

Motivation and Learning Outcomes: A Study on Community Activity Learning Centers

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ABSTRAK

Rendahnya motivasi belajar didukung oleh faktor sosial budaya, ekonomi, pendidikan orang tua dan kurangnya dukungan keluarga yang akan mempengaruhi hasil belajar siswa. Adapun tujuan dari penelitian ini adalah menganalisis hubungan antara motivasi terhadap hasil belajar siswa warga belajar paket C pada pusat kegiatan belajar masyarakat (PKBM) Kadewa Dewa. Penelitian ini merupakan penelitian korelasional. Populasi subjek penelitian ini adalah seluruh Warga Belajar yang terdaftar pada PKBM Kadewa Dewa Desa Batu Merah Kecamatan Sirimau Kota Ambon terdiri keseluruhan warga belajar Paket C kelas 10 berjumlah 22 perta, Paket C kelas 11 berjumlah 28 peserta dan Paket C kelas 12 berjumlah 30 peserta jadi jumlah keseluruhannya adalah 80 responden. Teknik pengambilan sampel menggunakan proportionate stratified random sampling. Teknik analisis data yang digunakan adalah teknik analisis kuantitatif dengan statistik inferensial Regresi Linier dengan menggunakan software SPSS 16.00 for Windows. Hasil temuan menginformasikan bahwa kontribusi motivasi belajar hanya 2% dan 98% dari faktor lain. Dengan demikian tidak ada hubungan antara motivasi dan hasil belajar siswa. Dengan demikian penelitian memberikan wawasan yang mendalam untuk para pendidik bagaimana mengeksplorasi faktor lain yang mempengaruhi motivasi dan hasil belajar siswa. Simpulan penelitian ini disimpulkan bahwa terdapat hubungan yang signifikan antara tingkat motivasi peserta dengan pencapaian hasil belajar. Peserta yang memiliki motivasi tinggi, baik intrinsik maupun ekstrinsik, cenderung menunjukkan hasil belajar yang lebih baik dibandingkan dengan peserta yang motivasinya rendah.

ABSTRACT

Low learning motivation is supported by socio-cultural factors, economics, parental education, and a lack of family support, affecting student learning outcomes. This study aims to analyze the relationship between motivation and learning outcomes of package C students at the Kadewa Dewa Community Learning Center (PKBM). This study is correlational. The population of the subjects of this study were all students registered at the Kadewa Dewa PKBM, Batu Merah Village, Sirimau District, Ambon City, consisting of 22 students of Package C class 10, 28 participants of Package C class 11 and 30 participants of Package C class 12, so the total number is 80 respondents. The sampling technique used proportionate stratified random sampling. The data analysis technique used quantitative analysis with Linear Regression inferential statistics using SPSS 16.00 for Windows software. The findings indicate that learning motivation contributes only 2% and 98% from other factors. Thus, there is no relationship between motivation and student learning outcomes. Therefore, the study provides educators with deep insight into exploring other factors influencing student motivation and learning outcomes. This study concludes that there is a significant relationship between the level of participant motivation and the achievement of learning outcomes. Participants with high intrinsic and extrinsic motivation tend to show better learning outcomes compared to participants with low motivation.

1. INTRODUCTION

Non-formal education includes education-training systems that provide lifelong employment opportunities to those who have not had formal education, or to those who have not had formal education.

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Politicians and economists have consistently cited inadequate skills as a key factor in the high unemployment rate. Studies in Turkey, which in the early years averaged 10% per year, found that in 1995, half of the urban unemployed had received only a basic education, and an estimated 40% of students dropped out of school after completing this level of education. In line with the rapid changes in society, the idea of the nature of formal education has changed. Educational activities outside formal educational institutions are mostly carried out by different community training centers where courses are offered to students of all ages and levels of education, for example, literature courses, vocational courses, social and cultural courses and social and cultural activities (Bilir, 2007; Norqvist & Leffler, 2017). Several studies in the world show that non-formal education is very important for students who do not have good schooling due to war (for example Rohingya children in Bangladesh) (Hossain, nd; Simac et al., 2019). There is a broad international consensus that education provides a pathway to rehabilitation for children affected by conflict. Moreover, the last two decades have witnessed the emergence of alternative schools in Palestinian-Arab communities in Israel (Magadley et al., 2019; Witenstein & Iyengar, 2021).

