

# THE EFFECT OF THE QUALITY LEARNING PROCESS AND MOTIVATION ON TOM BOZEMAN THEOLOGY HIGH SCHOOL WAMENA

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## Abstract

*The effect of the quality learning process and motivation to improvement of student learning outcomes in addition to the input selection. There are two factors external factors and internal factors that determine the quality learning process and motivation. External factors of students include school infrastructure, teachers, learning processes and other factors that come from the family environment. While internal factors, including intelligent and talent. The population in this study were all students of Theology High School Tom Bozeman Wamena. The respondent are 103 students of Theology High School Tom Bozeman Wamena. This research was conducted using a quantitative research design with the type of correlational research to collect research data are questionnaires, observations, interviews and literature. This analysis of the research results used included descriptive analysis.*

**Keywords:** process quality, psychology, family, school, motivation, intrinsic, extrinsic, achievement, cognitive, affective, psychomotor

**To cite this article:** Yoel Giban, Benjamin Metekohy, Louisa Marga Metekohy and David Min.(2021) THE EFFECT OF THE QUALITY LEARNING PROCESS AND MOTIVATION ON TOM BOZEMAN THEOLOGY HIGH SCHOOL WAMENA (RIGEO), 11(10), XXXX-XXXX. doi: 10.48047/rigeo.11.10.XXXX

**Submitted:** 09-10-2020 • **Revised:** 11-12-2020 • **Accepted:** 13-02-2021

## introduction

As educators need to know that the professionalism of a teacher is not in his ability to develop knowledge, but rather on the ability to carry out interesting and meaningful learning for his students, which was called PAKEM and then PAIKEM changed to PAKEMB (*The effect of the quality learning process and motivation*). Likewise with (Abou El-Seoud, Taj-Eddin, Seddiek, El-Khouly, & Nosseir, 2014; Freeman, Alston, & Winborne, 2008) who says that the attractiveness of a subject (learning) is determined by two things, first by the subject itself, and secondly by the way the teacher teaches. Therefore, the professional task of a teacher is to make lessons that were previously uninteresting, which were felt difficult, become easy, which were previously meaningless.

If these conditions can be implemented by the teacher, the students voluntarily study further because of the need and learning is not just an obligation but because of an interest in the lesson, then the teacher as a teacher can be said to be successful. However, to achieve this is not easy because it requires a synergistic education, as well as special skills and attitudes (competence) of teachers as well as public recognition of the teacher's teaching. All of these are known as the four competencies of educators or teaching, namely professional competence, pedagogical competence, personality competence, and social competence. According to (Annamdevula & Bellamkonda, 2016; Figueira & Duarte, 2011) that: Teaching is helping students to obtain information, ideas, skills, values, ways of thinking, means to express themselves, and ways to learn how to learn. The long-term goal in learning activities is to help students achieve optimal abilities to be able to learn more easily and effectively in the future. So, to achieve this stated by (Rafiola, Setyosari, Radjah, & Ramli, 2020) teachers need to have a conceptual learning framework or learning model that supports the achievement of learning objectives. stated above. Meanwhile, (Lin & Chen, 2017) said that: Teaching and Learning is a conceptual framework that describes a systematic procedure in organizing teaching and learning experiences to achieve certain learning objectives, and serves as a guide for learning designers and teachers to plan and implement learning activities. So, teaching is a conscious and unpretentious process, meaning that teaching and learning activities are events that are bound, goal-directed and carried out to achieve goals.

## Method

The research approach used in this study is a quantitative approach with correlation analysis Population according to (Freeman et al., 2008) is a generalization area consisting of: objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. Based on the opinion above, the population in this study is the total number of students of Tom Bozeman Wamena, totaling 103 students. The sample is part of the number and characteristics of the population (Freeman et al., 2008). The sampling technique used was proportional stratified random sampling and the technique for determining the number of samples was guided by what was stated by (Huang, Horng, & Chen, 1999) which said that, if the sample size is large, 10-15% can be taken. So in this study the authors took 10% from each stratum (class X, XI, XII). Thus, the number of samples was 53 people.

