

# Descriptive Level of Learning Motivation on Students' Indonesian Communication Ability from Axiological Perspective

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## Abstract

Motivation has a big role in individual success in learning. When learning Indonesian, a student who already has the ability to understand Indonesian is also required to be able to communicate it. The aim of this research is to analyze the learning motivation and mathematical communication skills of class XI IPS MA Alfalah Kudus students. The data collection technique in this research uses a questionnaire to obtain learning motivation data and a written test to obtain results on Indonesian language communication skills. Indicators of learning motivation include interest, attention, concentration, and perseverance. The indicators used to measure the Indonesian language communication test in this research are written text, drawing, and mathematical expressions. Data processing techniques use data reduction to present data, which is then narrated. The results of this study show that students who have high motivation are able to complete the mathematical communication skills test. Meanwhile, students who have low motivation are unable to complete the Indonesian language communication skills test.

**Keywords:** Learning Motivation, Indonesian Language Communication, Axiology

## 1. Introduction

Learning is a process where positive interactions occur, either between teachers and students or between students, in an effort to achieve learning goals. Achieving learning objectives is one of the most determining factors in the success of teaching and learning, (Hidayati, 2020; Afifah, et. al 2021; Aflahah, et. al 2021). Learning is the main activity in the educational process in every educational unit. The success of achieving educational goals depends greatly on the effectiveness of each learning process that takes place. On the other hand, learning can be interpreted as changes in individual behavior that are caused by experience and involve cognitive skills and attitudes in an effort to achieve educational goals. Learning is said to be effective if the interaction between the teacher and students or between students is active and the expected goals can be achieved within a predetermined time span. Learning is a learning activity carried out with the aim of gaining experience, expanding knowledge, and improving abilities by both individuals and groups so that those who initially do not know become aware, (Hilmiatussadiah, 2020; Amalia, et. al 2021; Fathurohman, 2021). We often see that many students do not understand the mathematics material taught by their teachers. For most students, studying mathematics is a heavy burden and boring, so they are less motivated, quickly bored, and tired. The learning process can be said to be a form of activity that provides new experiences for both students and teachers, (Hidayati, 2021; Hasanah, et. al 2021; Mujiwanto, et. al 2021). Through this learning experience, goals will be achieved that are in accordance with the plan.

## 1.1 Literature Review

The research carried out by the author used some study reviews as the theoretical basis and also as a comparison to previous research that had been done. The review of the studies carried out in this study involved several different sources. The previous research that became the reference is the study of the learning results of the methodology of the PBSI student's language research in semester 3. Therefore, the researchers undertook a step of study against some of the previous studies that were articles and journals available over the Internet. Comparisons in this study will focus on the practical drill methods used.

The drill learning method is in fact a learning strategy that aims to provide a more concrete learning experience through practical training aimed at testing student performance through the speed of completion of a given exercise (Hidayati, 2020; Nisa, et. al. 2021; Putra 2022; Septiani, et. al. 2021). Drilling is a way of teaching by giving exercises to what has been learned so that students acquire a particular skill, (Luik, 2017; Ulfah, et. al 2021; Ulya, et. al 2021; Ulya, et. al 2021). Based on the research that has been carried out, studies that discuss the methods of film media to improve reading ability found several relevant studies, namely: The first was performed by Jati Indah Kusumaning (2018), entitled "Effectiveness of the Use of Practical Drill Methods in Kanji Learning." Based on the percentage of performed ability in learning kanji with the use of practice drills, this has increased from previous results.

Both studies were conducted by Shobirin Muhammad (2021) entitled "Using the Practical Drill Method to Improve the Ability to Write Ads in Students of Grade V SDN Bendo." The results of the research show that the practical drill method is effective in improving the writing ability of students in class V, SD, and Holy Salm. The results of the study showed that (1) results of observations on the activity of teachers on the implementation of learning activities writing ads with the method of drill and practice Average initial cycle: 2.36 in cycle I to 2.40 after cycle II by 4.16; there was an increase of 1.76. (2) Results from observation on the activities of students in the execution of learning activity writing ads with the method of drill and practice An average of 4.60% in cycles I to 7.70% after cycles II by 9.15%, there was an increase of 1.45%.

Three studies by Adiwestah Miftah Farid (2015), entitled "Interactive Quiz Game Design as Multimedia Learning Drill Practice to Improve Student Learning Outcomes," The results show that the use of multimedia learning techniques such as model drills and practice through interactive quizzes can improve student learning performance. They assume that this kind of learning brings benefits and attractions and can improve students' learning outcomes.

## 2. Methodology

This type of research is descriptive and qualitative. This research was carried out in class XI IPS MA Alfalah Kudus. The instruments of this research are a learning motivation questionnaire and a test of students' mathematical communication skills. The data collection technique uses (1) a non-test in the form of a learning motivation questionnaire with several questions to be filled in with predetermined indicators; and (2) an Indonesian language communication skills test that contains questions about Indonesian language communication skills with predetermined indicators.

Tabel 1. Data collection technique

No	Variabel	Data Source	Instrument
1	Student motivation	Student	Motivation angket
2	Mathematical communication	Student	Mathematical communication test

The data analysis technique used is a qualitative one, which includes: (1) data reduction, namely correcting the results of the learning motivation questionnaire and Indonesian language communication tests and categorizing them; (2) data presentation as a follow-up to the results of data reduction; the data that has been obtained is then narrated; and (3) drawing conclusions to see the results of students' work. Conclusions are drawn by looking at the results of students' work to determine a picture of students' learning motivation and Indonesian language communication skills.

