

The Learning Motivation and Learning Outcomes of Islamic Senior High School Students: Comparative and Correlative Studies between Students Who Graduate from Junior High Schools and Islamic Junior High Schools

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Abstract. *This study aims to compare the learning motivation and learning outcomes of Islamic senior high schools students who graduate from Islamic junior high schools and general junior high schools and determine the correlation between learning motivation and learning outcomes of Islamic senior high school students. This research is ex-post facto research with a quantitative approach. The data was collected using a learning motivation questionnaire and documentation of students' report scores in Mathematics, Physics, Chemistry, Biology, and English. The research sample includes 55 students who graduate from junior high schools and 155 students who graduate from Islamic junior high schools. The research results show that the students who graduate from Islamic junior high school have higher learning motivation and better learning outcomes than students who graduate from general junior high school. Furthermore, the correlation between learning motivation and learning outcomes is 0.006 and 0.038 for students who graduate from junior high schools and Islamic junior high schools, respectively. The correlation between learning motivation and learning outcomes of students who graduate from junior high school students has a smaller significance than students who graduate from Islamic junior high schools. In the future, Islamic senior high schools are expected to increase students learning motivation in an effort to improve students learning outcomes.*

Keywords: *Learning Motivation, Learning Outcomes, Islamic School, Madrasah Students*

INTRODUCTION

Education has a vital role for us because it can encourage the individual development of every human being in all aspects of personality and life (Aulia & Amra, 2021; Saleha et al., 2022). Education is also used as an indicator of progress for the nation, so it is essential in supporting the development and being the foundation of the nation's competence (Akbar & Fajri, 2022; Wulandani & Putri, 2022). With education, humans can face and solve problems and challenges they face (Febriyani & Warmansyah, 2021; Priyanti & Warmansyah, 2021; Warmansyah et al., 2022). Therefore, education cannot be separated from the efforts that must be made to create quality and competent human resources (Maptuhah & Juhji, 2021; Nisak et al., 2022). Education improves a person because of the additional knowledge, insight, skills, and breadth of ways of thinking (Badrudin et al., 2022; Warmansyah, 2020). Therefore, education is one of one's efforts to achieve a decent life and achieving prosperous life (Mulyati & Sisrazeni, 2022; Saleha et al., 2022).

Currently, the quality of education in Indonesia is still low the condition of Indonesian students' ability in science is ranked 48 out of 56 countries, while in mathematics, it is ranked 50 out of 57 countries, and problem-solving ability is ranked 39 out of 40 countries (Hidayati, 2016). Nevertheless, based on a report from the Program for International Student Assessment (PISA) 2018, the grades of reading abilities of madrasa students increased significantly. In PISA 2009 and 2015, there was a sharp increase in the average reading ability of Islamic senior high school (MA) students, so the difference with the average score of general senior high school (SMA) students

narrowed. Even it exceeded the average value of vocational senior high school (SMK) students in the last two rounds of PISA. Whereas in PISA 2012, when the average score of other types of schools fell, the average PISA score of Islamic junior high school (MTs) students increased to above the average score of junior high school (SMP) students. Madrasahs throughout Indonesia account for about 17% of the GER (Gross Participation Rate) nationally (Rastuti & Prahmana, 2021). Furthermore, according to the LTMPPT (University Entrance Test Institute) version, the academic achievement of State Madrasah Aliyah for Scholar Persons (MAN Insan Cendekia) ranks first nationally, surpassing similar levels of education. This fact means that the quality of madrasahs can compete with general schools (Zaini & Syafaruddin, 2020).

The learning methods used in learning can also affect students' motivation so that later it impacts the learning outcomes of these students (Ariyanti et al., 2018). Furthermore, research in Iraq concluded that a teacher's learning and teaching model would increase student interest in the lesson (Mustafa, 2018). In addition to learning strategies (Mugiyati et al., 2022; Saleha et al., 2022), learning motivation is an essential indicator of improving student learning outcomes (Novita & Rusdi, 2021; Nuha & Munawaroh, 2022; Putra, 2021). A study stated that the achievement of motivation is closely related to learning outcomes. In addition, this study also shows the influence of motivation on what and how students learn. Students will be motivated to learn when they feel they are getting smarter (Petrus et al., 2016).

