Analysis of Students’ Internal Learning Motivation in Biology Subjects at Madrasah Aliyah Waburense

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Abstrak
The purpose of this research is to analyze students’ internal learning motivation at the Madrasah Aliyah Waburense. The type of research in this research is descriptive quantitative. The data collection technique for this research uses a mixed questionnaire. The subjects of this research consisted of 62 students in grades XI and XII at the Madrasah Aliyah Waburense. This research instrument consists of 4 indicators with 22 statements. The results of research on students’ internal learning motivation were obtained; (1) the percentage of indicators of desire and desire to succeed is 68.2%, namely the medium category (2) there are hopes and aspirations for the future, 82.02%, namely the high category (3) shows interest, 54.5%, namely the medium category (4) diligent in facing tasks 73.4% high category. Conclusion: Internal learning motivation for classes XI and XII at the Madrasah Aliyah Waburense produces an average percentage of 70.5% in the high category.

Keywords: internal learning motivation; Students

INTRODUCTION
Education is something that is really needed by individuals to develop their abilities to be useful for themselves and others (Rini, 2018). The education needed to develop individual abilities is quality education. Quality education will produce quality human resources too, if quality human resources will be able to face life's challenges and be proactive. That's why the focus of education is directed at forming a superior personality by emphasizing the process of maturation of logic, heart, morals and faith. The peak of education is reaching the point of perfect quality of life (Mulyasana, 2015).

Education is very important for a nation, without education the nation will be left behind by other nations. Like the Indonesian nation, education is one of the efforts needed to catch up with other nations. Education in Indonesia continues to be improved so that it can produce a generation that has excellence in various fields so that the Indonesian nation can compete with other nations and not be further left behind by fast-paced global flows. The future of a nation really depends on the quality of its human resources and the ability of its students to master science and technology (Sumiati, 2018).

In order to achieve educational success, it must be realized through a learning process that is able to develop students’ personal potential. Education is synonymous with the learning process, in learning there are stages of change in behavior. These changes include aspects of personality which are formed from the interaction of the individual with the environment, which will provide results in the form of verbal information, intellectual skills, motor skills, attitudes and cognitive abilities (Laras & Rifai, 2019).
Learning is a process carried out by individuals to achieve a change in behavior (Budiariawan, 2019). Learning occurs because of a person's interaction with their environment. Therefore, learning can occur anywhere and at any time (Sulfemi, 2018). Learning is always associated with six conceptions of learning, namely learning to obtain information, learning to remember and use information, learning as a task, learning as personal change, learning as a process not bound by time or place, and learning as the development of social competence (Purdie & Hattie, 2002).

Factors that can influence the student learning process are motivation, one of which is internal motivation. Internal motivation is a driving force that originates from within students which makes them carry out learning activities, ensures the continuity of learning activities, provides direction in learning activities so that they can achieve the desired learning goals (Oktiani, 2017). Motivation functions to support students in learning, students can determine the desired direction and goals and can sort and choose the actions they take (Akbar et al., 2017). Motivational factors can increase self-confidence in learning and foster students’ desire to achieve, besides that motivation contributes to improving student learning outcomes. Research results prove that motivation has a positive impact on student learning discipline (Amin et al., 2018). Other research also proves that emotional intelligence and learning motivation factors have a positive effect on students’ biology learning outcomes, with a percentage of 59.4% at SMAN 3 Palopo City (Firdaus Daud, 2012).

Motivation is very important in learning activities, because motivation can encourage students' enthusiasm for learning. Motivation is an absolute requirement for learning; a student who studies without motivation (or lacking motivation) will not succeed optimally. Students will study harder, be tenacious and persistent. If students have high motivation in learning, then their learning achievement will be very good (high). On the other hand, if students have bad habits in studying, their learning achievement will be bad or low (Dewi et al., 2019).

