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The relationship between learning motivation and learning outcomes of grade V students of SD Negeri Kupang 03

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ABSTRACT

This study investigated the relationship between learning motivation and learning outcomes among fifth-grade students at SD Negeri Kupang 03, where low classroom participation, limited enthusiasm, and many scores below the Minimum Completeness Criteria (KKM) were identified as key educational issues. The study applied a quantitative approach with a correlational design. From a population of 102 students, 28 fifth-grade students were selected through purposive sampling. Data collection was carried out using a closed-ended questionnaire to assess learning motivation and documentation of Mid-Semester Test scores to measure learning outcomes. The data were analyzed using Pearson's Product Moment correlation test. The results revealed a positive and statistically significant relationship between learning motivation and learning outcomes (rxy = 0.642), which was higher than the rtable value of 0.374 at the 5% significance level. The correlation was categorized as strong, indicating that students with higher learning motivation tend to achieve better academic outcomes. These findings highlight the importance of fostering motivation to improve students' academic performance.

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INTRODUCTION

Education plays a crucial role in developing human resources with the knowledge, skills, and attitudes required to face contemporary challenges. At the elementary school level, the learning process becomes the foundation for shaping students' academic abilities and learning habits that influence their future educational development. One of the important indicators used to measure the success of the learning process is students' learning outcomes, which reflect the extent to which learning objectives have been achieved. Learning outcomes generally include cognitive, affective, and psychomotor aspects, although many educational studies focus primarily on the cognitive domain as a measurable indicator of academic achievement (Wahyuni, 2020; Wulandari et al., 2023)

Learning outcomes are shaped by numerous internal and external influences. Internal aspects include intelligence, interest, attitudes, and learning motivation, whereas external aspects cover instructional strategies, the learning environment, family encouragement, and the availability of school facilities (Syah, 2009). Among these elements, learning motivation is consistently regarded as one of the most decisive factors in students'

academic achievement because it serves as the energy that initiates, guides, and maintains learning activities (Sardiman, 2018).

Recent studies in education have increasingly highlighted the importance of motivation in determining students' engagement and academic achievement. Motivation stimulates students to become actively involved in classroom activities, remain persistent in completing academic tasks, and face learning obstacles effectively. A number of contemporary studies confirm that motivation acts as an internal force within students, supported by management techniques and methodological strategies that help them accomplish their learning goals (Magdalena & Alcívar, 2021). Learners with stronger motivation generally obtain higher academic achievement and demonstrate a significant positive effect on student performance (Anni Attika Robbi, Gusnardi, 2020), as well as deeper involvement in learning activities (Joshua L. Howard, Julien S. Bureau, Frédéric Guay, Jane X.Y. Chong, 2021). Furthermore, motivation has also been recognized as a psychological variable that mediates the link between learning behavior and academic outcomes (A & DiBenedetto, 2020).

This explanation is supported by the concept of motivation proposed by R. Wahab (2015), who defines it as the totality of drives, desires, and needs that influence an individual's behavior. Likewise Donald (in Kompri, 2016) explains motivation as a transformation of energy within an individual, marked by the emergence of feelings and responses directed toward achieving goals. In the educational context, students with strong learning motivation are usually more active, diligent, and enthusiastic in participating in the learning process, which ultimately contributes positively to their academic results (Fatima, 2023). This pattern is reinforced by recent evidence showing that highly motivated elementary school students display better engagement and significantly stronger academic performance (Anitra, 2024).

Previous research has consistently examined the link between learning motivation and academic achievement. For instance, the study by Palittin, Wolo, & Purwanty (2019) reported that fifth-grade students at SD Inpres Muting 7 who demonstrated stronger learning motivation tended to obtain better learning outcomes. Comparable findings were also presented by Susandi Sri et al. (2014), whose research on elementary school students in Gianyar similarly revealed that higher levels of motivation were associated with improved academic achievement.