## Results and Discussion

The words "quality" and "process" are two words that have different meanings from one another. Thus the meaning of the word "quality" which can be defined based on the fourth edition of the (Ap, 2018) that "quality" means "the level of good or bad something; degree or level, intelligence or skill, quality" while according to (Freeman et al., 2008) in the "(Ap, 2018) that: The word "quality" has meaning; first "the level of good or bad something, also talk about the level of product quality. The second understanding, talking about the level of intelligence, skills, and so on; quality. For example: a good school is a school that can produce high quality graduates. So, talking about quality means talking about the quality or degree of something but it can also talk about values which are often mentioned in philosophy which are axioms. A student is said to be qualified if it reaches or passes the standards or values that have been determined by the school or by other educational institutions called quality. (Thamrin, Ariyanto, Pamungkas, & Sulistyono) defines that: The word "process" has several meanings, namely first, the sequence of changes (events) ) in the

development of something. Example: social progress goes on. Second, a series of actions, manufacture or processing that produce a product. The third is a case in court. (Wilde & Urhahne, 2008) said that: The word process is juxtaposed with the word adiabatic (civilized, has good karma, has good character) which has the same meaning, which refers to any changes that occur in a system without the system gaining or losing heat (first, the heat that occurs because of the flame or from body heat. Second: the energy of motion of the constituents of an object).

(Hanim, Nurdyansyah, & Ruchana, 2020), the sequence of events in the development of something. Second, a series of actions, making, or managing a product. Third, cases in court, or court proceedings while verbal processes have the meaning of reporting on an event such as the time of occurrence, place of occurrence, information and other instructions, minutes.

By looking at some of the definitions above, it can be said that the quality of the process is a series or event of perfecting something abstract to become perfect. Then the word process can also be juxtaposed with the word adiabatic from the word process above, so the meaning is a process that occurs in the system during the process there is no heat entering or leaving. Or the learning process at the level passed by students in this case students to learn science. So, when the word heat is applied in education, it is the teacher who warms it up. After seeing some of the etymological understandings above, it can be said that quality is an axiology of the results that have been achieved by students in this case are learners or students. While the word process is a series of activities or changes that occur. So associated with the teaching and learning process, it will always be an activity that causes interaction between two human elements, namely students as the learning party and the teacher as the teaching party, with students as the main subject. (Mahadi & Jafari, 2012), that "the process of interaction between students and teachers, it takes supporting components such as educative interaction" so, according to the author that the quality of the process is an educational interaction between teachers and students in the learning process. Because teaching and learning interactions have a purpose, namely to help children in a certain development. In fact, this is what is meant by teaching and learning interactions with the aim of placing students as introductions and supporters in the learning process.

## Learning Motivation

Motivation is the art of encouraging students to be encouraged to do learning activities so that learning objectives are achieved. Thus, motivation is an effort from outsiders, in this case the teacher to encourage, activate and move students consciously to be actively involved in the learning process. Teachers can also motivate students by arousing interest in learning and by giving and creating new hopes for students. (Putra, Ridwan, Mulyani, Ekajaya, & Putra) say that the word "motivation" has the following meanings:

1) The desire, the urge that arises in a person, both consciously and unconsciously, to do something with a specific purpose. efforts that can cause a certain person or group of people to be moved to do something because they want to get satisfaction or the desired goal with their actions. or unconsciously to perform an action with a specific purpose.2). An effort that can cause a certain person or group of people to be moved to do something because they want to achieve the desired goal to get satisfaction.

Thus, it can be said that motivation is the impetus caused by the desire to achieve a goal that is the main target. (Lee, 2010) defines that "Motivation is a process that gives enthusiasm, direction, and persistence of behavior. That is, motivated behavior is behavior that is full of energy, directed and lasts a long time." (Rowley, 1996) said that "Motivation has its roots from the Latin movere, which means motion or the urge to move". (Thamrin et al.) define that: The term motivation comes from the Latin verb movere to move. This idea of movement is reflected in common sense ideas about motivation, such as something that makes us complete it. So motivation can be referred to as the driving force or driving force to move something so as to achieve a goal. Meanwhile (Wijaya & Bukhori, 2017) said that "motivation is explained as a person's tendency to act that increases in order to produce one or more results". Meanwhile, (Wijaya & Bukhori, 2017) that "motivation is a phenomenon involved in stimulating action towards certain goals that previously had little or no movement towards certain goals". Thus, motivation is an effort to enlarge or carry out a movement to achieve certain goals. (Hanim et al., 2020) defines that: Motivation is something that is constant (fixed), never ending, fluctuating and complex, and it is mostly a universal characteristic in every activity of the organism.