Learning can run well if student motivation is very high. Encouraging motivation in learning is one of the things that needs to be raised in learning efforts at school (Dewi et al., 2019). The learning motivation that students have in every learning activity plays a very important role in improving student learning achievement in certain subjects (Ayu Lestari et al., 2023). This learning motivation aims to ensure that students who become students do not feel bored when receiving the material taught by the teacher. If boredom occurs during learning, the process will be disrupted so that the knowledge information conveyed cannot be received well. Learning in the classroom, the teacher must pay attention to the condition of the students so that the learning process runs well (Aliyah Agnezi et al., 2017).

In connection with achieving learning and educational goals, fostering student learning motivation is a very important teacher's task. Learning will be effective if students have motivation to learn. Teachers must make maximum efforts so that students are motivated to learn. Therefore, learning motivation is one of the keys to success in achieving learning goals. Motivation to learn must be aroused in students so that students are motivated to learn (Emda, 2018).

Motivation is also needed in all learning. One of them is biology subjects, this is because this subject must be understood, not just memorized. In biology subjects, students can also discover concepts themselves so that students can immediately carry out the learning process, students can carry out activities in the environment or outside the classroom (Emda, 2018).

Science learning is greatly influenced by the motivation possessed by students. To achieve goals and good learning outcomes in science learning, activities are needed that can arouse students' learning motivation. With this, students will be able and successful in participating in science learning if they have the will to learn and have the
encouragement to take part in learning activities. By increasing students’ learning motivation, students will have good attitudes and behavior in participating in science learning (Aliyah Agnezi et al., 2017).

Based on the results of observations and interviews at the Madrasah Aliyah Waburense, it was stated that students’ responses to biology lessons were different: (a) some students followed the lessons well and some students lacked enthusiasm in following the lessons, (b) when they were given homework (homework) some students did not do the assignment. (c) some students cheat on their friends when doing assignments without trying to do it independently.

This can be seen during the learning process, it is found that students are less active in the biology learning process. Apart from that, students also showed that students did not ask enough questions about material they did not understand, and students did not read the material enough before the learning process began. As a result, this will make students not understand the material presented by the teacher and students tend to be passive when the teacher gives students time to ask questions about parts of biology material that they do not understand.

Based on this background, this research was carried out with the aim of analyzing students’ internal learning motivation in biology subjects at the Madrasah Aliyah Waburense, Central Buton Regency.

METHOD

The type of research in this research is quantitative descriptive. This research was carried out at the Madrasah Aliyah Waburense which is located at Jalan Poros Waburense, Terapung Village, Mawasangka Main District, Central Buton Regency. This research was carried out in the Odd Semester, Academic Year 2022/2023.

The population in this study were all students in class XI and XII of the Madrasah Aliyah Waburense. The number of students in class XI consists of 32 students and class XII consists of 30 students. The total number is 62 students. Sampling was carried out using total sampling technique which uses the entire existing population.

The research instrument used was a questionnaire (closed questionnaires) regarding students' internal learning motivation which was prepared using a modified Likert scale. This questionnaire was distributed to students to obtain data related to student learning motivation. This research consisted of 22 statement items. For more details, you can see the grid for making student learning motivation questionnaires. And the data analysis technique used in this research is quantitative descriptive analysis. The data analysis technique used in this research is quantitative descriptive analysis. To calculate the percentage of data from respondents’ answers, researchers used the formula as stated in (Sudijono, 2011):

\[ P = \frac{F}{N} \times 100\% \]

Information:
- \( P \) = Percentage number
- \( F \) = Frequency of each alternative answer
- \( N \) = The total number of alternative sample answer frequencies

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RESULTS AND DISCUSSION

Results

Based on data from research on students’ internal learning motivation using questionnaires conducted at the Madrasah Aliyah Waburense classes XI and XII, it shows varying results.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Percentage (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The existence of passion and desire to succeed</td>
<td>68.2%</td>
<td>Medium</td>
</tr>
<tr>
<td>2</td>
<td>There are hopes and dreams for the future</td>
<td>82.02%</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>Showing Interest</td>
<td>58.7%</td>
<td>Medium</td>
</tr>
<tr>
<td>4</td>
<td>Perseverance in Facing Tasks</td>
<td>73.4%</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>70.5%</td>
<td>High</td>
</tr>
</tbody>
</table>