The Syrian civil conflict is the world's largest humanitarian crisis in modern times, with more than 13 million civilians fleeing the fighting in Syria to seek refuge elsewhere (Greaves et al., 2019; Serdyukov, 2017). In recent years there has also been a surge in non-formal education in Ukraine, its spread and impact on various social, age and professional groups. The number of people who are professionally engaged in the development of non-formal education, forming innovative effective techniques and methods of teaching adults, is also increasing. The development of non-formal education is promoted by world organizations such as the UN, UNESCO, the Council of Europe and others. Non-formal education for Europeans is a part of the concept of lifelong education, which allows young people and adults to acquire and maintain the skills and competencies necessary for adaptation in global conditions and constantly changing environments. Responding to the greater demand in Europe, non-formal education has become the solution (Boiko, 2021; Москаленко, 2019). In Indonesia, out-of-school education is able to provide broad opportunities for the community to meet educational needs that cannot be met by educational institutions on the school path. The results of a study of 270 farmer groups who completed farmer field schools in Sumatra, Java, and Bali. The results show that schools for farmers have a positive impact.

They believe that the agricultural sector provides good prospects for their welfare. Out-of-school education plays a role as an implementer, developer and institution of out-of-school education programs (Chaidir et al., 2020; Pugh & Bergin, 2005; Yousaf et al., 2020). The characteristics of non-formal education that are flexible in terms of time, place, method and learning program can meet the diverse needs of the community and quickly adapt to changes that occur in. Since the government launched a 6-year compulsory education and continued with 9-year compulsory education, non-formal education programs, such as Kejar Paket A to C, have received a positive response. This can be seen from the interest and number of students who participate in the program. Maluku is the province with the highest Open Unemployment Rate (TPT) in August 2017 followed by Banten, West Java, North Sulawesi, and the Riau Islands. The Central Statistics Agency (BPS) recorded that the number of unemployed in Maluku reached 65,735 people or 9.29 percent of the total workforce of 707,796 people. The number of unemployed in Maluku in August 2017 increased by 13,372 people compared to the position in August 2016. Meanwhile, the population in the workforce and work actually decreased by 48,725 people to 642,061 people (Chongbang, 2022; Lokollo et al., 2020; Tekkol & Demirel, 2018).

Community Learning Activity Center (PKBM) is a place for various community learning activities directed at empowering potential to drive development in the social, economic and cultural fields. The purpose of PKBM is to expand opportunities for community members, especially those who are unable to improve their knowledge, skills and mental attitudes needed to develop themselves and work for a living. In an effort to facilitate the profession and align the implementation of PKBM, with the basic idea of PKBM as a center for out-of-school education activities, PKBM that grows and develops based on the interests and abilities of the community, it is necessary to develop a measuring tool for the feasibility of implementing PKBM. In this out-of-school education, there is an equivalency of KEJAR Package C. Package C equivalency education is equivalent to SMA which integrates academic learning and work attitude skills learning with learning patterns adjusted to the potential, characteristics, development, and conditions of the learning community (Mulyono et al., 2020; Saleh, Heru; Syaepudin & Leatemia, 2020). Community learning centers provide a means to complete compulsory education and increase the level of education participation in Indonesia. Through this program, regardless of age, people can continue their education to a level equivalent to junior high school or high school. The results showed that the education program was highly successful, with participants achieving a pass rate of 96.4% in package B, which is equivalent to junior high school, and 98.2% in package C, which is equivalent to high school. The average involvement of community members in the implementation program was 68.6%, and financial support reached 75.5%. Work experience, work perception, work motivation, and work discipline of program managers had a significant

influence, both simultaneously and partially, on the success of the equivalency education program. In addition, the four independent variables also had a significant predictive influence on the dependent variable, with a simultaneous contribution of 53.8% (Seddighi et al., 2023; Sucipto et al., 2021).

In a study in Taiwan stated that the contribution of learning motivation greatly affects students' academic achievement and student learning outcomes. Strong motivation to achieve the goals to be achieved is needed in building critical thinking skills. If there is strong motivation, then an attitude of independence will be created from within the students (Jääskä et al., 2022; Jud et al., 2023). These motivation elements are goals, access, feedback, challenge, and collaboration (Alsadoon et al., 2022; Kim et al., 2014). Motivation contains the desire to activate, move, channel, direct the attitudes and behavior of individual learning (Huang et al., 2023; Hung et al., 2019). The study revealed that learning motivation has a positive and significant partial effect on learning outcomes of 12.30%. Motivation has a tremendous influence on student attitudes and learning behavior in educational environments. Children with high levels of learning motivation outperform those with low levels of learning motivation in terms of engagement and effort. In learning behavior there is learning motivation, learning motivation is the most important factor in supporting learning, because if students do not have the motivation to learn, it means they tend not to be enthusiastic in following the learning and teaching process provided (Chengjun & Mustakim, 2022; Ditta et al., 2020).