So as stated above that motivation is basically an effort individually or in groups of people to improve an activity in achieving common or certain goals, including student learning activities. The learning motivation in question is of course everything that encourages students or that gives enthusiasm to students to carry out learning activities, so that they become more active in their studies to get better achievements. (Rowley, 1996) says that: The word "motive" is defined as an effort that encourages someone to do something. Motives can be distinguished as a driving force from within and within the subject to carry out certain activities in order to achieve a goal. Even the motive can be interpreted as an internal condition of preparedness. Starting from the word motive, then "motivation" can be interpreted as a driving force that has become active. Motives become active at certain times, especially when the need to achieve goals is felt/urgent. So, motivation can arise from outside or from within the individual students themselves. Motivation is a strength from within students as well as from their families as support for students to achieve a satisfactory achievement. (Thamrin et al.) that "motivation is a change in energy in a person which is characterized by the emergence of feeling and preceded by a response to the existence of a goal". From Donald's comments above, (Mahadi & Jafari, 2012) defines three important elements related to motivation, namely:

1. That motivation initiates a change in energy in each individual. The development of motivation will bring some changes in energy in the neurophysiological system that exists in the human organism.
2. Motivation is characterized by the appearance, feeling, and affection of a person. In this case, motivation is relevant to psychological, affective and emotional issues that can determine human behavior
3. Motivation will be stimulated because of the purpose. So motivation in this case is actually a response to an action, namely a goal. Motivation does arise from within humans, but it appears because it is stimulated / driven by the existence of other elements, in this case it is a goal. This goal is about needs.

## Motivation function

In the world of education, high motivation is needed to achieve goals. The function of motivation is to move students to be more active in their struggle to get maximum grades. (Hanim et al., 2020) states that there are two motivational models, namely: First, arousal and second, expectancy arousal is a teacher's effort to arouse the intrinsic motive of his students, while the second expectancy is a belief effort that immediately arises for the fulfillment of an expected expectation. encourage someone to do an activity.

Then the hope of achieving a student's desire or goal can make students' motivation to learn on the basis of what the teacher brings into the student. One of the giving of hope is by making it easier for students even those who are considered weak to accept and understand the content of the lesson, namely through the use of appropriate learning media. (Atta, 2012) says that: To achieve something requires motivation, which is called extrinsic and intrinsic. Extrinsic Motivation is "doing something to get something else (a way to achieve a goal). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. Intrinsic motivation is the internal motivation to do something for the sake of something itself (the goal itself). So, the two motivational models according to (Atta, 2012) above are a breaking force for students to achieve goals. Because the function of motivation is an encouragement or vibration that brings students to satisfying achievements.

1) Student motivation and performance are influenced by teacher expectations. Teachers often have more positive expectations for high-ability students than for low-ability students. These expectations will affect the attitudes and behavior of students towards teachers. (Taurina, 2015) that "one of the important teaching strategies is to monitor your expectations and make sure you have positive expectations of all students, including those with low abilities". Thus, motivation

affects the existence of an activity. (Wijaya & Bukhori, 2017) says that there are three functions of motivation, namely:

- 2) Encouraging humans to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity that will be done
- 3) Determine the direction of action, namely towards the goal to be achieved. Thus, motivation can provide direction and activities that must be carried out in accordance with the formulation of the objectives
- 4) Selecting actions, namely determining what actions must be done that are in harmony in order to achieve the goal, by setting aside actions that are not useful for that goal.