Based on the results of the analysis carried out based on the questionnaire that was given to each student at Madrasah Aliyah Waburense, it was found that students’ internal motivation in learning biology was in the high category with an average percentage of 70.5%. Where each indicator gets a varying category. In the category The existence of passion and desire to succeed, an average percentage of 68.2% was found in the medium category, in the There are hopes and dreams for the future indicator the percentage was 82.02% in the high category, the Showing interest indicator had a percentage 58.7% is in the medium category and the last indicator, namely perseverance in facing tasks, has a percentage of 73.4% and is in the High category.

![Figure 1. Percentage of students' internal motivation](image)

Discussion

Based on the research results obtained, this section will present a discussion of the research results which aim to determine the internal learning motivation of students in classes XI and XII at the Madrasah Aliyah Waburense as a whole. The results of the analysis of student answers show that all students completed each statement item on the questionnaire. In the statements given, students are not only asked to choose the answer options provided, but students are required to provide reasons for each answer they choose.

Based on the data obtained, the internal learning motivation of students at the Madrasah Aliyah Waburense, most students have high motivation to learn. Based on the data obtained, it shows that the students of the Madrasah Aliyah Waburense are in the medium category. This is because students have the desire and desire to succeed in learning to get good results, but students cannot focus on studying (at home), such as when students are studying and the student’s cell phone rings (notifications appear) so they focus Students start to get distracted from studying and spend all their time playing...
on cellphones. Another reason why this indicator is classified as moderate is because students have a passion and desire to get good grades, but it is not balanced with the student’s desire to play.

Based on several students’ opinions, students have a desire to learn and students have the desire to succeed, but students are defeated by feelings of laziness. Students tend to do more activities outside of lessons, such as students who are lazy to study both at home and at school and some students are of the opinion that students when studying easily feel bored and sleepy.

This is what causes students at the Madrasah Aliyah Waburense to have a moderate desire and desire to succeed. According to Djamarah (Djamarah, 2008), students who have the passion and desire to learn will complete every job they do, the work in question is learning activities. Furthermore, according to Uno (Uno, 2016), students who have motivation will learn better compared to students who have low motivation. Motivated students will be persistent in learning without giving up and putting aside things that interfere with learning.

In terms of indicators of future hopes and aspirations, students must have future hopes and aspirations. Having this desire can encourage students’ enthusiasm for learning, this is in line with the opinion of Uno (Uno, 2016) that students who have clear hopes and aspirations always have a desire to learn. Of course, every student has goals they want to achieve.

After the data was collected, the results obtained from the indicators of hopes and aspirations for the future were in the high category. In this indicator, it is based on students’ opinions that students have goals that they want to achieve, there are some students at Private Madrasah Aliyah who want to become scientists, such as students who want to become scientists because students want to know more about nature and some students also do not want to become one. Scientists because of different ideals. Another reason is because students don’t like material related to biology. These students are of the opinion that even though they don’t like biology lessons, students still have to take biology lessons so they can advance to class and their dreams can be achieved and students are also of the opinion that they will continue to try and be active in studying, in order to achieve these goals.

This is supported by the opinion of Sardirman (2014) that the only way to achieve the goals you want to achieve is by learning, without learning it is impossible to gain knowledge and it is impossible to become an expert. That everyone will try so that their desires can be successful. For this reason, learning fluency requires optimism, confidence in one’s abilities and belief that one will be able to complete the task well. Students must be sure that what they learn will be of great use to them in the future. Furthermore, according to Fatimah (2010), self-confidence is a positive attitude in individuals to develop positive assessments, both of themselves and of the environment or situations they face. Hope for ideals is self-motivation to succeed.

