology learning outcomes. From these results it can also be interpreted that the increase in learning habits will contribute meaningfully to students' sociology learning outcomes.

Based on this study, it can be seen that students' sociology learning outcomes will be high if students' learning motivation is high, because learning motivation is an effective driver of students to achieve the highest achievement. Students' sociology learning outcomes can be optimized by increasing learning motivation and student learning habits that encourage them to stay passionate and consistently always show the best performance in achieving the best performance. Thus the findings of this study indicate that learning motivation and learning habits have a significant effect on student learning outcomes.

Findings

Based on the results of data analysis described in the previous chapter, the findings of the results of this study can be summarized as follows:

1. There is a positive and significant effect of learning motivation on student sociology learning outcomes, which means, that an increase in learning motivation will result in increased student sociology learning outcomes.
2. There is a positive and significant influence of learning habits on student sociology learning outcomes, which means, that an increase in learning habits will result in increased student sociology learning outcomes.
3. There is a significant effect on the effectiveness of learning motivation and learning habits together on students' sociological learning outcomes which means that if there is a one-unit increase in learning motivation and control of learning habits, then the increase will be followed by an increase in student sociology learning outcomes, if there is an increase one unit on learning habits and control of learning motivation, then the increase will be followed by an increase in student sociology learning outcomes.

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