As stated by (Wijaya & Bukhori, 2017) above, it can be said that motivation is related to a goal in which there is encouragement, action and selection of activities to achieve the goal itself. Motivation can serve as a driver of effort and achievement. A student makes an effort, namely learning as an encouragement to achieve achievement. The existence of good motivation in learning will show good results. (Rowley, 1996; Schiefele, 1991) That writing down the motivational functions as follows:

1. Motivation is directing and regulating individual behavior. Motives in real life are often described as guiding, directing, and orienting a particular goal of the individual. Individual behavior is said to be motivated if it moves in a certain direction.
  2. Motive as a selector of individual behavior. The motive that is owned or contained in the individual makes the individual concerned act in a directed manner towards a chosen goal that has been intended by the individual.
  3. Motives energize and restrain individual behavior. The motive is known as a driving force and an increase in energy so that actions occur that appear in the organism.
- So, motivation also has a function to keep the action or interest going continuously for a long time. Thus, motivation is felt to have a very important role. Motivation is defined as very important not only for students, but also for educators, lecturers, and school employees, or other educational institutions. It is concluded that the main function of motivation is to encourage students, to provide reinforcement, to students in learning.

## Research Object Overview

Tom Bozeman Wamena Christian Theological High School is a continuation of the First Theological High School which was opened on February 12, 1979. Along with the development of Jayawijaya Regency, in 1990 the status of Theological High School was fought to change to a Theological High School Tom Bozeman Sinakma Wamena. In 2005, there was a change in the name of Theological School to Christian Theology High School Tom Bozeman Sinakma Wamena Middle School. Thus the Tom Bozeman Wamena Christian Theological High School was present 16 years after the name change from Theological School to Christian Theology High School Tom Bozeman Jayawijaya Regency in 2005. Christian Theology High School Tom Bozeman Wamena was strengthened by a Decree from the Ministry of Religion, RI Number SK. No.Di.III/Kep/HK-005/1245/2006. Tom Bozeman Wamena Christian Theology High School Organizer Permit, from the Ministry of Religion of the Republic of Indonesia.No.Dj.III/KEP/HK.005/173/2012. Tom Bozeman Sinakma Wamena Christian Theology High School is the first SMTK in Jayawijaya Regency.

## State of Supporting Facilities

The construction of the school building, which was established in 1979, has been renovated several times with the addition of two rooms according to the needs of the school. The facilities and infrastructure that support teaching and learning activities are adequate even though the building is a legacy or legacy from the missionaries. However, it does not become an obstacle for the process of teaching and learning activities for SMTK. But on the other hand the location of the school is a bit far from the city district, but teaching and learning activities are quite smooth, especially for access related to technical agencies implementing the learning process. The supporting facilities of this school are as follows:

**Table 1.1**

Support facilities for Christian Theology High School Tom Bozeman Wamena

No	Support Facilities	Frequency	Percentage
1	Study Room/Class	2	16,67
2	Teacher's room	1	8,33
3	Administration room	1	8,33
4	Library room	1	8,33
5	Principal's office	1	8,33
6	Skill Room	-	-
7	Lab Room. Computer	-	-
8	BK room	1	8,33
9	Teacher's Bathroom/WC	2	16,67
10	Student Bathroom/WC	2	16,67
11	Teacher Housing	1	8,33
TOTALLY		12	100

**Sources: Secondary Data, Administration of Theology High School Tom Bozeman Wamena**

The availability of adequate facilities certainly facilitates the activities of the learning process, the study room is equipped with chairs and study tables for students, although in general the condition of the supporting facilities is not suitable for use. Another obstacle that is often faced is the limited handbooks for both teachers and handbooks for students.

### Teacher's condition

The number of teachers at Tom Bozeman Theology High School is 13 teachers, consisting of 1 principal and 12 subject teachers. The teaching staff who serve at Tom Bozeman's Theology High Schools are generally undergraduate (S-1) graduates. The number of teachers according to the latest educational qualifications is as follows:

**Table1.2**

Number of Teachers based on last educational qualification

NO	Educational Levels	GENDERS		Frequency	Percentage
		MEN	WOMEN		
1	Strata Dua	-	-	-	-
2	Strata Satu	10	3	13	81.25
3	Diploma Three	2	1	3	18.75
	Diploma Two	-	-	-	-
TOTALLY		12	4	16	100

**Sources: Secondary Data, Tom Bozeman Theology High School Administration**

**The table above shows that most of the teacher education qualifications at Theology Hih School Tom Bozeman Wamena are Strata One (81.25%) while diploma three is 18.75%**