Many factors affect the high and low students' learning motivation both from within and outside the students themselves. One of the factors is students' traits, habits, and intelligence (Agustiningtyas & Surjanti, 2021; Pratama & Ghofur, 2021; Syachtiyani & Trisnawati, 2021; Welong et al., 2020). Students learning motivation is also affected by the different educational backgrounds of students; of course, the differences in educational backgrounds will lead to different learning motivations (Rosyid & Suhayati, 2020). The learning environment also has a role in encouraging high and low motivation to learn. A great learning environment can be in the form of a classroom or a school environment. Students will be easily motivated if the surrounding environment can support these students to study well (Adawiah, 2019).

The Islamic Junior High School (MTs) is one form of formal education unit that organizes general education with the peculiarities of the Islamic religion at the basic education level as a continuation of general or Islamic elementary school or other equivalent forms under the Minister of Religion. On the other hand, the Junior High School (SMP) is a form of formal education unit that organizes general education at the basic education level as a continuation of general or Islamic elementary school or other equivalent forms under the regency or administrative city government. These educational institutions have students with the characteristics, habits, intelligence, and different learning environments. These differences will lead to different learning motivations from the students owned by the two educational institutions. Students learning motivation will be affected by different educational backgrounds of students. Of course, the differences in educational backgrounds will lead to different learning motivations.

The presence of high learning motivation can create a conducive and interactive learning atmosphere. In addition, this motivation can also help students in their independence in learning (Eriyanto et al., 2021). Previous research concluded that motivation in learning is influenced by several elements, the aspirations of the soul, the abilities of the students, the condition of the students, the environmental conditions of the students, the dynamic process of learning, and the efforts made by the teacher in learning (Triarisanti & Purnawarman, 2019). Another study involved several aspects that became indicators in determining student motivation, like thirst and desire to learn, encouragement and need in learning, hopes and aspirations for the future, appreciation for learning, the existence of exciting activities in learning, and a conducive environment. This research concludes that learning motivation has a significant influence on student achievement. The higher the motivation of students in learning, the higher their achievement (Robbi et al., 2020). Also, previous research concluded that the learning outcomes of students with high motivation significantly differed from those with low motivation (Usman et al., 2021).

Many students and parents, as customers of educational services confused about determining the right school choice (Azzahra et al., 2021). Various schools offer their respective advantages for the attention of students and parents, such as good curriculum quality, supportive school locations, and attractive school achievements (Warmansyah, 2020). Several studies stated that Islamic senior high school was more in demand by Islamic junior high schools than general junior high schools students. This result concluded that the motivation of junior high schools students to continue their education in madrasah is small, especially compared to Islamic junior high schools students (Prapitasari et al., 2019). Meanwhile, a state Islamic senior high school in Tanah Datar, West Sumatra, has students who graduate from Islamic junior high schools and dominate compared to junior high schools. Therefore, this study aims to examine and compare the learning motivation and learning outcomes of Islamic senior high school students who graduate from Islamic junior high schools and general junior high schools and determine the correlation between learning motivation and learning outcomes of Islamic senior high school students.

METHOD

This research is ex-post facto research with a quantitative approach. The object of this research is a State Islamic Senior High School in Tanah Datar, one madrasa with the most number of students in West Sumatra. The study involved data from 210 samples comprising 155 students who graduate from Islamic Junior High School and 55 students who graduate from Junior High School.

The research instruments used include learning motivation questionnaires and documentation of student reports. The questionnaire was compiled based on several indicators to measure students' learning motivation, including duration of learning activities, frequency (quantity) of studies, persistence and attachment to learning objectives, fortitude and tenacity in the face of obstacles and difficulties in dealing with learning objectives, devotion and sacrifice to achieve learning goals, the level of aspirations (intentions, plans, ideals, goals or targets) in learning, the level of achievement qualification and output achieved as well as the level of satisfaction, and happy or not happy with the awareness of learning (Makmun, 2001). At the same time, the data on students learning outcomes in this study was taken from the student reports' mathematics, physics, chemistry, biology, and English subject scores.

Based on these research instruments, the sample was categorized into two types of sample classification based on the level of students learning motivation and students' learning outcomes. Based on the level of students learning motivation, students are classified as having very low, low, medium, high, or very high learning motivation. Meanwhile, based on the learning outcomes, the sample is divided into very low, low, moderate, high, and very high categories. Then the research continued with data processing using inferential statistical methods: the Pearson Correlation Test, F Test, and T-Test.

FINDINGS

The distribution of the student's learning motivation level at a State Islamic Senior High School in Tanah Datar is displayed in Table 1.

