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Learning Motivation and Student Engagement Among Senior High School Students

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Abstract: The objective of this research is to ascertain the levels of learning motivation and student engagement among students enrolled at SMAN X Gowa. The present investigation employed a quantitative methodology, utilizing a simple random sampling technique to procure participants for the study. The sample population for this research comprised of 150 students from SMAN X Gowa, consisting of 69 male and 81 female participants. The present investigation employed Academic Motivation Scale (AMS) and Student Engagement in School Scale. The study used the product moment method for data analysis and obtained a statistically significant positive correlation ($r = 0.783$, $p < 0.05$) between learning motivation and student engagement. The findings suggest a positive correlation between the scores of learning motivation and student involvement. The degree of motivation to learn has been found to have a significant impact on student engagement. The findings of this study hold significant implications that can be properly considered by educators in designing effective learning curricula.

Keyword: learning motivation, student engagement, high school student

INTRODUCTION

Learning outcomes, according to Ahmadiyanto (2016), are the skills that students acquire after completing the learning process and that result in improved behavior, experience, knowledge, attitudes, and skills. The assessment of assignments, exams, and student participation through questioning and answering during learning can yield student learning outcomes in the form of scores or grades (Dakhi, 2020). Idrus (2019) contends that the assessment process can be used to assess the extent of success of learning programs and objectives.

The maximum success of the learning process in schools is in fact not always as expected. This happens because there are still problems that make the objectives of the learning process not optimal. One of the obstacles to the achievement of success and learning objectives in schools is related to the problem of student engagement. Junianto, Bashori, and Hidayah (2021) based on the results of their observations of MA Negeri students in Magelang explained that the problem of student engagement at school is characterised by the lack of active students participating in classroom learning, students tend to be monotonous when responding to learning from teachers, students often skip class during class hours and even students neglect the school assignments given.

Marks (2000) contends that student engagement is a psychological process involving the students' interest, effort, and focus on learning. As stated by Wang and Peck (2013), student engagement is a crucial factor that warrants attention as it has a significant impact on students' academic achievements and psychological well-being. The level of student engagement is a crucial metric that must be possessed by students across different educational tiers. Students who have high engagement will avoid dropping out of school, avoid juvenile delinquency and play a role in student learning achievement (Junianto, Bashori, & Hidayah, 2021). In contrast, diminished levels of engagement among students can result in a

decreased emphasis on learning as a fundamental necessity, a lack of motivation to attain educational objectives, a tendency towards indolence in the learning process, and a general sense of apathy among students (Chipchase et al., 2017). Some of the descriptions above are the reasons why student engagement is important to be given special attention.

In their research, Sa'adah and Ariati (2018) noted that the high school level is one of the levels of education that requires substantial participation. This is because high school students have many academic requirements as a provision to be able to continue higher education. High school students experience excessive pressure compared to other age ranges, especially in the academic field (Ifthinah & Kusdiyati, 2021). Thus, involvement turns into an adaptable element that aids high school pupils in adjusting to a variety of demands, particularly those associated with academic expectations (Nadhirah, Kusumawati, & Muhid, 2021). Behavioral engagement, emotional engagement, or affective engagement, and cognitive engagement are the three components that Fredricks, Blumenfeld, and Paris (2004) identify as making up student engagement.

The researcher collected baseline data on student engagement in three high schools located in Gowa (specifically, SMA A, SMAN B, and SMAN X) using a set of closed questions. The initial findings indicate that in SMA A Gowa, the majority of students (84%) engaged in behavioral learning, while a significant proportion of students (94%) were involved in emotional (affective) and cognitive learning. Additionally, a considerable number of students (83%) participated in school constructively (agentic).

Initial findings from SMAN B Gowa indicate that a significant proportion of students were engaged in learning behaviorally (89%), emotionally (83%), cognitively (92%), and constructively (67%). The initial findings from SMAN X Gowa indicate that 86% of students exhibited behavioural engagement, 40% displayed emotional engagement, 87% demonstrated cognitive engagement, and 55% exhibited constructive engagement during learning. Based on preliminary data, it is evident that two out of three schools (SMA A and SMAN B Gowa) exhibit high levels of involvement across all dimensions (behavioral, emotional, cognitive, and constructive), whereas SMAN X Gowa demonstrates relatively low levels of emotional involvement among students. The underlying motivation for the researcher to investigate student engagement at SMAN X Gowa is the focus of this study.

SMAN X Gowa distinguishes itself from other high schools by incorporating a dormitory concept. According to Polii's (2015) study, high schools typically prioritize in-school learning, whereas boarding high schools integrate learning throughout the day and across both the school and dormitory environments. Conditioning the learning environment, as implemented in boarding schools, can enhance students' cognitive, behavioral, and emotional engagement in school.

