

The Effect of Intrinsic Learning Motivation and School Learning Environment on Economics Learning Outcome at SMK Wijaya Putra Surabaya

Muhammad Miftah Farid

Study Program of Economics Education, Graduate Program of Universitas Negeri Malang

ABSTRACT: *This study aimed to analyze the effect of intrinsic learning motivation and school learning environment on economics learning outcome partially and simultaneously. Population and sample of this study was 87 X grade students of accounting at SMK Wijaya Putra Surabaya. Data gathering techniques used were questionnaires and documentations. Analysis method used was multiple linear regressions. The result of the study showed that intrinsic learning motivation and school learning environment partially affected learning outcomes significantly positive. Intrinsic learning motivation and school learning environment simultaneously affected learning outcomes significantly positive.*

Keywords: *intrinsic learning motivation, school learning environment, learning outcomes*

I. INTRODUCTION

In the process of good and lifetime education, school is the formal education institution excelled in distributing education. Hence, education holds a very important role to create worthwhile society for Indonesia. For improving education quality, improving teachers' competences to interact with students in learning process is urged to do. Teachers must have extensive knowledge and more experiences in educating students in order to achieve learning goals.

Achieving learning goals in the learning process can be seen in students' learning outcomes. Dimiyati and Mudjiono (2009) said that learning outcomes can be seen from two different sides: student and teacher. From student side, learning outcome is defined as better level of mental development compared to its level before studying. The level of mental development embodies cognitive, affective and psychomotor. Meanwhile, from teacher side, learning outcome is a completion of learning materials.

Based on observation done by researcher at SMK Wijaya Putra Surabaya, there was some information gathered. Firstly, there were three classes of grade ten of accounting, namely: X Ak 1 with the number of students were 30; X Ak 2 with the number of students were 29; and X Ak 3 with the number of students were 28. Secondly, minimum achievement criterion of economics course was 75, while classical achievement was $\geq 75\%$. The recent phenomenon showed that the learning outcomes of 87 students X Ak 1, X Ak 2, and X Ak 3 on economics course were categorized as low. It could be seen in students' daily tests scores in first semester that only 30% of total students or 26 students had not achieved the minimum achievement criterion of 75, so that they needed to have remedial. Meanwhile, 70% of total students or 61 students had achieved the minimum achievement criterion. During this time, students were less active in learning process and found it difficult to comprehend the materials so that students had not yet achieved maximum learning outcomes.

Students' achievement in their learning process was affected by some factors. According to Syah (2005), the influential factors on students' learning process are divided into three types, namely: internal factors, external factors, and learning approaches factors. Internal factors are derived from students themselves to determine learning success since the main target of learning process is students as learning subjects. One of students' internal factors that support students' success is intrinsic learning motivation. According to Djamarah (2011) in learning process, learning motivation is highly needed because it is impossible for student who does not have any learning motivation to do studying. The recent phenomenon is students' self-motivation is still low; students are less active to ask, answer, and deliver their opinions so that in learning process in economics course in classroom is considered low. Students who have high motivation will have much more energy to study because high motivation makes students to be more interested in learning and actively involved in learning process.

Learning motivation is needed by students in their learning process in order to achieve the target. Based on Uno (2008), learning motivation indicators inside students are desires to succeed, encouragements and needs in learning, future goals. Meanwhile, according to Nurtalawati (2012) her research finding revealed that learning motivation affected 88% on economics' learning outcomes. By having such learning motivation, students will easily gain maximum learning outcomes.

Maximum learning outcomes is supported not only by students' internal factors, but also supported by students' external factors. School learning environment is external factor that affects students' learning outcomes. Suwarno (2006) stated that learning environment is where the learning process takes place. Learning environment is one of factors that has important role to the continuity of good learning.