In terms of indicators showing interest, when students show interest it is because the level of desire and enthusiasm within them is high. Students will easily succeed when they pursue a field according to their talents (Mulyaningsih, 2014). After the data was collected, the indicator results showed that interest was in the medium category, in this case the students were quite interested in biology subjects. Based on students’ opinions, some students like biology lessons because students are interested in things related to nature and unique things such as cell material, even though schools lack media and cannot show pictures other than in books, students who are interested in the shape of cells can see pictures of cells via HP (Hand Phone) clearly. Some students think that there is some biology lesson material which they think is quite difficult to understand.
because some of the material and the pictures in the book have never been seen in person and they have never heard of it so it is difficult to imagine the material being explained. Another thing that causes this indicator to be classified as moderate is because students don’t like memorizing and some students prefer practical lessons and in biology material some of the material cannot be put into practice. This is what causes Madrasah Aliyah Waburense students to not be very interested in biology subjects so they are classified as moderate.

Interest is a desire that a person feels in carrying out certain activities. Each individual has interests in different fields and this cannot be generalized to everyone, as well as students’ interest in learning activities (Cleopatra, 2015). Interest in learning is the first foundation for students in facing the learning process, when students have a great interest in learning, there will be high learning motivation in students to learn (Rahman, 2021).

Interest in learning is the first foundation for students in facing the learning process, when students have a great interest in learning, there will be high learning motivation in students to learn. Interest in learning has a big influence on student learning achievement, if students do not have interest in the learning material it will result in students not being serious about learning and getting satisfaction from the lesson (Lutviana et al., 2021).

In the indicator of being diligent in facing assignments, students must have a sense of interest and be diligent in carrying out the tasks given by the teacher, so that students can easily answer the questions. After the data is collected, the indicator of perseverance in facing the task is classified as high. Based on this data, some students think that students always do the assignments given by the teacher because students want to get good grades so that students always do all the assignments given and do not want their performance to drop and be beaten by their friends and want to maintain their achievements that has been achieved and try to attend and follow the learning process in class seriously and attentively.

The next reason that makes this indicator relatively high is that when students have difficulty completing the assignments given by the teacher, some students continue to try to answer the assignments given by looking for answers to the assignments given. This is in line with the opinion of (Solina et al., 2013) that students who are diligent in studying usually do not give up easily so they will continue to learn even in difficult situations.

Based on the average results of the four indicators of students’ internal learning motivation in biology subjects at the Madrasah Aliyah Waburense, it is in the high category with a percentage value of 70.5%. The results of the research show that the results of students’ internal learning motivation in studying biology subjects show high results. This can be influenced by several factors, namely attitudes towards learning, learning motivation, learning concentration, processing of learning materials, self-confidence, intelligence and students’ aspirations (Makatita & Azwan, 2021). Internal learning motivation and external motivation influence each other and according to Oemar Hamalik (2001) that a person’s motivation can be influenced by two factors, namely internal factors and external factors. Internal motivation is motivation that comes from within the individual himself, while external motivation is motivation that arises because there is stimulation from outside the individual (Uno, 2016). In this research, it only focuses on students’ internal learning motivation, aiming to determine learning motivation from the students’ own perspective (internal motivation) towards biology subjects based on problems obtained during initial observations. So this research only focuses on students’ internal learning motivation and does not examine students’ external learning motivation.
CONCLUSION

Based on the data that has been collected, it can be concluded that the internal learning motivation of students at the Madrasah Aliyah Waburense, Central Buton Regency in biology subjects for the 2022/2023 academic year is in the high category with an average percentage of 70.5%. Indicator 1 has an average percentage value of 68.2% in the medium category, indicator 2 has an average percentage of 82.02% in the high category, indicator 3 has an average of 58.7% in the medium category and at indicator 4 has an average of 73.4% in the high category.

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