The follow-up survey revealed that students are involved in school for various reasons, including facilitating the learning process, enhancing comprehension, acquiring knowledge, gaining insights, and recognizing the significance of involvement in achieving academic goals. The researcher inferred that learning motivation plays a significant role in students' engagement in the school learning process. Motivation significantly affects student engagement, as demonstrated by previous research. According to Mustamiah and Widanti's (2020) study, learning motivation can serve as a predictor of student engagement. The study found a positive correlation between learning motivation and student engagement, indicating that higher levels of learning motivation are associated with higher levels of student engagement in the learning process. Lower learning motivation results in decreased student engagement.

Rosady (2021) conducted a study with 355 junior high school students as respondents to investigate the impact of motivation on their participation in distance learning during the Covid-19 pandemic. Motivation significantly impacts the participation of junior high school students in distance learning during the Covid-19 pandemic, with a 67.6% influence on student involvement.

Learning motivation drives individuals to reach topic goals, according to Majid and Arief (2015). As defined by Saeed and Zyngier (2012), the concept of learning motivation pertains to the degree to which students are able to exert effort and concentrate on the process of learning in order to attain academic accomplishment. Motivation is widely regarded as a fundamental and essential component for

students to engage in the learning process. Vallerand and colleagues (1992) delineated three dimensions of learning motivation, specifically: (1) Intrinsic motivation, which encompasses three subtypes, namely Intrinsic Motivation to Know (IMTK), Intrinsic Motivation to Accomplish Things (IMTA), and Intrinsic Motivation to Experience Stimulation (IMES); (2) Extrinsic motivation, which comprises three subtypes, namely External Regulation (EMER), Introjected Regulation (EMIN), and Identified Regulation (EMID); and (3) absence of motivation (Amotivation).

Muhammad (2016) contends that kids can learn creatively, with initiative, and with a purpose when they are motivated. Determined students aspire to achieve success and aim to distinguish themselves as accomplished individuals within their surroundings. Students with low learning motivation tend to exhibit a lack of commitment towards their studies, ultimately resulting in suboptimal academic performance.

Learning motivation is a hot topic in education as well because inspiring pupils to excel is one of the hardest problems facing teachers today (Mustamiah & Widanti, 2020). As stated by Palupi, Anitah, and Budiyono (2014), it is the duty of educators to encourage students to participate in educational pursuits. Saeed and Zyngier (2012) suggested that learning motivation and student engagement are significant variables for students in learning arrangements because they impact student achievement success.

Drawing from the initial findings presented, the researcher posits that learning motivation constitutes a variable that is associated with student engagement. According to Uno (2008), students who possess learning motivation exhibit characteristics such as having aspirations and objectives for their future, demonstrating a strong drive and determination to succeed, displaying a keen interest and willingness to acquire knowledge, and being motivated by the prospect of receiving accolades. These attributes ultimately foster a sense of engagement and investment in the learning process. Numerous scholarly inquiries have delved into the topics of learning motivation and student engagement. However, no existing data pertains to the research population of high school students in boarding schools. The researcher is motivated to investigate the learning motivation and student engagement at SMAN X Gowa, which employs a boarding education system.

METHOD

The participants of this study were students enrolled at SMAN X Gowa who were residing in a dormitory setting. The overall student populace amounted to 210 individuals, with Class XI comprising 114 students and Class XII consisting of 96 students. The Yamane formula (Sugiyono, 2019) was utilized for sample calculation in this study, as the population was pre-determined. According to the aforementioned formula, a population of 210 and a sampling error of 5% would necessitate a minimum sample size of 138 individuals. Ultimately, the sample size for this investigation consisted of 150 pupils, with simple random sampling employed as the chosen sampling method.

The present study employed two scales as the primary data collection instruments. The assessment of learning motivation was conducted through utilization of the Academic Motivation Scale (AMS) developed by Vallerand and colleagues in 1992. The AMS evaluates three primary dimensions of motivation, including intrinsic, extrinsic, and amotivation (lack of motivation). The learning motivation scale comprises a total of 28 items, of which 24 are positively worded and 4 are negatively worded, with 5 response options. A motivation scale trial was conducted by researchers, resulting in a set of 28 items. However, 2 items were excluded from the analysis due to their total item correlation coefficient value falling below 0.03. As a result, the final set of items included in the analysis was reduced to 26. The learning motivation scale exhibits a high degree of reliability, as evidenced by its McDonald's coefficient value (ω) of 0.916, which falls within the "very good" range.

The assessment of student engagement was conducted through implementation of the Student Engagement in School Scale, developed by Lam and colleagues (2014), which is grounded in the theoretical framework of Fredricks, Blumenfeld, and Paris (2004). The student engagement scale comprises a total of 33 items, out of which 29 items are favourable and 4 are unfavourable. Additionally, there are 5 answer choices available. The trial of the student engagement scale yielded a total of 33 items,

with 5 items being excluded due to a total item correlation coefficient value that fell below 0.03. Following the process of elimination, a total of 28 items were left. The student engagement scale's reliability has been assessed and determined to have a McDonald's coefficient value (ω) of 0.929, placing it within the category of very good.