Slameto (2010) said that students who study will receive any effects from their school environment. Those influential factors are: teaching methods, curriculum, teacher-student relationship, student-student relationship, school disciplinary, learning aids, school time, learning standards, building condition, learning methods, and homework. The real phenomena of learning environment has captured that there were some students who did not obey school rules such as coming late to economics class; there were some students who did not do their economics homework; and students' learning environment at SMK Wijaya Putra Surabaya was considered by students less encouraging on their learning achievements due to some obstacles such as: one of the classes was being renovated so that economics classes for X, XI, and XII grade took turns to use laboratory. Partono (2004) in his research revealed that learning environment contributed 18.57% on learning achievement in economics course.

By pointing out those problems, researcher was interested to conduct research at SMK Wijaya Putra Surabaya in order to figure out the effect of intrinsic learning motivation and school learning environment on economics learning achievement at SMK Wijaya Putra either partially or simultaneously.

This study only employed intrinsic learning motivation. Indicators of intrinsic learning motivation are as follow: desires to succeed, encouragements and needs in learning, future goals. Meanwhile, indicators of school environments are as follow: conditions of school where learning takes place, teaching methods, building condition and school facilitations, teacher-student relationship, and school disciplinary.

Learning outcome is final assessment of a process and repeated introduction. Learning outcome is kept in a long-term storage or even inerasable since it will contribute to form individuals who always want to achieve better outcomes so that it will bring about behaviour changes after following educational learning process. Hence, in this study learning outcome referred to mid-semester tests' scores.

Hypotheses formulated in this study are as follow:

H1: Intrinsic learning motivation affects Economics learning outcomes at SMK Wijaya Putra Surabaya.

H2: School learning environment affects Economics learning outcomes at SMK Wijaya Putra Surabaya.

H3: Intrinsic learning motivation and school learning environment simultaneously affect Economics learning outcomes at SMK Wijaya Putra Surabaya.

II. RESEARCH METHODS

Quantitative approach was applied in this study. Variables of this study were: intrinsic learning motivation (X_1), learning environment (X_2) as independent variable, and learning outcomes (Y) as dependent variable. The population was 87 X grade students of Accounting at SMK Wijaya Putra Surabaya. Meanwhile, research sampling applied saturated sampling in which all member of population was taken as samples. The study took place at SMK Wijaya Putra Surabaya which was located at Benowo Surabaya road. The study was done in odd semester academic year 2016/2017.

Data gathering method used in this research was questionnaires and documentation. Questionnaires were used to figure out variables of intrinsic learning motivation and school learning environment. Data was analyzed using descriptive analysis and multiple regressions. Descriptive analysis was used to reveal intrinsic learning motivation, school learning environment, and students' learning outcomes. However, regression analysis was used to determine the relationship between independent variable and dependent variable either partially or simultaneously.

III. RESEARCH RESULTS

Multiple regression analysis was used to determine among three variables whether there is effect of intrinsic learning motivation variable (X_1) and learning environment variable (X_2) on students' learning outcomes. Multiple linear regression analysis then was done for independent variable on dependent variable with the following regression equation:

$$Y = 31.041 + 0.549 X_1 + 0.523 X_2 + e.$$

Table 1.1: Results of Multiple Regression Calculation on Mid-semester Tests Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.041	2.165		14.338	.000
	Motivation	.549	.078	.499	7.004	.000
	Environment	.523	.078	.477	6.705	.000

a. Dependent Variable: Learning Outcomes

From multiple linear regression equation above, it can be explained that:

1. The constant (α) was 31.049 meaning that by considering dependent variables were equal to 0, then students' mid-semester tests outcomes on Economics course at SMK Wijaya Putra Surabaya were in positive condition of 31.041.
2. Intrinsic learning motivation coefficient ($b1$) was 0.549 meaning that every one percent increment of intrinsic learning motivation on Economics course at SMK Wijaya Putra Surabaya, then students' mid-semester tests outcomes on Economics course at SMK Wijaya Surabaya will increase 0.549 percent. In this state, another factor that affected students' mid-semester tests outcomes on Economics course at SMK Wijaya Surabaya was considered constant.
3. School learning environment coefficient ($b2$) was 0.523 meaning that every one percent increment of school learning environment on Economics course at SMK Wijaya Putra Surabaya, then students' mid-semester tests outcomes on Economics course at SMK Wijaya Surabaya will increase 0.523 percent. In this state, another factor that affected students' mid-semester tests outcomes on Economics course at SMK Wijaya Surabaya was considered constant.