**Table 1.3 Number of Educators and Non-Educational Personnel**

NO. Urut	Number of Educators and Non-Educational Personnel	Officer Status		Frequency	Percentage
		Permanent	Non- Permanent		
1.	Headmaster	1	-	1	4,76
2.		13	5	18	85,71
3.	Teacher Administration / School Caretaker	1	1	2	9,52
TOTALLY		15	6	21	100

**Sources: Secondary Data, Administration of Theology High School Tom Bozeman Wamena**

From the table of the number of educators and non-educational staff, there are 18 permanent teachers who teach at Theology High School Tom Bozeman Wamena (85.71%), who are professional teaching staff. Every time there is a call for training activities, the Principal sends teachers in turn, so that there is an even distribution of information on the development and progress of the world of education related to Theology High School as well as to improve the skills and attitudes of teachers in teaching. In addition, the teachers at the school are facilitators in organizations and teacher quality improvement at the district level.

### Respondent's Condition

Meanwhile, while the researchers conducted research at the Tom Bozeman Christian Theological High School ( of Wamena, the researchers did not find any element of coercion by interested parties in the Tom Bozeman Wamena. The characteristics of Tom Bozeman's Theology High School students are as follows: :

**Tabel 1.4**  
**Characteristics of Respondents by Gender**

Gender	Number (person)	Percentage (%)
Men	53	51,46
Women	50	48,54
Totally	103	100

Sources:Primer Data 2019

**In the table above, it can be seen that there are 53 male respondents (51.46%) and 50 female respondents (48.54%).**

### Characteristics of Respondents Based on Class Strata

The characteristics of respondents based on class strata can be seen in the following table.

**Table 1.5**  
**The characteristics of respondents based on class strata can be seen in the following table.**

Class	Number (Person)	Percenteges (%)
X	36	34,95
XI	35	33,98
XII	32	31,07
Totally	103	100

Sources :Primer Data 2018/2019

The table above shows that the respondents who were taken as samples according to the method of determining the number of samples were 10% from each class with a percentage of 34.95% for class X, 33.98% for class XI, and 31.07% for class XII.

### Description of Psychological Variables (X1.1)

The results of the descriptive analysis of the frequency of respondents' answers to questions/statements, the respondents' responses to the psychological variables of Tom Bozeman Wamena High School students were obtained as shown in the following table:

**Table1.6**  
**Respondents' Responses to Psychology (X1.1)**

Interval	Frequency	%
1,0 - 1,9	6	11,3
2,0 - 2,9	12	22,6
3,0 - 3,9	35	66,0
4,0 - 4,9	-	-
5,0	-	-
Totally	53	100

**Sources** : primer databe collected by 2019

The table above shows that 6 (11.3%) respondents responded to the psychological state of students at Tom Bozeman Wamena Theology High School less, as many as 12 (22.6%) respondents responded to the psychological state of students at Tom Bozeman Wamena Theology High School students were quite and as many as 35 (66.0%) respondents gave a good response to the psychological state of students in Tom Bozeman Wamena's Theology High School students. Thus, it can be concluded that the psychological state of students at Tom Bozeman Wamena High School is good.

### Description of Family Variables (X1.2)

The results of the descriptive analysis of the frequency of respondents' answers to questions/statements, the respondents' responses to the family variables of Tom Bozeman Wamena High School students were obtained as shown in the following table:

**Table1.7** Description of Family Variables (X1.2)

Interval	Frequency	%
1,0 - 1,9	-	-
2,0 - 2,9	16	30,2
3,0 - 3,9	37	69,8
4,0 - 4,9	-	-
5,0	-	-
Totally	53	100

**Sources** : primer data be collected by 2019

The table above shows that 16 (30.2%) respondents responded to the poor condition of the students' family at the Tom Bozeman Wamena High School, 37 (69.8%) respondents gave a good response to the student's family situation at the Tom Bozeman Wamena Middle School. Thus, it can be concluded that the family condition of the students at the Tom Bozeman Wamena High School is good.

