

# The Influence of Learning Style and Motivation On Students' Learning Achievement in Entrepreneurship and Archives Science Courses in the Covid-19 Pandemic at Amik Lamappapoleonro Soppeng

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*Influence of Learning Style, Motivation On Students Learning Achievement in Entrepreneurship, Archives Science Courses.*

## Abstract

In this research process, the researcher applied a quantitative approach to the type of ex post facto (correlational) research. The examination system is carried out at the Amik Lamappapoleonro Soppeng campus. Samples or research participants are students III. Semester Computer Management Amik Lamappapoleonro Soppeng Study Program 2019/2020 academic year, totaling 50 students, the variables used in this study were learning styles (X1), achievement motivation (X2) and student performance in semester III of the Study Program Entrepreneurship and Archives course Management. Researchers used data collection techniques to measure a learning style variable and achievement motivation using a Likert Scale questionnaire measuring instrument and the documentation method was used to measure student achievement learning variables. In this study using data, namely descriptive analysis as a tool to measure the Mean, Median, Mode. The product and moment system uses a correlation analysis with a significant level of 5% as a measure for the hypothesis. From the results of testing that is influential. there is a significant and positive (influential) relationship in which student learning styles and student learning in Entrepreneurship and Archives courses with a contribution of 11.4 student learning styles. This means that the student style system in learning is very good will be directly proportional to student learning achievement. There is a significant and positive influence on student achievement motivation with learning achievement in the Informatics Management study program at the Amik Lamappapoleonro Soppeng campus in the Entrepreneurship and Archives course with a contribution of 14.2% to student achievement motivation, namely that if it is very good student achievement motivation so that learning achievement students would be great. In terms of research, it has a significant influence between motivation and student achievement learning styles and student achievement learning in the Entrepreneurship and Archives course on the Amik Lamappapoleonro Soppeng campus with a linear regression equation .

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## 1. INTRODUCTION

With the situation or conditions during the Covid-19 pandemic, the process of student teaching and learning activities carried out on campus really needs attention trying to link it with three systems, namely knowledge, values and Skills (Psychomotor). In this case the researcher focuses on online, offline, and motivational learning styles that are in accordance with attitudes and related to factors about the level of influence of student success in learning. In the process of reading students on the Amik Lamappapoleonro Soppeng campus, a

learning style system with Online 60% Offline 40% is applied to the Covid-19 pandemic situation and always prioritizing health protocols to require all students to wear masks, keep their distance and always wash hands before entering the lecture hall . It is hoped that the learning style system will be able to facilitate students in the lecture process activities so that the results achieved can be better.

Apart from the student's learning style, student achievement at the Amik Lamappapoleonro Soppeng campus has the

influence of motivation.

According to Wlodkowsky (book 2007, Sugihartone et al), in terms of definition related to motivation, namely the state of arousing certain patterns of behavior and providing goals and resistance to behavior. Student motivation in the learning system is very good as measured by their perseverance, students do not easily give up even though they face various difficulties to achieve achievements. The definition of motivation is the force that drives individuals to behave. The impulse that exists in this individual moves to carry out activities according to the strength of the impulse that is within him (H.Hamzah, Cet. 14 2016). You can also say that motivation is the difference between ability and desire.

Conversely, motivation is the desire to perform tasks to achieve goals both internally and externally, with individual encouragement to achieve certain goals according to what has been set. Among the characteristics of students who have the motivation to study so that they are able to excel are persistence, persistence in solving problems without difficulty, showing interest in various problems, and being able to solve problems. Education plays a very strategic role in efforts to improve and achieve.

Qualified Human Resources One of the successes of education is directed at increasing learning achievement, where there are two systems that have a significant influence on learning achievement, according to: individual conditions and social conditions. Within the individual includes the level of maturity or growth, intelligence, education, motivation, learning activities, initial skills, and personal conditions, as well as social conditions including family or home conditions, teachers and peers, teaching methods, media. the factors used in the learning process, the environment and opportunities available as well as social motivation, these two factors interact directly or indirectly in the process of mastering the learning process. With the system of activities in the learning and teaching process, namely activities that require a level of attention that must be related to three systems, including: the

knowledge system, the system of values or attitudes and the skill attitude system which takes into account the systems and methods of learning styles and the motivation contained in student attitudes, which are in accordance with the factors that influence student achievement in learning.