The present study employed the Product Moment analysis technique for hypothesis testing, utilizing Jamovi 2.3.18 as a tool.

RESULT AND DISCUSSION

The study posits a hypothesis that a correlation exists between learning motivation and student engagement at SMAN X Gowa. The statistical methodology employed in this research is the product moment analysis, which was conducted using Jamovi 2.3.18 software. The tabulated data depicting the outcomes of the hypothesis test conducted in this study are presented below.

Table 1. Correlation test results of learning motivation with student involvement

Variabel	*r*	R^2	*p*	
MB*KS	0,783	0,613	0.001	Significant

The table above presents the outcomes of the product moment correlation test, indicating a correlation coefficient of r = 0.783 between the learning motivation variable and student involvement. The statistical significance level of p = 0.001 (p <0.05) supports the acceptance of Ha and the rejection of H0. The obtained correlation coefficient of 0.7 indicates a statistically significant positive association between the variables. This demonstrates a positive correlation between student learning motivation and student involvement, whereby an increase in one variable is associated with a corresponding increase in the other variable, and conversely, a decrease in one variable is associated with a corresponding decrease in the other variable. The coefficient of determination for the impact of learning motivation on student involvement is 0.613, indicating a significant positive relationship between the two variables.

The results of this hypothesis test show that: (1) There is a positive and significant relationship between intrinsic aspects and affection aspects. The effective contribution of intrinsic aspects to affection aspects is 0.487 (48.7%); (2) There is a positive and significant relationship between intrinsic aspects and behavioural aspects. The effective contribution of intrinsic aspects to behavioural aspects is 0.384 (38.4%); (3) There is a positive and significant relationship between intrinsic aspects and cognitive aspects. The effective contribution of intrinsic aspects to cognitive aspects is 0.434 (43.4%); (4) There is a positive and significant relationship between extrinsic aspects and affection aspects. The effective contribution of the intrinsic aspect to the affection aspect is 0.396 (39.6%); (5) There is a positive and significant relationship between extrinsic aspects and behavioural aspects. The effective contribution of intrinsic aspects to behavioural aspects is 0.342 (34.2%); (6) There is a positive and significant relationship between extrinsic aspects and cognitive aspects. The effective contribution of entrinsic aspects to cognitive aspects is 0.311 (31.1%).

Table 2. Correlation test results of SM aspects with SE aspects

Variabel (SM *SE)	*r*	R^2	*P*	
Intrinsic* Affection	0,698	0,487	0,001	Significant
Intrinsic* Behavior	0,620	0,384	0,001	Significant
Intrinsic* Cognitive	0,659	0,434	0,001	Significant
Extrinsic* Affection	0,630	0,396	0,001	Significant
Extrinsic* Behavior	0,585	0,342	0,001	Significant
Extrinsic* Cognitive	0,558	0,311	0,001	Significant

Table 3. T-test results of student engagement based on gender.

Variable	gender	*p*	
Student	boy	0,895	Not significant
Engagement	girl	0,896	Not significant

The table presented indicates that the t-test outcomes demonstrate a significant level of 0.895>0.05 for boy participants and 0.896>0.05 for girl participants. The statistical analysis using t-test indicates that there is no significant

disparity in student engagement between genders.

The outcome of the hypothesis testing indicates a direct correlation between the level of learning motivation among students enrolled in SMAN X Gowa with dormitory system and their degree of involvement. Specifically, a positive relationship was observed, suggesting that an increase in students' learning motivation is associated with a corresponding increase in their level of involvement. The results of this study are consistent with the findings of prior research conducted by Mustamiah and Widanti (2020). There exists a positive correlation between learning motivation and student engagement as supported by statistical evidence. When students possess a strong inclination towards learning, they are more likely to engage actively in the process of acquiring knowledge. The presence of learning motivation is a key factor in driving student engagement in a variety of activities, including those that are academic in nature, as well as those that involve social interaction.

Learning motivation has a relationship with student engagement, according to research conducted by Diastama and Dewi (2021). Individuals who possess a drive to learn will willingly participate in a multitude of academic pursuits. Students who exhibit motivation tend to actively engage in the learning process, participate in school-related extracurricular activities, and foster positive relationships with both their peers and educators. Students who exhibit elevated levels of learning motivation tend to experience a heightened sense of affinity towards the learning process and demonstrate a prosocial disposition towards their peers.

