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THE EFFECT OF LEARNING MOTIVATION, LEARNING READINESS, AND PEER GROUP ON LEARNING OUTCOMES THE BASICS OF ACCOUNTING GRADE X ACCOUNTING STUDENTS IN SMK NEGERI 1 BOGOR

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Abstract

This study aims to determine the relationship effect of learning motivation, learning readines, and peer group on learning outcomes of class x accounting state vocational high school 1 Bogor on subjects to basic accounting, both partially and simultaneously. This study uses a survey method with a correlation approach. The affordable population in this study was 105 students. The sampling technique uses propotional random sampling so that a sample of 83 students is obtained. From the requirements of the analysis carried out, the data are stated to be normally distributed and linear with multiple regression equation Ȳ= 44,839 + 0,130X1 + 0,126X2 + 0,129X3. Obtained a multiple correlation coefficient of 0.393 and the coefficient of determination 15.4% thus the hypothesis is accepted. Then, based on the results of the test analysis that has been done, the learning outcomes are influenced by learning motivation, learning readinesss, and peer group.

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan pengaruh motivasi belajar, kesiapan belajar, dan peer group terhadap hasil belajar akuntansi kelas x SMK Negeri 1 Bogor pada mata pelajaran akuntansi dasar, baik secara parsial maupun simultan. Penelitian ini menggunakan metode survei dengan pendekatan korelasional. Populasi terjangkau dalam penelitian ini adalah 105 siswa. Teknik pengambilan sampel menggunakan propotional random sampling sehingga diperoleh sampel sebanyak 83 siswa. Dari persyaratan analisis yang dilakukan, data dinyatakan berdistribusi normal dan linier dengan persamaan regresi berganda = 44.839 + 0,130X1 + 0,126X2 + 0,129X3. Diperoleh koefisien korelasi ganda sebesar 0,393 dan koefisien determinasi 15,4% dengan demikian hipotesis diterima. Kemudian berdasarkan hasil analisis tes yang telah dilakukan, hasil belajar dipengaruhi oleh motivasi belajar, kesiapan belajar, dan peer group.

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INTRODUCTION

One reflection of approval of successful education is through approval of student learning outcomes. This indicator is one of many benchmarks. Learning outcomes are interpreted as results that have been agreed upon by students in mastering the main aspects of learning that are cognitive, affective, and psychomotor obtained by students in a certain period of time during the learning process at the educational level.

Student learning outcomes in Indonesia can be seen from the results of the PISA (Program for International Student Assessment) study. This survey was conducted by the OECD. The OECD conducts evaluations in the form of tests and questionnaires in several countries which are shown to 15-year- old students or if in Indonesia is equivalent to class X or XI. PISA is conducted every three years and starts in 2000. The materials that are evaluated are science, reading, and mathematics.

The results of the PISA test and survey, conducted in 2015 involved 540,000 students in 70 countries. In the 2015 PISA test and survey results it was found that Singapore was ranked first for the third science, reading and mathematics material. From the results of the 2015 PISA test and evaluation Indonesian students' performance is still relatively low. Successive average scores for Indonesian students' achievement in science, reading, and mathematics are ranked 62, 61, and 63 out of 70 countries evaluated. Indonesia's ranking and average score does not differ greatly from the results of previous PISA tests and surveys in 2012 which were also in the low mastery of material group.

The process of achieving optimal learning outcomes cannot run by itself, because the achievement of learning outcomes obtained by students is always associated with the factors that influence it. In general, there are two factors that influence student learning outcomes, namely internal factors and external factors. Internal factors are factors that originate from within the students themselves such as the ability to think, motivation, interests, and readiness of students. While external factors are factors that originate from outside the student self such as infrastructure, teacher competence, teacher creativity, learning resources, methods, and the environment both family, peers and the community.

The results of research conducted by Eri Novalinda stated that learning motivation has a significant effect on the learning outcomes of Class X Accounting students in accounting subjects at SMK PGRI 5 Jember 2016/2017 academic year (Novalinda, 2017). Furthermore, Vovi Sinta's research states that learning readiness significantly influences the learning outcomes of class X students in economic subjects at Bina Jaya High School Palembang (Sinta, 2017). The results of Ita Dwi Arista's research stated that peers affected the learning outcomes of social studies class X in economic subjects at SMA Negeri 1 Kadaeman Gresik (Arista, 2018). Strengthened by the results of Widia Hapnita's research stated that internal factors (motivation and readiness) and external factors (peers) contributed to the results of learning to draw with software class XI student drawing techniques at SMKN 1 Padang (Hapnita, 2018). But the results of research conducted by Dinar Tiara states that motivation does not have a significant positive influence on learning outcomes (Tiara, 2015).