Table 1. The Distribution of Students' Learning Motivation Based on Their Educational Backgrounds

Learning Motivation Level	Ex-Junior High School Students			Ex-Islamic Junior High School Students		
	Frequency	Percentage	Cumulative Percentage	Frequency	Percentage	Cumulative Percentage
Very Low	0	0	0	0	0	0
Low	4	27,3	7,3	2	1,3	1,3
Medium	41	74,5	81,8	32	20,6	21,9
High	8	14,5	96,4	98	63,2	85,2
Very High	22	3,6	100,0	23	14,8	100,0

Table 1 shows that the percentage of samples who graduate from junior high schools with high and very high learning motivation is 18.1%, while those who graduate from Islamic junior high schools is 78.0%. This fact shows that students who graduate from Islamic junior high schools have higher learning motivation than students who graduate from general junior high schools. At the same time, the distribution of students learning outcomes categories at State Islamic Senior High School in Tanah Datar can be seen in Table 2.

Table 2. The Distribution of Students' Learning Outcome Categories Levels Based on Their Educational Backgrounds

Learning Motivation Level	Ex-Junior High School Students			Ex-Islamic Junior High School Students		
	Frequency	Percentage	Cumulative Percentage	Frequency	Percentage	Cumulative Percentage
Very Low	7	12,7	12,7	5	3,2	3,2
Low	46	83,6	96,4	37	23,9	27,1
Medium	2	3,6	100,0	100	64,5	91,6
High	0	0	100,0	13	8,4	100,0
Very High	0	0	100,0	0	0	100,0

Based on Table 2, the percentage of samples who graduate from junior high schools with medium to very high learning outcomes is only 3.6%. In comparison, the percentage of samples who graduate from Islamic junior high schools with moderate to very high learning outcomes is 72.9%. This data shows that students who graduate from Islamic junior high schools get better learning outcomes than those who graduate from general junior high schools.

This study tested the normality of the sample using the Kolmogorov-Smirnov (K-S) test to determine the correlation between learning motivation and learning outcomes and got a significance level of 0.557 for a sample of students who graduate from Islamic junior high school and 0.770 for a sample of those who graduate from junior high school. It can be concluded that the data is distributed normally.

In addition, the homogeneity test of the sample using the Levene test method. The results of the homogeneity test showed in Table 3.

Table 3. Homogeneity Test Results

The Sample Data	Levene Statistics	Significance Level
Learning Motivation of Ex-Junior High School	1,109	0,378
Learning Outcomes of Ex-Junior High School	0,957	0,521
Learning Motivation of Ex-Islamic Junior High School	5,905	0,078
Learning Outcomes of Ex-Islamic Junior High School	1,809	0,051

Table 3 shows that all samples tested by Levene in this study are homogeneous. Cause the data has a normal distribution and is homogeneous, the correlation between learning motivation and learning outcomes used three methods: the Pearson Correlation Test, F Test, and T-Test.

The results of the Pearson Correlation Test for the relationship between students learning motivation and outcomes of Ex-Junior High School are displayed in Table 4, while for Ex-Islamic Junior High School are displayed in Table 5.

Table 4. The Results of the Pearson Correlation Test for Ex-Junior High School

		Learning Motivation of Ex-Junior High School	Learning Outcomes of Ex-Junior High School
Learning Motivation of Ex-Junior High School	Pearson Correlation	1	0,072
	Sig. (2-tailed)	0,000	0,006
	N	55	55
Learning Outcomes of Ex-Junior High School	Pearson Correlation	0,072	1
	Sig. (2-tailed)	0,006	0,000
	N	55	55

Table 5. The Results of the Pearson Correlation Test for Ex-Islamic Junior High School

		Learning Motivation of Ex-Islamic Junior High School	Learning Outcomes of Ex-Islamic Junior High School
Learning Motivation of Ex-Islamic Junior High School	Pearson Correlation	1	0,237
	Sig. (2-tailed)	0,000	0,003
	N	155	155
Learning Outcomes of Ex-Islamic Junior High School	Pearson Correlation	0,237	1
	Sig. (2-tailed)	0,003	0,000
	N	155	155

Based on Table 4 and Table 5, it can be concluded that the correlation coefficient between learning motivation and student learning outcomes of ex-junior high school is 0.072, with a significance level of 0.006. This value is smaller than 0.005. So the relationship is significant. In comparison, it is also concluded that the correlation coefficient between learning motivation and student learning outcomes of ex-Islamic Junior High School is 0.237, with a significance level of 0.003. So the relationship is also significant.

Then, the result of the F-test (Table 6) shows that the significance level of the relationship between learning motivation and learning outcomes is less than 0.05. This result shows that the two variables above have a significant relationship.