Although many studies have confirmed the positive relationship between learning motivation and learning outcomes, most of these studies were conducted in different educational contexts, such as secondary education or higher education environments. Research focusing specifically on elementary school students in local Indonesian contexts is still relatively limited, particularly in schools located in semi-rural or developing areas where learning environments, facilities, and student backgrounds may differ significantly from those in urban schools.

Furthermore, previous studies often examine learning motivation as a general psychological construct without sufficiently considering the contextual conditions of the school environment. Each school context has unique characteristics that may influence how motivation affects students' learning outcomes. Therefore, empirical studies conducted in specific educational settings remain important to confirm whether similar relationships also occur in different contexts.

Based on preliminary observations at SD Negeri Kupang 03, several learning problems were identified, including low student participation in classroom activities, limited enthusiasm during lessons, and learning outcomes that are still below the Minimum Completeness Criteria (KKM) for some students. Specifically, preliminary data indicated that only approximately 57% of students achieved scores above the KKM, while classroom participation rates during learning activities were observed to be below 60%, reflecting relatively low engagement levels. These conditions indicate a potential relationship between students' motivation to learn and their academic achievement. Although previous studies have consistently confirmed a positive relationship between learning motivation and learning outcomes, most of them have been conducted in different educational levels or broader contexts without focusing on specific local conditions, particularly in semi-rural elementary school environments. Therefore, this study addresses this gap by providing empirical evidence from a localized context that has received limited attention in prior research. The novelty of this study lies in its contextual approach, which examines the relationship between learning motivation and learning outcomes within a specific elementary school setting, thereby contributing to a more nuanced understanding of how motivation operates in diverse educational environments.

RESEARCH METHODOLOGY

This study employed a quantitative correlational design to examine the association between learning motivation and learning outcomes among fifth-grade students at SD Negeri Kupang 03, Ambarawa District,

Semarang Regency, during the second semester of the 2023/2024 academic year. The population comprised 102 students, from which 28 grade V students were purposively selected based on their sufficient exposure to instructional materials and their ability to respond reliably to the motivation questionnaire.

Data were collected through a closed-ended learning motivation questionnaire using a four-point Likert scale and documentation of students' Mid-Semester Examination scores as indicators of learning outcomes. Prior to administration, the questionnaire was subjected to validity and reliability testing using Pearson's Product Moment and Cronbach's Alpha, with acceptance thresholds of ≥ 0.30 and ≥ 0.60, respectively.

The data were analyzed using descriptive statistics and Pearson's Product Moment correlation. Assumption testing, including normality analysis, was performed before hypothesis testing. Statistical significance was determined at $\alpha = 0.05$ by comparing the obtained correlation coefficient with the critical r-table value.

RESULTS AND DISCUSSIONS

Research Results

This research was carried out by distributing learning motivation questionnaires to 28 students in grade V of SD Negeri Kupang 03 and collecting data on learning outcomes in the form of UTS scores. After the data is collected, a descriptive analysis is carried out to provide an overview of the two variables.

a. Description of Learning Motivation Data

Based on the results of filling out questionnaires by 28 respondents, learning motivation data showed a theoretical score range between 28 to 112. The descriptive statistical analysis revealed that the mean score of learning motivation was 84.57 with a standard deviation of 8.92, indicating a relatively moderate variation among students. Furthermore, the categorical distribution showed that 21.4% of students were in the high motivation category, 64.3% in the moderate category, and 14.3% in the low category. In general, students' learning motivation is in the medium to high category. This indicates that most students have a good enough internal and external drive to learn..

b. Description of Learning Outcome Data

The data on learning outcomes was obtained from UTS scores covering several subjects. The analysis showed that the mean score of student learning outcomes was 73.21 with a standard deviation of 9.15. In terms of achievement, approximately 57% of students scored above the KKM, while 43% were still below the KKM threshold. The learning outcomes of grade V students also vary, with the range of scores from the lowest to the highest. Some students have achieved scores above the KKM, but there are still some students whose grades are below the KKM, indicating the need for more attention in the learning process..

c. Analytical Prerequisites Test

Before conducting a hypothesis test with Product Moment correlation, a data normality test was carried out to find out whether the data of the two variables were normally distributed. The results of the normality test showed that the significance value for the learning motivation variable and learning outcome was greater than 0.05. Thus, the data of the two variables are normally distributed and are eligible for the Product Moment correlation test.

d. Hypothesis Test (Product Moment Correlations)

Hypothesis testing was carried out to find out whether there is a relationship between learning motivation (X) and learning outcomes (Y). The results of the product moment correlation analysis with the help of statistical programs are presented in the following table.