RESEARCH THEORITICAL

a. Learning Outcomes

According to Husamah, learning outcomes are changes in behavior as a result of the learning process. (Husamah, 2018). Then Ahmad Susanto also explained that learning outcomes are skills acquired by children after going through learning activities. (Susanto, 2013a). Furthermore Nana Sudjana stated that learning outcomes are abilities students have after they have received their learning experience. (Sudjana, 2006). Thus, learning outcomes are the results obtained by students after participating in learning activities.

Related to the indicators of student learning outcomes, based on the explanation that has been submitted (Kusumawati, 2019) (Sudjana, 2006) (Syah, 1995), it can be concluded that the realm of achievement of student learning outcomes is divided into three, namely the cognitive realm,the affective realm, the psychomotor realm.

b. Learning Motivation

Related to the understanding of the learning motivation, according to (Suardi, 2004) (Sardiman, 2010) (Winkel, 2014), learning motivation is the overall psychic driving force in students who can encourage learning activities. Furthermore, to be able to measure learning motivation, indicators are needed, according to (Suardi, 2004) (Riduwan, 2009) (Sardiman, 2010) indicators of motivation in learning are a sense of perseverance in facing tasks, tenacious in facing difficulties, independent in learning.

c. Learning Readiness

Related to the understanding of the learning readiness, according to (Susanto, 2013) (Andri, 2019) (Bastable, 2002), learning readiness is the condition of students themselves when they feel ready to receive and participate in learning activities. Furthermore, to be able to measure learning readiness, indicators are needed, according to (Djamarah, 2002) (Fatchurrochman, 2011) (Surya, 2007) indicators of readiness in learning are a sense of physical condition and psychological condition.

d. Peer Group

Related to the understanding of the peer group, according to (Soeroso, 2008) (Slavin, 2011) (Tirtarahardja, 2005), the environment of peers is an environment whose members have a mature age same. Furthermore, to be able to measure learning readiness, indicators are needed, according to (Suwendra, 2018) (Santosa, 2009) (Burges, 2006) indicators of peer group are a sense of cooperation and adjustment.

METHODELOGY

This research is classified as a quantitative approach, and uses survey methods. The independent variables in this study are learning motivation, learning readiness, adn peer groups while the dependent variable in this study is learning outcomes. The population in this study are students majoring in Accounting in State Vocational School 1 Bogor.

In this study the sampling technique used was proportional random sampling. The determination of the sample in this study was calculated by the Slovin formula, so that the number of samples obtained in this study amounted to 105 students. In collecting a learning motivation, learning readiness, adn peer groups to use primary data in the form

of a questionnaire that has been tested and validated. As for the data collection of learning outcomes using secondary data in the form of documentation of student test scores. Data analysis techniques used were descriptive statistics, prerequisite tests and hypothesis testing.

RESULT AND DISCUSSION

Descrption of research data can be interpreted to present a general picture in processing a dara on each variable.

1) Descriptive Statistics Test Result

Descriptive Statistic Learning Motivation (X1)

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Motivasi Belajar	83	67	57	124	7723	93,05	14,836	220,095
Valid N (listwise)	83							

Descriptive Statistic Learning Readiness (X2)

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Kesiapan Belajar	83	67	61	128	7811	94,11	14,320	205,073
Valid N (listwise)	83							

Descriptive Statistic Peer Group (X3)

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Lingkungan Teman Sebaya	83	79	40	119	8099	97,58	13,314	177,271
Valid N (listwise)	83							

2) Test Requirements Analysis

a. Test Results For Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		83
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	3,82666743
Most Extreme Differences	Absolute	,064
	Positive	,064
	Negative	-,054
Test Statistic		,064
Asymp. Sig. (2-tailed)		**,200**[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The normality test output calculation results state that the data of all variables in this study are Learning Outcomes (Y), Learning Motivation (X1), Learning Readiness (X2), Peer Environment (X3) are normally distributed. This is evidenced by the significance value in Kolmogrov- Smirnov of 0.200> 0.05. Then based on the results of these calculations it can be seen that the data used in this study are normally distributed. To facilitate the presentation of normality test results then presented through the Normal Probability Plot in the IBM SPSS V.26.