Statistical F-test was used to determine whether there was simultaneous effect of independent variable on dependent variable. In order to figure out that effect, we noted on the comparison of value (sig) probability. If sig was < 0.05 , therefore H_a was accepted and if sig was > 0.05 then H_a was rejected..

Table 1.2: F-Test Result ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4590.342	2	2295.171	310.540	.000 ^a
	Residual	620.836	84	7.391		
	Total	5211.178	86			

a. Predictors: (Constant), Environment, Motivation

b. Dependent Variable: Learning outcomes

Based on the processed data, it was known that the result of F-test value (sig) probability in this study was $0.000 < 0.05$. Therefore, H_o was rejected and H_a was accepted so that it could be concluded that simultaneously independent variable of intrinsic learning motivation and school learning environment affected significantly and positively students' mid-semester test outcomes on Economics course at SMK Wijaya Putra Surabaya. The simultaneously effect of intrinsic learning motivation and school learning environment on mid-semester test outcomes could be seen from its determination coefficient (Adjusted R-square).

Table 1.3: Determination Coefficient Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.939 ^a	.881	.878	2.719

a. Predictors: (Constant), Environment, Motivation

The simultaneously effect of intrinsic learning motivation and school learning environment on mid-semester test outcomes that could be seen from its determination coefficient (Adjusted R-square) was 0.878. It showed that the mid-semester test outcomes were effect by intrinsic learning motivation and school learning environment 87%. Another 13% was affected by others factors, except variables of intrinsic learning motivation and school learning environment.

Next, variable testing of intrinsic learning motivation and learning environment partially was done by partial test (T-test). The result was as follows:

Table 1.4: T-test Result Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.041	2.165		14.338	.000
	Motivation	.549	.078	.499	7.004	.000
	Environment	.523	.078	.477	6.705	.000

a. Dependent Variable: Learning Outcomes

From Table 1.4, it can be revealed that the significance value of each independent variable was:

1. Variable X_1 of intrinsic learning motivation has significance value (sig) = $0.000 < \text{significance level } \alpha = 0.05$ so that it can be concluded that there was positive and significant effect of intrinsic learning motivation on students' mid-semester test outcomes on Economics course at SMK Wijaya Putra Surabaya.

- Variable X₂ of school learning environment has significance value (sig) = 0.000 < significance level α = 0.05 so that it can be concluded that there was positive and significant effect of school learning environment on students' mid-semester test outcomes on Economics course at SMK Wijaya Putra Surabaya.

After T-testing, it was revealed that the partial r^2 value was:

Table1.5: Partial r^2 Value Coefficients^a

Model		Correlations			Co linearity Statistics		
		B	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	31.041					
	Motivation	.549	.904	.607	.264	.280	3.575
	Environment	.523	.901	.590	.252	.280	3.575

a. Dependent Variable: Learning Outcomes

Based on table above, it can be revealed the partial r^2 value was as follow:

- Partial r^2 value for intrinsic learning motivation variable (X1) was 0.368. It showed that intrinsic learning motivation (X1) partially affected learning outcomes (Y) by 36%.
- Partial r^2 value for school learning environment variable (X2) was 0.348. It showed that school learning environment (X2) partially affected learning outcomes (Y) by 34%.

IV. DISCUSSIONS

1. The Effect of Intrinsic Learning Motivation on Students' Learning Outcomes

Referring to multiple linear regression analysis result of intrinsic learning motivation effect on students' learning outcomes at SMK Wijaya Putra Surabaya, it showed that intrinsic learning motivation significantly and positively affected students' learning outcomes which meant that the high intrinsic learning motivation had real impact on the high students' learning outcomes. If intrinsic learning motivation increased, therefore learning outcomes would also increase with assuming that other independent variables were constant. Positive value of these variables showed that intrinsic learning motivation was in line with students' learning outcomes; the higher intrinsic learning motivation meant the higher students' learning outcomes.