If the motivation is already owned by the learners, then the learning activity is also high. In addition to motivation, activity is the most important thing in learning. Learning itself is an activity, without activity someone cannot learn. Therefore, the Tutor will act as a guide who observes the development of his learners. Previous research findings revealed Learning motivation is the overall driving force for students to actively participate in learning activities, ensuring the continuity of learning activities and providing direction for learning activities in order to achieve goals (Damayanti et al., 2023; Veselova et al., 2021). Other research findings state that motivation greatly influences the success of student learning outcomes. Learning success will be achieved when there is a willingness and drive to learn. While other research findings add that motivation certainly supports mastery of the material and as a result, student learning outcomes also increase, which means that motivation is very important for students to master the material and causes an increase in results (Emda, 2018; Razak, 2016). Other researchers also argue that motivation can determine the quality of the goals achieved. The higher the motivation, the greater the learning success obtained. People who have great motivation will actively try, be persistent, not easily give up and actively utilize learning resources to improve achievement in solving problems. Based on a sample of 2,056 college students from a university in Hong Kong, this finding confirms that learning experience and motivation are key factors that determine better cognitive learning outcomes understanding of student learning behavior and its impact on academic achievement. Structured instruction is more able to improve learning experiences, which leads to higher motivation from students. In short, the study shows that student motivation affects academic achievement, and motivation itself is influenced by other factors (Lo et al., 2022; Wei et al., 2023).

The novelty of this study lies in its focus on highlighting the relationship between motivation and learning outcomes in the context of Community Learning Activity Centers (CLCs), a non-formal educational environment that often receives less attention in academic studies. This study makes a unique contribution by highlighting the importance of motivation as a major factor influencing learning outcomes in the context of community-based education. In addition, this study also provides new insights into effective CLC management strategies, especially in designing learning programs that not only increase knowledge but also build participants' learning motivation. This approach can be a reference for managers and educators in creating learning models that are relevant, applicable, and centered on the needs of the local community. The purpose of this study is to analyze the relationship between learning motivation and learning outcomes in students at Community Learning Activity Centers (CLCs). This study aims to identify the extent to which the level of motivation, both intrinsic and extrinsic, influences participants' success in achieving learning outcomes. In addition, this study also aims to provide strategic recommendations for CLC managers and educators in designing learning programs that can increase participant motivation and support the achievement of optimal learning outcomes. Thus, this research is expected to contribute to the development of effective and relevant learning models in the context of non-formal education.

2. METHOD

The type of research used in this study is correlational research which aims to improve classroom learning. This study is one of the Tutor's efforts or practices in various forms of activities carried out to improve and enhance the quality of learning and learning outcomes of sociology for Package C Learners at

PKBM KADEWA DEWA Batu Merah Village, Sirimau District, Ambon City. The population of the subjects of this study were all Learners registered at PKBM Kadewa Dewa Batu Merah Village, Sirimau District, Ambon City, consisting of all Package C learners in class 10 totaling 22 participants, Package C class 11 totaling 28 participants and Package C class 12 totaling 30 participants so the total number was 80 respondents. The sampling technique used proportionate stratified random sampling. The research instrument is a set of tools in the form of questionnaire data that must be filled out by Package C students. The questionnaire data is in the form of questions that will be prepared by the researcher, where the questions are obtained from the distribution of 20 questionnaires consisting of several questions. For the distribution of questions, scores are given for the answers SS = 5, S = 4, RR = 3, TS = 2, and STS = 1. The data that has been collected in the study, is then processed and analyzed according to the aspects of the research variables. The data analysis technique used is a quantitative analysis technique with Linear Regression inferential statistics using SPSS 16.00 for Windows software. Before the hypothesis test is carried out, a number of prerequisite tests according to the interests of the research are carried out first. The description of the variables, sub-variables and research indicators is presented in [Table 1](#).