Table 1. Correlation Test Results of Learning Motivation with Learning Outcomes

Correlated Variables	Correlation Coefficient (r_{xy})	r_{table} (α=5%, n=28)	Significance
Learning Motivation (X) and Learning Outcomes (Y)	0,642	0,374	0,000

Referring to Table 1, the obtained correlation coefficient value (r_{count}) was 0.642. This figure was then compared with the r_{table} value for N = 28 at the 5% significance level, namely 0.374. The comparison indicated that r_{count} (0.642) was greater than r_{table} (0.374). Therefore, H_0, which states that no relationship exists, was rejected, while H_a, which states that a relationship exists, was accepted. These results confirm a positive and statistically significant relationship between learning motivation and the learning outcomes of fifth-grade students at SD Negeri Kupang 03.

The correlation coefficient of 0.642 reflects a strong level of relationship between the two variables according to the interpretation criteria of correlation coefficients (Sugiono, 2022). The positive coefficient further indicates that the association is in the same direction. In other words, an increase in students' learning motivation is followed by higher learning outcomes, whereas lower motivation is associated with lower academic results.

In addition, the extent of the contribution of learning motivation to learning outcomes was examined through the coefficient of determination (KP), calculated using the formula KP = $r^2 \times 100\%$. With r = 0.642, the result was KP = $(0.642)^2 \times 100\% = 0.412 \times 100\% = 41.2\%$. This percentage demonstrates that learning motivation accounts for 41.2% of the learning outcomes of fifth-grade students. The remaining 58.8% may be attributed to other variables beyond learning motivation, including internal factors such as intelligence, interests, talents, and health, as well as external factors such as family environment, teachers, learning facilities, and peer influence.

Discussion

The findings of this study demonstrate a significant positive correlation between learning motivation and the learning outcomes of fifth-grade students at SD Negeri Kupang 03. This result confirms that motivation functions as a key psychological driver influencing students' engagement, persistence, and academic success. Importantly, this study extends previous research by providing empirical evidence from a specific elementary school context in a semi-rural area, which has been relatively underexplored in prior studies. This finding strengthens the argument that the role of motivation is consistent across contexts, while also highlighting the importance of considering local educational conditions(Zhao et al. 2024),.

These results are also consistent with the study conducted by Sri Susandi in elementary schools in Gianyar, which found that students with higher levels of motivation generally achieve better academic performance. Likewise, the findings align with the work of Retno Purwitasari and Mardi (2023) suggesting that the positive association between motivation and learning outcomes is not limited to a single setting but is commonly observed across different elementary school contexts. This indicates that learning motivation plays a crucial role as a determinant of student achievement in various educational environments.

This finding is in line with the results of Sri Susandi's research at elementary schools in Gianyar which states that students with high learning motivation tend to have high learning achievement. This shows that the pattern of positive relationships between motivation and learning outcomes is general and can be found in various elementary school contexts. Similar findings were also reported in recent international studies emphasizing that motivated students tend to show stronger task commitment, deeper cognitive engagement, and better academic performance (Koce et al., 2025).

On the other hand, students who have low learning motivation will study and do tasks that are less serious and seem perfunctory, they may even not study and do not do assignments, so that the learning results are low and far from KKM as experienced by most students in grade V of SD Negeri Kupang 03.