### Description of School Variables (X1.3)

The results of the descriptive analysis of the frequency of respondents' answers to questions/statements, the respondents' responses to the state of the Tom Bozeman Wamena Middle School were obtained as shown in the following table:

**Table 1.8**  
**Respondents' Responses to Schools (X1.3)**

Interval	Frequency	%
1,0 - 1,9	-	-
2,0 - 2,9	5	9,4
3,0 - 3,9	34	64,2
4,0 - 4,9	14	26,4
5,0	-	-
Totally	53	100

**Sources** : primer data be collected by 2019



The table above shows that 5 (9.4%) respondents gave a poor response to the school condition at Tom Bozeman Wamena Middle School, 34 (64.2.9%) respondents gave a good response to the school condition at Tom Bozeman Wamena Middle School. Meanwhile, as many as 14 (26.4%) respondents gave a very good response to the question of school variables. Thus, it can be concluded that the school condition at the Tom Bozeman Wamena Middle School is good.

### Description of Intrinsic Motivation Variable (X2.1)

The results of the descriptive analysis of the frequency of respondents' answers to questions/statements, the respondents' responses to the intrinsic motivation of Tom Bozeman Wamena High School students were obtained as shown in the following table:

**Table1.9**  
**Respondents' Responses to Intrinsic Motivation (X2.1)**

Interval	Frequency	%
1,0 - 1,9	-	-
2,0 - 2,9	10	18,9
3,0 - 3,9	28	52,8
4,0 - 4,9	15	28,3
5,0	-	-
Totally	53	100

**Sources** : primer data be collected by 2019

The table above shows that 10 (18.9%) respondents gave a response to the students' intrinsic motivation at the Tom Bozeman Wamena High School less, as many as 28 (52.8%) respondents gave a good response to the students' intrinsic motivation at the Tom Bozeman Wamena High School. Meanwhile, 15 (28.3%) respondents gave a very good response to the question of the student's intrinsic motivation variable. Thus, it can be concluded that the intrinsic motivation of students at the Tom Bozeman Wamena High School is **good**.

### Description of Extrinsic Motivation Variables (X2.2)

The results of the descriptive analysis of the frequency of respondents' answers to questions/statements, the respondents' responses to the extrinsic motivation of Tom Bozeman Wamena High School students were obtained as shown in the following table:

**Table1.10**  
**Respondents' Responses to Extrinsic Motivation (X2.2)**

Interval	Frequency	%
1,0 - 1,9	-	-
2,0 - 2,9	33	62,3
3,0 - 3,9	20	37,7
4,0 - 4,9	-	-
5,0	-	-
Totally	53	100

**Sources** : primer data be collected by 2019

The data in the table above shows that 33 (62.3%) respondents responded to students' extrinsic motivation at the Tom Bozeman Wamena Middle School less, as many as 20 (37.7%) respondents responded to the students' extrinsic motivation at the Tom Bozeman Wamena High School. good. Thus, it can be concluded that the extrinsic motivation of students in Tom Bozeman Wamena's High School students is lacking.

### Description of Achievement Variable (Y)

The results of the descriptive analysis of the frequency of respondents' answers to questions/statements, the respondents' responses to the achievement of Tom Bozeman Wamena High School students were obtained as shown in the following table:

**Tabel 1.11**  
**Respondents Response to Achievement (Y)**

Interval	Frequency	%
1,0 - 1,9	-	-
2,0 - 2,9	45	84,9
3,0 - 3,9	8	15,1
4,0 - 4,9	-	-
5,0	-	-
Totally	53	100

**Sources:** primer data be collected by 2019

The table above shows that 45 (84.9%) respondents responded to student achievement at the Tom Bozeman Wamena High School less, as many as 8 (15.1%) respondents gave a sufficient response to the student achievement at Tom Bozeman High School Wamena. Thus, it can be concluded that student achievement at the Tom Bozeman Wamena High School is less.