b. Linearity Test Results

Variable Significance Value

Variable	**Significance Value**
X1 → Y	0,378
X2 → Y	0,386
X3 → Y	0,097

Based on the linearity test above, it is known that the significance value between learning motivation (X1) and learning outcomes (Y) is 0.378 greater than 0.05 (significance test> 0.05). In addition, the calculated Fcount of 1.097 and Ftable can be known for 4.16 (F = 0.05 and df 1, 31) because the calculated Fcount <Ftable, then there is a significant linear effect between learning motivation and learning outcomes. The significance value between learning readiness (X2) and learning outcomes (Y) is 0.386, greater than 0.05 (significance test> 0.05). In addition, the calculated Fcount of 1.091 and Ftable can be known for 4.13 (F = 0.05 and df 1, 34) because the calculated Fcount <Ftable, then there is a significant linear effect between the readiness of learning with learning outcomes. The significance value between the peer environment (X3) and learning outcomes (Y) is 0.097, greater than 0.05 (significance test> 0.05). In addition, the calculated Fcount of 1.505 and

the Ftable can be known for 4.10 (F = 0.05 and df 1, 38) because the calculated Fcount <Ftable, then there is a significant linear effect between peer environment and learning outcomes.

3) Regression Equation Analysis

Model	Unstandardized Coefficients		Standart Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	**44,839**	1,753		25,574	,000
Motivasi Belajar	**,130**	,012	,491	10,650	**,000**
Kesiapan Belajar	**,126**	,013	,458	9,898	**,000**
Lingkungan Teman Sebaya	**,129**	,013	,436	10,112	**,000**

a. Dependent Variable: Hasil Belajar

In the regression equation above can be obtained as follows:

$\bar{Y} = \alpha + b1 + b2 + b3$

$\bar{Y} = 44{,}839 + 0{,}130X1 + 0{,}126X2 + 0{,}129X3$

4) Hypothesis Test

a. Partial Regression Coefficient Test (T Test)

Coefficientsa

Model		Unstandardized Coefficients		Standart Coefficien	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	44,839	1,753		25,574	,000
	Motivasi Belajar	,130	,012	,491	**10,650**	,000
	Kesiapan Belajar	,126	,013	,458	**9,898**	,000
	Lingkungan Teman Sebaya	,129	,013	,436	**10,112**	,000

a. Dependent Variable: Hasil Belajar

Based on the T test results obtained:

1) The Tcount of learning motivation is 10,650 and the table significant at 0,05 with df = n-k-1 or 83 – 3 – 1 = 79, a Ttable of 1,990. Thus it can be concluded that the Tcount of learning motivation 10,650 > Ttable = 1,990. Thus, it can be concluded that the coefficient is significant.

2) The Tcount of learning readiness is 9,898 and the table significant at 0,05 with df = n-k-1 or 83 – 3 – 1 = 79, a Ttable of 1,990. Thus it can be concluded that the Tcount of learning readiness 9,898 > Ttable = 1,990. Thus, it can be concluded that the coefficient is significant.

3) The Tcount of peer group is 10,112

and the table significant at 0,05 with df = n-k-1 or 83 – 3 – 1 = 79, a T of 1,990. Thus it can be concluded that the Tcount of peer group 10,112 > Ttable = 1,990. Thus, it can be concluded that the coefficient is significant.

b. Test The Regression Coefficient Together (Test F)

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1086,920	3	362,307	**154.447**	,000[b]
Residual	185,321	79	2,346		
Total	1272,241	82			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Lingkungan Teman Sebaya, Motivasi Belajar, Kesiapan Belajar

From calculations using SPSS

V.26 in the above table, it is obtained that the value of Fcount is 154.444. Values can be found in the statistical table at the 0.05 significance level. dfl = (number of variables - 1) or 4 - 1 = 3 and df2 = n - k - 1 (n is the number of respondents and k is the number of independent variables) or 83 - 3 - 1 =

79. Obtained Ftable of 2.72, so that the Fcount is 154.444> Ftable is 2.72. So it was concluded that learning motivation, learning readiness, and peer environment jointly influence learning outcomes.

5) Multiple Correlation Coefficient Test

The level of closeness of the relationship between the independent variables with the dependent variable, from the table above shows that the R value of 0.393. So it can be concluded that there is a strong correlation between learning motivation (X1), learning readiness (X2), learning environment (X3) with learning outcomes (Y).

6) Test The Coefficient Of Determination

R square or R^2 in the model summary table is 0.154. It can be concluded that the magnitude of the influence of learning motivation variables (X1), learning readiness (X2), peer environment (X3) simultaneously on learning outcomes is 15.4%, while the rest is influenced by other factors not examined by researchers.