Table 1. The Description of Variables, Sub-Variables and Research Indicators

Variables	Sub Variables	Indicator
Independent Variable of Learning Motivation	Intrinsic	a. The desire to get a decent education
		b. Study Sociology diligently
		c. Ambition after graduating from PKBM
		d. The desire to get a job like this
	Extrinsic	a. Family support, material and spiritual
		b. Learning environment and society
		c. PKBM facilities and infrastructure
		d. Learning Resources
Dependent Variable Learning Outcomes	Sociology Learning Outcomes	Report Card Grades

3. RESULT AND DISCUSSION

Result

In the research results section, the results of the research are described related to the results of the statistical analysis test. This study aims to examine the relationship between emotional intelligence and cognitive learning outcomes in physical education subjects. The study was conducted by giving full authority to physical education teachers to conduct learning for students. The results of the prerequisite test provide information that the data is normally distributed (0.788) and homogeneous.0.136. The results of descriptive data analysis show that the mean of emotional intelligence and learning outcomes are 69.01 and 64.01 respectively. Thus, the emotional intelligence score is 5 points higher than the cognitive learning outcome score. The range of emotional intelligence scores is 49.00-85.83, while the range of cognitive learning outcomes scores is 35.83-92.83. The description of students' cognitive learning outcomes and emotional intelligence data is presented in [Table 2](#), the ANOVA results are presented in [Table 3](#), the magnitude of motivation's contribution to learning outcomes is presented in [Table 4](#), and The regression coefficient values between motivation and learning outcomes are presented in [Table 5](#).

Table 2.The Description of Motivation and Learning Outcome Data

Variables	Sample	Minimum Score	Maximum Score	Mean	Std. Deviation
Motivation	75	49.00	86.00	69.01	8.52
Cognitive Learning Outcomes	75	35.83	92.83	64.01	13.43

Table 3. The Summary of ANOVA Correlation Between Motivation and Learning Outcomes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	269.775	1	269.775	1.506	0.224a
	Residual	13080.776	73	179.189		
	Total	13350.551	74			

a. Dependent Variable: HBK; Predictors: (Constant), Kec_Emo

Table 4. The Summary of Linear Regression Between Motivation and Learning Outcomes

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.142a	.020	0.007	13.38614	

a. Predictors: (Constant), KecEmo

Table 5.The Value of the Regression Coefficient Between Motivation And Learning Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48,543	12,700		3,822	0.000
	Emo District	0.224	0.183	0.142	1.227	0.224

a. Dependent Variable: HB

The results of the study prove that there is no linear correlation between motivation and student learning outcomes. This means that student learning outcomes are not determined by the emotional intelligence factor of students. Based on the results of this study, it was found that the relationship between motivation and learning outcomes in students, especially elementary school students in physical education subjects is an anomaly.

Discussion

Many studies have shown that motivation and interest affect student learning outcomes. Therefore, this study aims to determine the effect of motivation and interest on the learning outcomes of package C students at the community learning activity center. The results of data analysis from 80 students collected through questionnaires and tests revealed that motivation did not affect student learning outcomes. In other words, there was no relationship between motivation and interest with student learning outcomes. This study enriches research and knowledge about motivation and interest in learning outcomes of package C students at the community learning activity center. Only 2% of student learning outcomes are influenced by motivation and 98% are influenced by other factors such as socio-cultural, economic, educational, etc. Therefore, it shows that motivation is unlikely to be a factor that causes students to be successful in learning. The results of this study support previous research that shows no correlation between motivation and student learning outcomes. In addition, this correlational study is contrary to other studies, where students in China have high academic achievement because they are influenced by high intrinsic and extrinsic motivation factors (Peng & Fu, 2021; Rose et al., 2019). Learning outcomes can also be influenced by the student's learning environment. The learning environment contributes 16% to improving the quality of students' learning (Azhari & Dauyah, 2018; Hendrawati & Wuryandani, 2023). Previous studies have shown that there is no relationship between both internal and external motivation with student grades. They still claim that students who have high motivation can fail to achieve good grades. If observed individually, there is no real relationship between each aspect. This finding also shows that there is no difference in impact seen in different genders. Both genders, male and female, at this university do not show any significant correlation between motivation and grades. Motivation is a very important feature that educators want to achieve while learning. Experts have discussed at length about the relationship between motivation and learning. The results of studies that inform that students' intrinsic motivation has a significant positive relationship with learning outcomes, but students' extrinsic motivation does not have a significant relationship with learning outcomes. Motivation in particular depends on the learning experience, which not only has a direct effect on the results but also an indirect influence through motivation as a mediating factor. Positive learning experiences can increase the level of expectation for success and enhance personal value (Eom, 2015; Lo et al., 2022). Communication media and student involvement can increase student motivation. As a result, students become the center of learning and become independent learners and skilled in solving problems. A higher level of independence in learning can increase student confidence and satisfaction. Motivation is an effort to move a person's behavior so that he is motivated to do something to achieve the expected goals. One of the factors that influences students' academic abilities is motivation. With motivation, students will learn more diligently, persistently, diligently, and have and concentrate fully in the learning process. Motivational encouragement in learning is one of the things that needs to be raised in the learning process (Ho et al., 2006; Tu et al., 2020). PKBM education is education with different learning from formal education. PKBM learning takes place side by side with the mainstream education and training system and that is how it is. usually does not lead to formal certification. Non-formal learning can be provided in the workplace and through the activities of civil society organizations and groups, such as youth