Table 6. The Results of the F-Test

Model	Junior High School					Islamic Junior High School				
	Sum of Squares	df	Mean Square	F	Sig	Sum of Squares	df	Mean Square	F	Sig
Regression	0,115	1	0,115	0,278	0,006	6,684	1	6,684	9,103	0,003
Residual	22,020	53	0,415			112,341	153	0,734		
Total	22,135	53				119,026	153			

Lastly, the T-test result also shows that the two variables have a significant relationship. Let us see Table 7.

Table 7. The Results T-Test

Learning Motivation of Ex-Islamic Junior High School					Learning Motivation of Ex-Junior High School				
Unstandardized Coefficient		Standardized Coefficient	T	Sig	Unstandardized Coefficient		Standardized Coefficient	t	Sig
B	Std. Error	Beta			B	Std. Error	Beta		
6,702	0,736	0,72	9,101	0,000	4,732	0,546	0,237	8,666	0,000
0,108	0,205		0,527	0,006	0,458	0,152		3,017	0,003

DISCUSSION

Motivation is a force that drives students to achieve maximum learning outcomes (Novita & Rusdi, 2021). Determination of student learning success depends on how he views achievement itself, students who consider learning achievement as an essential thing and make it a goal means it has motivation in itself. According to McClelland, students with high motivation, such as those with a desire for achievement, seek or choose situations in which they are responsible for solving various problems (Sofyandi & Garniwa, 2007). Learning motivation is an impulse that arises from within students so that they can learn to be better (Aprianda, 2021). Growing student motivation in learning impacts the desire to be better at learning so that learning independence grows (Putri, 2021). One characteristic of someone motivated to learn is the passion or desire to learn (Syachtiyani & Trisnawati, 2021).

Research by Wijayanti & Widodo (2021) concluded that there is a positive influence of learning motivation on learning outcomes. The higher the learning motivation, the better the achievement of learning outcomes, and vice versa; if the motivation is low, learning outcomes will also be low. This research reinforces previous reports that there is a relationship between learning motivation and student learning outcomes (Agustingtyas & Surjanti, 2021; Andriani & Rasto, 2019; Ningtiyas & Surjanti, 2021; Pratama & Ghofur, 2021).

The existence of encouragement or motivation helps students to continue learning with enthusiasm without feeling forced and bored to achieve the expected learning goals. This fact is reinforced by the research of Puspitasari et al. (2022), which states that learning motivation positively impacts learning outcomes that make students active in learning activities through personal encouragement and desire. Tokan & Imakulata (2019) argues that a person's view of learning will affect his actions related to learning and everyone has a different view of learning.

Also, Yulianingsih et al. (2020) concluded that motivation has two properties, intrinsic and extrinsic. Motivation is needed in schools because not all learning in schools can attract interest or suit the needs of students. Besides the parents at home that have a role as the principal educator and focus on children's learning activities at home (Ashari & Anwar, 2022), teachers at schools as parents of both students have the mandate to facilitate students to learn in a comfortable, safe, and conducive environment so that student motivation in learning increases and student learning outcomes become optimal (Aini & Fitria, 2021).

Previous research also concluded that differences in educational background more or less affect students' perceptions of learning at further education, especially for students with general junior high school or Islamic junior high school backgrounds, ultimately affecting learning motivation and achievement. This research reflects that students with Islamic junior high school backgrounds can better adapt and are motivated to learn to receive new environmental learning in Islamic senior high school.

Therefore, Islamic senior high schools must make more efforts to increase the motivation of students who graduate from general junior high schools to balance the motivation of those who graduate from Islamic junior high schools so that the learning outcomes of all madrasa students can be optimally evenly. In addition, it is necessary to cooperate between teachers and parents to increase students' learning motivation simultaneously and sustainably. The teacher's role must be maximized to increase student learning motivation by selecting the right learning strategies and assisting in adapting to the new learning environment (Putra, Hafis, Laswadi, & Oktafia, 2020). This action is expected to increase student learning motivation, one of the most critical factors determining student learning success (Azzahra et al., 2021).

CONCLUSION

Students who graduate from Islamic junior high schools have a higher learning motivation percentage than those who graduate from junior high schools. Similar results were also shown from the level of student learning outcomes; students who graduate from Islamic junior high schools

have a higher percentage of learning outcomes than those who graduate from junior high schools. This research also concluded that learning motivation has a significant relationship with the learning outcomes obtained from the students. The authors suggest that many parties involved in the educational environment in Indonesia maintain their students' motivation so that the learning outcomes can increase continuously.

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