This finding revealed that intrinsic learning motivation affected students' learning outcome which was similar to previous research results done by Dwija (2008) and Rejeki (2012) which concluded that learning motivation would affect learning outcomes. It also was supported by previous research results done by Wiyono (2003), Hamdu (2011), and Rahman (2011) that learning motivation significantly effects students' learning achievements. It was in line by Hamalik (2011:175) who stated that learning motivation as an effect has meaning to direct the actions to achieve the intended goals, namely learning outcomes. Djamarah (2011:148) stated that in a learning process, learning motivation is highly needed since once a person does not have any motivation in learning, it becomes impossible for him to do learning activities. Therefore, learning activities hold important role to effect learning outcomes. Previous overseas research has also supported research findings in this research, such as: Rehman (2013), Lee (2010), and Sarwah (2012) which revealed that there was any significant effect of learning motivation on learning achievements.

Meanwhile, Sardiman (2009:89) stated that intrinsic motivation is active motivation and does not need being stimulated from the outside for its activation since in every individual there is always motivation to do something. It was in line with this research revealing that learning motivation has affected students' learning outcomes. By having such self-motivation, students did some learning activities. Students' intrinsic learning motivation in this study had three indicators, namely: desires to succeed, encouragement or learning needs, and future goals. Based on the results, motivation indicator of desires to succeed showed a very high average category meaning that students had high desires to succeed in order to get better grades at school. Next, encouragement and learning needs indicator showed a very high average category meaning that students had their own learning needs so that they studied hard to get them comprehend on Economics. The last one, future goals indicator showed a high average category meaning that students had high future goals so that they needed to study hard in order to achieve their goals.

Based on the findings in this study, regarding the indicators of learning motivation variable, if they were sorted out from the highest to the lowest, indicators of desires to succeed and learning needs would be put on top. Meanwhile, the lowest indicator was future goals. Therefore, it is understood that future goals indicator could be improved by giving students more motivation so that they wanted to pursue their goals.

From the explanation above, it could be concluded that students at SMK Wijaya Putra Surabaya generally had good learning motivation. Hence, Economics teacher in the learning process shall give students more additional motivation to maintain their high learning motivation and their learning outcomes will not fall down.

2. The Effect of School Learning Environment on Students' Learning Outcomes

Based on the result of multiple linear regression analysis in this study, statistically regarding the effect of school learning environment on students' learning outcomes at SMK Wijaya Putra Surabaya, it was revealed that school learning environment had significant and positive effect to learning outcomes. It meant that learning environment had real impact to learning outcome. If school learning environment increased, therefore learning outcomes would also increase with assuming that other independent variables were constant. Positive value of these variables showed that school learning environment was in line with students' learning outcomes; the better school learning environment meant the higher students' learning outcomes.

This finding revealed that school learning environment affected significantly and positively to students' learning outcome which was similar to previous research results done by Rahman (2011), Wiyono (2003) and Partono (2004) stating that learning environment affected significantly and positively to students' learning outcomes. Therefore, the better students' learning environment at school means the better students' learning outcomes. This was also in line with the study done by Olubu (2015) and Schaper (2008) stating that there was positive and significant effect of school environment to learning achievements.

According to Hamalik (2011:195) that environment surrounded which has particular meaning and effect to the individuals. In education, environment gathers all factors of learning process. This statement was in line with this study that school learning environment affected students' learning outcomes. School learning environment in this study had several indicators, namely: school conditions where the learning took place, teachers' teaching methods, building condition, school facilitations, student-teacher relationships, and school rules.