## RESULTS OF RESEARCH ANALYSIS

### Partial Hypothesis Testing

Partial hypothesis testing of learning process quality variables (X1) include: psychology (X1.1), family (X1.2), school (X1.3) and motivation variables include: intrinsic (X2.1) and extrinsic (X2.2) have an influence on student achievement at Christian Theology High School Tom Bozeman Wamena. The results of calculations and data analysis show that:

- The psychological variable (X1.1) has a positive and significant effect on student achievement at Tom Bozeman Wamena High School. This is indicated by the t arithmetic value of 2.033, with a significance level of 0.046. Thus, HO is rejected and Ha is accepted, namely psychology (X1.1) has a positive and significant influence on student achievement at Tom Bozeman Wamena High School because the probability is smaller than the tolerated alpha level, namely = 0.05 ( $0.046 < 0.05$ ).
- The family variable (X1.2) has a positive and significant effect on student achievement at the Tom Bozeman Wamena High School. This is indicated by the t-count value of 2.328, with a significance level of 0.023. Thus, HO is rejected and Ha is accepted, i.e. family (X1.2) has a positive and significant influence on student achievement at Tom Bozeman Wamena High School because the probability is smaller than the tolerated alpha level, namely = 0.05 ( $0.023 < 0.05$ ).
- The school variable (X1.3) has a positive and significant effect on student achievement at the Tom Bozeman Wamena High School. This is indicated by the t-count value of 1.476, with a significance level of 0.044. Thus, HO is rejected and Ha is accepted, that is, the school (X1.3) has a positive and significant effect on student achievement at Tom Bozeman Wamena High School because the probability is smaller than the tolerated alpha level, namely = 0.05 ( $0.044 < 0.05$ ).
- Intrinsic motivation variable (X2.1) has a positive and significant effect on student achievement at Tom Bozeman High School Wamena. This is indicated by the t-count value of 2.288, with a significance level of 0.025. Thus, HO is rejected and Ha is accepted, that is, intrinsic motivation (X2.1) has a positive and significant effect on student achievement at Tom Bopzeman Wamena High School because the probability is smaller than the tolerated alpha level, namely yaitu = 0.05 ( $0.025 < 0.05$ ).
- The extrinsic motivation variable (X2.2) has a positive and significant effect on student achievement at Tom Bozeman Wamena Middle School. This is indicated by the t arithmetic

value of 0.139, with a significance level of 0.049. Thus,  $H_0$  is rejected and  $H_a$  is accepted, namely extrinsic motivation (X2.2) has a positive and significant influence on student achievement at Tom Bozeman Wamena High School because the probability is smaller than the tolerated alpha level, namely  $= 0.05$  ( $0.049 < 0.05$ ).

### Simultaneous Hypothesis Testing

The results of data analysis show that simultaneously the interest variables (X1) include: psychology (X1.1), family (X1.2), school (X1.3) and motivation variables include: intrinsic (X2.1) and Extrinsic (X2.2) has an effect on student achievement at the Tom Bozeman Wamena Middle School, which can be shown through  $F_{count} = 10,985$  and  $p\text{-value (sig)} = 0.000$ .

Thus,  $H_0$  is rejected and  $H_a$  is accepted, namely simultaneously/simultaneous interest variables (X1) include: psychology (X1.1), family (X1.2), school (X1.3) and motivation variables include: intrinsic (X2. 1) and extrinsic (X2.2) have an influence on student achievement at Christian Theology High School Tom Bozeman Wamena.

### Conclusion

The psychological variable (X1.1) has a positive and significant effect on student achievement at Tom Bozeman Wamena High School. This is indicated by the positive and significant effect of the quality of the learning process on Tom Bozeman's Christian Theology High School students.

The family variable (X1.2) has a positive and significant influence on students' learning motivation at Tom Bozeman Wamena High School. This is indicated by the positive level of student learning motivation and has a significant influence on learning achievement at Tom Bozeman Wamena's Middle School

The school variable (X1.3) has a positive and significant effect on student achievement at the Tom Bozeman Wamena High School. This is indicated by the positive and significant level of learning motivation of students at Christian Theology High School Tom Bozeman Wamena

Intrinsic motivation variable (X2.1) has a positive and significant effect on student achievement at Tom Bozeman High School Wamena.

The extrinsic motivation variable (X2.2) has a positive and significant effect on student achievement at Tom Bozeman Wamena Middle School. This has a positive and significant influence on student achievement at the Tom Bozeman High School Wamena

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