The Effect Of Motivation In Learning On Learning Outcomes

The results of the calculation of the partial significance test (t-test) for learning motivation were obtained tcount (10,650)> ttable (1,990) with the coefficient criteria declared significant if tcount> ttable with a significance of 0,000 <0.05. Then it can be concluded that H0 is rejected, then there is a positive and significant effect between learning motivation and learning outcomes.

The results of this study support the results of previous relevant research conducted by Endah Widiarti in 2018, from this study the coefficient of multiple linear regression test results obtained with a value of 0.633 which means giving a positive value on learning

outcomes. This means that if learning motivation has increased by 1 point and other variables are considered fixed, then the learning outcome has increased by 0.633. With the t-test significance value of 0,000 <0.05 this proves that the hypothesis of the influence of learning motivation on learning outcomes is accepted.

The Effect of Readiness In Learning On Learning Outcomes

The results of the calculation of the partial significance test (t-test) for learning readiness obtained tcount (9,898)> ttable (1,990) with the coefficient criteria declared significant if tcount> ttable with a significance of 0,000 <0.05. So it can be concluded that H0 is rejected, then there is a positive influence between learning readiness and learning outcomes.

The results of this study support the results of previous relevant research conducted by Endah Widiarti in 2018, from this study the coefficient of multiple linear regression test results obtained with a value of 0.310 which means giving a positive value to the learning outcomes. This means that if the readiness of learning has increased by 1 point and other variables are considered constant, then the learning outcomes have increased by 0.310. With a t-test significance value of 0,000

<0.05 this proves that the hypothesis of the influence of learning readiness on learning outcomes is accepted.

The Effect Peer Group On Learning Outcomes

The results of the calculation of partial significant tests (t-test) for the peer environment were obtained tcount (10,112)> ttable (1,990) with the coefficient criteria declared significant if tcount> ttable with sig. 0,000 <0.05. Then it can be concluded that H0 is rejected, then there is a positive and significant influence between peer environment and learning outcomes.

The results of this study support the results of previous relevant research conducted by Ita Dwi Arista in 2018, that from this study the coefficient of multiple linear regression test results obtained with a value of 0.702, which means giving a positive value on learning outcomes. This means that if the environment of peers has increased by 1 point and other variables are considered fixed, then the learning outcomes have increased 0.702. With the significance value of the t-test of

0.002 <0.05 this proves the hypothesis of peer environment influence on learning outcomes is accepted.

CONCLUTION AND SUGGESTION

Conclution

Based on the analysis of research data on the influence of learning motivation, learning readiness, and peer environment with learning outcomes in students' basic accounting subjects at SMK Negeri 1 Bogor, the researcher can conclude:

1. There is a positive and significant effect between learning motivation on learning outcomes. This means that the higher the motivation of student learning, the learning outcomes obtained by students will increase, and the lower the motivation of student learning, the learning outcomes obtained by students will decrease.

2. There is a positive and significant effect between learning readiness on learning outcomes. This means that the higher the students' readiness for learning, the learning outcomes obtained by students will increase, and the lower their readiness for learning, the learning outcomes obtained by students will decrease.

3. There is a positive and significant influence between peer environment on learning outcomes. This means that the higher the student's peer environment, the student learning outcomes will increase, and the lower the student's peer environment, the student learning outcomes will decrease.

4. There is a positive and significant influence between learning motivation, learning readiness, and peer environment on learning outcomes. This means that the higher the motivation to learn, the readiness of student learning, and the peer environment, the learning outcomes obtained by students will increase, and the lower the motivation to learn, readiness to learn, and the peer environment, the learning outcomes obtained will decrease.

Suggestions

Based on the implications stated above, the researcher provides some useful suggestions or input, including:

1. It is better to maintain students' diligence in working on assignments by continuing to provide assignments as exercises that students must do. want to ask the teacher or friend so that the problem can be studied again then students understand and understand it.

2. It is better to maintain the physical condition of students so as to avoid disease disorders can be done by consuming nutritious food and regular breaks. And it is better to foster concentration in learning can be done by focusing on the learning material that is being explained by the teacher.

3. It is better to maintain a high level of adaptation in students can be done by always maintaining good relations with everyone. And it is better to be able to foster a desire to solve tasks or problems together can be overcome by increasing the sense of togetherness among fellow students so that the goals to be achieved can be realized.

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