Based on the findings in this study, regarding the indicators of school learning environment variable, if they were sorted out from the highest to the lowest, then indicators of school rules would be put on top. It meant that students had high adherence to comply with school rules. The second indicator was teachers' teaching methods with high average category which meant that even though conventional methods were used by teachers, but the learning process was interesting for students, students felt more enjoyable in undergoing their learning process. The third indicator was student-teacher relationship with high average category which meant that the relationship between students and teacher was in good term so that students did not hesitate to ask teachers for learning materials they had not yet understood. The fourth indicator was school building and school facilitation with high average category which meant that students felt being helped by the good condition of school and supported school facilitation that supported them in their learning process. The fifth is the indicator of school condition where learning process took place with moderate average category which meant that even though some classes were being renovated, yet students felt comfortable enough to study. Therefore, as the lowest indicator was school condition where learning process took place, the action needs to be done is to speed up the renovation so that students will comfortably study and its comfort will contribute to improve students' learning outcomes.

Based on elaboration above, it can be concluded that students at SMK Wijaya Putra Surabaya generally had good learning environment. Therefore, it is understood that good learning environment would help students to achieve better learning outcomes.

3. The Effect of Intrinsic Learning Motivation and School Learning Environment on Students' Learning Outcomes

Based on the result of multiple linear regression analysis, it revealed that statistically that the independent variables of intrinsic learning motivation and school learning environment simultaneously affected students' mid-semester test results on Economics course at SMK Wijaya Putra Surabaya.

The simultaneous effect of intrinsic learning motivation and school learning environment can be seen from its determination coefficient (Adjusted R-square). Adjusted R-square value showed that mid-semester test result was affected by intrinsic learning motivation and school learning environment.

The findings showed that intrinsic learning motivation and school learning environment had significant and positive effect to students' learning outcomes. It was in line with the previous research studying learning motivation and learning environment variables by Rahman (2011) and Wiyono (2003). The research revealed that learning environment and learning motivation significantly and positively affect learning outcomes. Besides, another research studying about learning motivation variable was done by Indarto (2011), Nurtulawati (2012) and Rejeki (2012) stating that learning motivation had significant and positive effect to learning outcomes.

Based on elaboration above, it can be concluded that for all students of grade X Ak at SMK Wijaya Putra Surabaya, intrinsic learning motivation and school learning environment had significant and positive effect to their Economics learning outcomes. Therefore, it could be understood that intrinsic learning motivation and good school learning environment would contribute good impact for students to achieve better learning outcomes.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From the analysis of research results, it can be concluded that:

1. Intrinsic learning motivation affected learning outcomes on Economics course at SMK Wijaya Putra Surabaya. It meant that intrinsic learning motivation partially affected Economics' learning outcomes significantly and positively. This research finding was dominantly supported by two indicators of intrinsic learning motivation, namely desires to succeed and learning needs. The findings revealed that most of students studied hard to get good grades at school and had some strong needs in learning in order to comprehend more the Economics materials.
2. School learning environment affected learning outcomes on Economics course at SMK Wijaya Putra Surabaya. It meant that school learning environment partially affected Economics' learning outcomes significantly and positively. This research finding was dominantly supported by school rules indicators. The findings revealed that most of students had high adherence to comply with school rules.
3. Intrinsic learning motivation and school learning environment on Economics course at SMK Wijaya Putra Surabaya. It meant that intrinsic learning motivation and school learning environment partially affected Economics' learning outcomes significantly and positively. The higher intrinsic learning motivation and better school learning environment indicates the higher students' learning outcomes at SMK Wijaya Putra Surabaya. The findings revealed that between those two variables, variable that was most dominantly affected learning outcomes was intrinsic learning motivation variable.

Recommendation

Referring to research results, it is recommended that:

1. In the learning process, it is suggested to give more motivation to students so that it can encourage them to diligently study.
2. Results in this study are hopefully useful as well as add knowledge in order to improve students' learning outcomes.
3. This study can be used as one of references for further research which also focuses on variables of intrinsic learning motivation, school learning environment, and learning outcomes at different place and times.