The results of this study also strengthen and are consistent with previous studies. Research by Palittin, Wolo, & Purwanty mentioned above at SD Inpres Muting 7 also found a significant relationship between learning motivation and student learning outcomes. Similarly, Howard et al. (2021) highlights that motivation plays a central role in shaping students' learning behavior, particularly in terms of academic engagement, self-regulation, and persistence in overcoming learning difficulties (Caixia et al., 2025). These motivational factors contribute significantly to improved learning outcomes. In addition, the findings of Schunk and DiBenedetto (2020) suggest that motivation influences students' academic achievement through self-regulation processes. Students who are motivated tend to set learning goals, monitor their progress, and maintain persistence in achieving academic targets (Lawrence et al., 2026). A similar conclusion was reported by Sui et al. (2024), who showed that motivation supports strategic learning behavior through self-monitoring and adaptive goal-setting processes.

The strong relationship level (r=0.642) between the two variables indicates that motivation plays a very important role in students' academic achievement at the research site. This is relevant to the motivational function itself, namely as a driver, directer, and driver of behavior as Hamalik said above. Motivated students have the psychological energy to overcome learning difficulties, so they are more likely to achieve set learning goals.

The contribution of learning motivation of 41.2% to learning outcomes shows that motivation is one of the important predictors, but not the only determining factor. This finding is in line with Anggraeni et al., who found that learning motivation significantly contributes to academic performance, although its effect is strengthened by environmental and instructional support factors (Anggraeni et al., 2024). There are still 58.8%

of other factors that also affect the learning outcomes of grade V students at SD Negeri Kupang 03. As Shah said above, other factors of learning success can come from within students, such as the level of intelligence, talents, interests, physical and psychological conditions and can come from outside the students such as the quality of teacher teaching, parental support, learning facilities at school and at home, and the influence of the social environment also have an equally important role. This aligns with Kaliisa & Saqr (2024), which found that supportive learning ecosystems significantly strengthen the impact of motivation on student achievement.

Based on these learning outcome factors, the problem of low learning outcomes of students at SD Negeri Kupang 03 may be influenced by their low level of intelligence, their lessons are not in line with their talents and interests, the teacher's teaching method is lacking/unable to attract their attention, the absence of support, encouragement, and motivation from parents at home, inadequate learning facilities at school because it is far from the center of government -for example, their environment is uneducated and does not have an awareness of the importance of learning, and so on.

Therefore, efforts to improve learning outcomes at the research site must be carried out holistically, by paying attention to and optimizing all influencing factors. This holistic perspective is reinforced by Ge et al. (2025), who demonstrated that integrated interventions involving motivation, learning support, and environment lead to stronger academic gains. This holistic effort is believed to be able to change the energy in students at SD Negeri Kupang 03, which is characterized by the gradual emergence of feelings and reactions that indicate their learning motivation, such as the initial desire and willingness to succeed, encouragement and needs in learning, as well as hopes and aspirations for the future, as emphasized by Hamzah B. Uno (2016).

CONCLUSION

This study concludes that there is a positive and significant relationship between learning motivation and the learning outcomes of fifth-grade students at SD Negeri Kupang 03. The correlation coefficient value (r = 0.642) indicates a strong relationship between the two variables, showing that students with higher learning motivation tend to achieve better academic outcomes. The findings also reveal that learning motivation contributes 41.2% to students' learning outcomes, while the remaining 58.8% is influenced by other internal and external factors such as intelligence, learning environment, teaching strategies, and family support. These results confirm the important role of learning motivation as a psychological factor that drives students' engagement, persistence, and effort in the learning process. Therefore, teachers are encouraged to design learning strategies that enhance students' motivation, such as interactive learning activities, supportive classroom environments, and meaningful learning experiences. However, this study has several limitations, including the relatively small sample size and the focus on a single school context, which may limit the generalizability of the findings to broader populations. Future research is recommended to involve larger and more diverse samples, as well as to explore additional variables such as teaching methods, parental involvement, and socio-economic factors to provide a more comprehensive understanding of factors influencing student learning outcomes. Overall, this study reinforces the importance of strengthening students' learning motivation as one of the key strategies for improving academic achievement in elementary education..

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