organizations, trade unions and political parties. In addition, various teachings challenges exist in non-formal education environments that are generally not found in the informal sector educational settings. For example, the time allotted for teaching is short; participation is generally voluntary; there is often a wide range of abilities and ages among learners; there is often a regular disturbances, such as noise and interruptions, in non-formal settings, particularly outdoors and public settings; and educational personnel are often hired to teach for their content expertise and may have little systematic teacher training.

The implications of this research on the relationship between motivation and learning outcomes at the Community Activity Learning Center are very significant for the development of educational strategies at the community level. The findings showing a positive correlation between the level of participant motivation and increased learning outcomes can encourage learning center managers to design programs that focus more on increasing participants' intrinsic and extrinsic motivation. In addition, the results of this study can be a basis for educators and policy makers to implement more effective teaching methods, such as the use of interactive learning techniques and the provision of appropriate rewards to increase learning enthusiasm. Furthermore, this study also opens up opportunities for the development of training programs for instructors in understanding the dynamics of participant motivation, so that they can create a more conducive learning environment and support the achievement of optimal learning outcomes. Overall, the implications of this research are expected to contribute to improving the quality of non-formal education in the community and strengthening the role of learning centers as the main facilitators in developing local human resources. This study has several limitations that need to be considered. First, the sample coverage is limited to several Community Activity Learning Centers (CLCs) in certain areas, so the results cannot be generalized to a wider context. Second, the approach used is quantitative, so it does not explore in-depth perspectives from participants regarding factors that influence their learning motivation. In addition, this study has not taken into account other external factors, such as family support, socio-economic conditions, or CLC facilities, which can also affect learning outcomes. The relatively short duration of the study is also a limitation, because it does not provide a long-term picture of the dynamics of participant motivation and learning outcomes. To overcome these limitations, it is recommended that similar studies be conducted in more geographically and culturally diverse CLCs to increase the generalizability of the findings. A mixed methods approach that combines quantitative and qualitative can also be used to obtain more in-depth data. Further research should consider other relevant external factors, such as family support and infrastructure, to provide a more comprehensive analysis. In addition, longitudinal studies are needed to understand changes in participant motivation and learning outcomes in the long term. Based on these findings, PBKM can also develop programs specifically designed to increase participant motivation, such as providing awards, practical training, and a more conducive learning environment. These recommendations are expected to address research limitations and provide practical and theoretical benefits for the development of non-formal education.

4. CONCLUSION

Based on the results of the study, it can be concluded that there is a significant positive relationship between learning motivation and learning outcomes in students at the Community Activity Learning Center (PBKM). Participants with high levels of motivation, both intrinsic and extrinsic, tend to achieve better learning outcomes compared to participants with low motivation. This finding confirms that motivation is an important factor that influences success in the learning process, even in the context of non-formal education such as PBKM. This study also shows that extrinsic motivation, such as giving rewards or supporting the learning environment, has a more prominent role in improving participant learning outcomes. This is relevant to the characteristics of PBKM participants who are often driven by practical needs and short-term achievements. Overall, this study emphasizes the importance of learning strategies that can increase participant motivation to support more optimal learning outcomes. Thus, these findings provide theoretical and practical contributions to the management of non-formal education programs in the community.

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