Thohir (2017) said that motivation is what leads students to do something and achieve something. The presence of learning motivation is an essential factor in facilitating students' academic success, as it serves as a catalyst for their engagement in various learning activities. In the absence of learning motivation, students are likely to exhibit disinterest towards academic pursuits. In accordance with Emda's (2017), motivation plays a crucial role in not only directing students towards learning activities but also providing positive incentives to guide their learning endeavors.

Involvement can be regarded in a variety of ways, as stated by Ali and Hassan (2018), including student academic engagement, student involvement, academic involvement, and involvement in schoolwork. The consideration of engagement is imperative for educators as it facilitates the acceptance and comprehension of educational objectives by students (Marpaung & Cendana, 2020). Additionally, engagement has the potential to enhance student satisfaction, mitigate feelings of seclusion, and augment academic performance (Martin, 2001). The correlation between student engagement and academic achievement is frequently observed, and it can serve as a factor in resolving matters related to school compliance. The emotional, cognitive, and behavioral development of students is positively impacted by their engagement in school (Ali & Hassan, 2018).

Martin (2001) highlights the importance of student motivation and engagement in keeping students interested in school and learning. The study conducted by Saeed and Zyngier (2012) employed a qualitative methodology and case study approach to investigate the impact of motivation on student engagement. The study participants consisted of 24 individuals, comprising of 11 females and 13 males, who were between the ages of 11 and 13 and enrolled in junior high school. The findings indicated a correlation between intrinsic and extrinsic motivation and student engagement. That motivation is a necessary condition for boosting students' interest in school. In the work of Santoso, Amin, Sumitro, and Lukiati (2017), motivation serves as the fundamental impetus for students to participate and actively involve themselves in an activity.

The study by Amalia and Hendriani (2017) investigated the impact of academic resilience and learning motivation on student engagement among students enrolled at Pondok Pesantren Nurul Islam Karangcempaka. Quantitative methods were employed in the study, utilizing purposive sampling techniques. The study focused on a sample of 212 students, and the findings indicated a significant relationship between academic resilience, learning motivation, and student engagement.

Tara (2021) conducted a study examining the impact of motivation on student engagement in online learning among high school students in Padang City. The researcher employs quantitative methodologies and employs accidental sampling techniques in her study. The study participants consisted of a cohort of 331 secondary school students who engaged in web-based instruction. The findings

indicate that motivation had a significant impact on student engagement, accounting for 55% of the variance.

The statistical analysis indicates a significant and positive correlation between all dimensions of the learning motivation construct and the dimensions of the student engagement construct. The findings of the correlation analysis indicate that the intrinsic aspect exhibits the strongest association with the three dimensions of student engagement, namely affection, behavior, and cognition, as evidenced by the respective correlation coefficients of r = 0.698, r = 0.620, and r = 0.659. As noted by Wigfield and Eccles (2002), students who exhibit intrinsic motivation tend to possess a greater sense of competence, achieve higher levels of academic performance, experience reduced levels of anxiety, and demonstrate a heightened level of engagement in the learning process when compared to their counterparts who lack intrinsic motivation. The literature suggests that there exists a direct relationship between intrinsic motivation and academic performance (Corpus, McClintic-Gilbert & Hayenga, 2009; Lepper, Corpus & Iyenger, 2005), which is indicative of the ideal educational growth in learners (Ryan, Chirkov, Little, Sheldon, Timoshina & Deci, 1999).

Upon conducting further analyses of the variables pertaining to student engagement, it was observed that there existed no statistically significant distinction in the level of student engagement between male and female students. Previous studies have yielded inconclusive results regarding the existence of sex differences (Rocca, 2010), with some studies reporting only minimal differences between genders, such as variations in the types of inquiries posed (Pearson & West, 1991).

CONCLUSION AND SUGGESTION

The researcher arrived at the conclusion that the level of learning motivation and student engagement at SMAN X Gowa was categorized as high, based on the findings of the study. The findings indicate a correlation between students' learning motivation and their level of engagement at SMAN X Gowa. The present study examines the association between learning motivation and student involvement at SMAN X Gowa. The findings indicate a positive correlation between the two variables, suggesting that heightened levels of learning motivation are associated with increased student involvement at SMAN X Gowa. Conversely, decreased levels of learning motivation are associated with reduced student involvement at SMAN X Gowa. Upon conducting further analyses, it was determined that there was no discernible discrepancy in the degree of engagement exhibited by male and female students enrolled at SMAN X Gowa.

The anticipated outcome of this research is to provide valuable insights to educators in secondary education regarding the development of instructional curricula and student training programs that can enhance student motivation to learn. This is significant as motivation is a key factor in promoting student engagement and academic success.

To enhance the scope of research, it is recommended that researchers collect data from multiple locations and increase the sample size to ensure greater diversity among respondents. It is anticipated that forthcoming scholars will introduce additional variables as subjects that could be associated with student engagement, beyond the realm of learning motivation variables, to yield more varied outcomes.

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