REFERENCES

- [1] Dimiyati and Mudjiono. 2009. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- [2] Djamarah, Syaiful Bahri. 2011. *Psikologi Belajar*. Jakarta: PT Rineka Cipta.
- [3] Dwija, I Wayan. 2008. *Hubungan Antara Konsep Diri, Motivasi Berprestasi Dan Perhatian Orang Tua Dengan Hasil Belajar Sosiologi Pada Kelas II SMA Unggulan Di Kota Amlapura*. Journal of educational PP 1-16.
- [4] Hamalik, Oemar. 2011. *Perencanaan Pengajaran berdasarkan Pembekalan Baru*. Jakarta : Sinar Grafika.
- [5] Hamdu and Agustina. 2011. Pengaruh Motivasi Belajar Siswa Terhadap Prestasi Belajar Ipa Di Sekolah Dasar. *Journal of educational Vol. 12 No. 1, April 2011*. Pp 81-86.
- [6] Indarto, Danang. 2011. *Pengaruh Gaya Belajar dan Motivasi Berprestasi Siswa Terhadap Prestasi Belajar Praktik Instalasi Listrik di Smk Negeri 2 Yogyakarta*. Journal of educational.
- [7] Lee, I-Chao. 2010. *The Effect Of Learning Motivation, Total Quality Teaching And Peer-Assisted Learning On Study Achievement: Empirical Analysis From Vocational Universities Or Colleges' Students In Taiwan*. Journal of human Resource Vol. 6.
- [8] Nurtulawati, Junaidi H Matsum, Herkulana. 2012. *Pengaruh Gaya Belajar Dan Motivasi Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas X di SMAN 8 Pontianak*. Journal of educational.
- [9] Olubu, Odutuyi Musili. 2015. *Effects of Laboratory Learning Environment on Students' Learning Outcomes in Secondary School Chemistry*. International Journal of Arts & Sciences. ISSN: 1944-6934: 08(02):507-525 (2015)
- [10] Partono and Minarni, Tri. 2004. *Pengaruh Disiplin dan Lingkungan Belajar Terhadap Prestasi Belajar Mata Pelajaran Ekonomi*. Journal of educational.
- [11] Rahman, Avif Roy. 2011. *Pengaruh Motivasi, Lingkungan dan Disiplin Terhadap Prestasi Belajar Siswa Pada Jurusan Teknik Audio Video Smk Negeri 3 Yogyakarta*. Journal of educational.
- [12] Rehman, Asifa dan Haider, Kamal. 2013. *The Impact of Motivation on Learning of Secondary School Students in Karachi: An Analytical Study*. Educational Research International. ISSN-L: 2307-3713, ISSN: 2307-3721 Vol. 2 No. 2
- [13] Rejeki, Sri. 2012. *Pengaruh Kondisi Ekonomi keluarga, Motivasi Belajar, dan Gaya Belajar Terhadap Hasil Belajar Siswa*. Journal of educational.
- [14] Sardiman, 2009. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Perss.
- [15] Sarwah, Gul Shahzad, Dkk. 2012. *Teaching Practice and Student Motivation that Effect Achievement on Large-Scale Assessment*. International Journal of Education Vol. 4 No 3.
- [16] Schaper, Elizabeth A. 2008. *The Impact of Middle School Students' Perceptions of the Classroom Learning Environment on Achievement in Mathematics*. Dissertation published
- [17] Slameto. 2010. *Belajar dan Faktor-faktor yang Mempengaruhi*. Jakarta: Rineka Cipta.
- [18] Suwamo, Wiji. 2006. *Dasar-dasar Ilmu Pendidikan*. Jogjakarta: Ar Razz Media.
- [19] Syah, Muhibbin. 2005. *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: PT Remaja Rosdakarya.
- [20] Uno, Hamzah. 2008. *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara.
- [21] Wiyono, Bambang Budi. 2003. *Hubungan Lingkungan Belajar, Kebiasaan Belajar, dan Motivasi Belajar dengan Prestasi Belajar Siswa*. *Journal of educational Vol. 15 No 1*. Pp 28-36.