Table 2: Student Motivation Learning Category

Interval Value	Category
80 ≤ N ≤ 100	High
60 ≤ N ≤ 80	Medium
0 ≤ N ≤ 60	Minimum

Sumber: Marniati dkk (2021)

Meanwhile, the technique for obtaining and analyzing data on students' Indonesian language communication skills is by using written tests.

Tabel 3. Categorization of Students' Mathematical Communication Skills

Surachmi<sup>1</sup> et al., Uniglobal of Journal Social Sciences and Humanities Vol. 1 Issue. 1 (2022) p. 77-82

Value Interval	Category
$66 \leq N \leq 100$	Completed
$N \leq 66$	Not completed

The formula used to obtain the category percentage of students' Indonesian language communication skills is:

$$\text{Presentation} = \frac{\text{Classical Score obtained}}{\text{Maximum Classical Score}} \times 100\%$$

Data analysis techniques to obtain average learning motivation using the following formula,

$$\frac{\sum x}{N}$$

Explanation:

$\bar{X}$  : Average (mean)

$\sum$  : Total score

$N$  : Number of subject

### 3. Results and Discussion

Students' learning success in the learning process is greatly influenced by their motivation. One indicator of the quality of learning is the high motivation of students. Students who have high learning motivation will be moved or inspired to have the desire to do something that can achieve certain results or goals (Emda, 2017).

The level of learning motivation can be measured using research indicators. The indicators of learning motivation in this research include interest, attention, concentration, and perseverance. Based on the results of the learning motivation questionnaire filled out by students, the summary of learning motivation data obtained shows that the interest aspect is 80.18%, the attention aspect is 83.7%, the concentration aspect is 81.47%, and the perseverance aspect is 80%. After adding up and looking for the average, it turned out to be 81.33% of the average level of student motivation in the high category.

**Table 4:** Learning Motivation Questionnaire Results

No	Motivation Aspect	Average (%)
1	Interest	80,18
2	Attention	83,70
3	Concentration	81,47
4	Persistence	80,01
	Average	81,33

Kemampuan berkomunikasi terdiri atas, komunikasi lisan dan komunikasi tulisan. Komunikasi lisan seperti: diskusi dan menjelaskan. Komunikasi tulisan seperti: mengungkapkan ide matematika melalui gambar/grafik, tabel, persamaan, ataupun dengan bahasa siswa sendiri (Hodiyanto, 2017). Pada artikel ini, penulis akan mengkaji berkaitan dengan kemampuan komunikasi tulisan. Kemampuan berkomunikasi dapat diukur dengan memperhatikan indikator-indikator kemampuan komunikasi matematis.

Indikator tersebut dapat dijadikan acuan dalam pembuatan soal dan pedoman untuk menilai jawaban siswa. Indikator yang digunakan dalam penelitian ini antara lain: (1) Menulis (Written Text), yaitu menjelaskan ide atau solusi dari suatu permasalahan atau gambar dengan menggunakan bahasa sendiri; (2) Menggambar (Drawing), yaitu menjelaskan ide atau solusi dari permasalahan matematika dalam bentuk gambar; dan (3) Ekspresi Matematika (Mathematical Expressions), yaitu menyatakan masalah atau peristiwa sehari-hari dalam bahasa model matematika.

Berdasarkan hasil tes kemampuan komunikasi matematis yang diberikan kepada siswa dalam bentuk tes tertulis, diketahui sebesar 82,35% siswa dinyatakan tuntas dan sebesar 17,65% siswa yang belum tuntas.

**Table 5:** Communication Skills Test Result

No	Criteria	Presentation (%)
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1	Completed	82,35
2	Not Completed	17,65

Based on the data, it is known that students with high learning motivation have better average scores for mathematical communication skills. This is because students use the concept of motivation to provide a general tendency that drives towards a certain type of goal. In this sense, motivation is often viewed as a relatively stable personality characteristic. Some people are motivated to achieve, others are motivated to get along with other people, and they express this motivation in a variety of different ways. Motivation as a stable characteristic is a somewhat different concept from motivation to do something specific in a specific situation.

In the learning process, motivation is a very important dynamic aspect. It often happens that students who do not achieve well are not caused by their lack of ability but because they lack motivation to learn, so they do not try to use all their abilities. Thus, it can be said that students who achieve low levels are not necessarily caused by low abilities but may be caused by a lack of encouragement or motivation. This is in line with the results of research by Salahuddin (2018) showing that there is a positive relationship between learning motivation and communication skills.

This shows that the higher the student's learning motivation, the higher the student's Indonesian communication. Realizing the importance of student motivation for mathematics learning, especially in the aspect of student mathematical communication. It can be seen that mathematical communication skills will develop well if, at the same time, learning motivation also develops. Based on the research results, learning motivation is very necessary in the development of mathematical communication. The inability to regulate good learning motivation can cause students to lack improvement in learning abilities, including mathematical communication skills (Fitriani et al., 2021).

Low learning motivation will cause the goals to be achieved to be undirected, and students will be less enthusiastic about carrying out the process of learning subject matter both at school and at home. In line with the opinion of Emda (2017) that the function of motivation is as a driver of effort in achieving achievement, someone making an effort must encourage their desires and determine the direction of their actions towards the goals they want to achieve.

#### 4. Conclusion

Based on data from questionnaires filled out by students, it was found that the average student motivation score was 81.33% in the high category. Meanwhile, the students' Indonesian communication test results were 82.35% in the completed category and 17.65% in the incomplete category. From the results of this research, it can be concluded that students who have high motivation can complete the communication skills test results. Meanwhile, students who have low motivation cannot complete the communication skills test. So it can be concluded that student learning motivation can determine student completion in the mathematical communication ability test.

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#### Conflict of Interest

The authors declare no conflicts of interest.

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