The learning style system is related to its role in the teaching and learning process system, where students are often forced to study in a way that is inappropriate and uncomfortable for students so that it will be hampered or affect the student learning process, especially with regard to concentration when absorbing the information provided. This will also affect student learning outcomes not as good as desired. There are 3 systems of learning methods/styles to be used in this study, namely visual according to what is seen, auditory according to what one hears), and kinesthetic according to movement and touch.

In Learning Achievement Student learning style can be a reflection in accordance with learning styles so that the results are good because by being able to know and understand a good learning style system so that it can help students learn in a way that maximizes student achievement results. In addition to the variable of learning style, to measure the success rate of student learning is influenced by motivation. According to Wlodkowsky (in Sugihartono et al., 2007), motivation is a condition that causes or evokes certain behavior and leads and persists in that behavior. High learning motivation is reflected in persistence, not giving up easily, to achieve success despite facing various difficulties. Characteristics of students who are motivated to learn in order to excel include persistence and tenacity overcoming difficulties, showing interest in various problems, and solving problems. Motivation is a shift in energy within a person which is characterized by the emergence of emotions and responses to achieve goals, according to Donald's statement quoted by Hamalik (2004: 174).

Intrinsic motivation is motivation that grows within a person, while extrinsic motivation is motivation that arises due to

stimuli or influences from outside the person. Entrepreneurship and Archival Science is a course taught in semester IV of Amik Lamappapoleonro Soppeng's Information Technology and Information Education (P.TIK) Curriculum. This course provides students with the understanding and knowledge of entrepreneurship and filing, including: the notion of entrepreneurship, characteristics, goals, benefits and strategies when opening a business and becoming a successful entrepreneur.

Mastery of this course must be easy for students to understand. I have no trouble taking other advanced courses. Currently Entrepreneurship and Entrepreneurship courses have not fully met the completeness criteria for learning outcomes, one of which is learning style and learning motivation. When the teacher explains there are still students who are not focused and chat with friends, and when the teacher finishes explaining the material and gives students the opportunity to ask questions or giving tests, but students do not ask questions and are not answered, this is because students are embarrassed and afraid of being wrong so they press to be silent.

Based on the problems presented, scientists are interested in conducting research in the Business Informatics course with the title "The Influence of Learning Style and Motivation on Student Learning Performance in Entrepreneurship and Archival Studies Courses During the Covid 19 Pandemic" in Amik Lamappapoleonro Soppeng's IT Management course .

## 2. RESEARCH METHOD

Entrepreneurship and Entrepreneurship Science courses currently do not fully meet the completeness criteria for learning outcomes in terms of learning style and learning motivation. When the teacher explains that students who do not concentrate talk with their friends and in the teacher explain the material and offer it to students During the exam students do not ask and do not answer. This is because students are shy and afraid of being wrong and prefer to be

silent

The population in this research process were third semester students in the Entrepreneurship and File Management course in the Computer Science program for the 2019/2020 academic year, Amik Lampapoleonro Soppeng Campus. The total population of the 2 classes is 50 students. The sampling method used in this study was proportional cluster random sampling or proportional random group sampling. ;(Y) as the dependent variable.

In the testing technique using the regression test. Regression analysis aims to determine how much influence the predictor variable (independent variable) has on the affected variable (the dependent variable). Regression test is a simple regression test to answer the problem. as a whole, especially in research methods so as to produce good research.

The type of research used is quantitative research. Ex post facto research is research that aims to find or find out the factors or causes that allow for changes in behavior, symptoms or phenomena caused by an event, behavior or things that happen Causing or causing changes in the independent variables that take into account Each study is data that comes from past events that have occurred and researchers cannot manipulate existing variables. It is called quantitative because the research data is in the form of numbers and the analysis uses statistics. Based on this statement, the data obtained from this study is an interpretation of the form of numbers.

The population of this study were fourth semester students of business informatics courses for the 2019/2020 academic year AMIK LAMAPPAPOLEONRO SOPPENG, which consisted of two classes. This means that the total population of the two classes is 50 students. The sampling technique used in this study is a proportional cluster random sample or proportional random sample group. Determine the number of samples in Isaac Michael's table research with an error rate of 5%.

Based on Isaac Michael's table, the number of samples from a population of 50 students, the total number of students is 25.

The variables in this study are learning styles (X1) and motivation (X2) which are independent variables.

Student Learning Success Variable Student (Y) is now the dependent variable. The data collection in this study was carried out according to the free test method, a learning style and learning motivation questionnaire, and the test instrument was the student achievement test. A questionnaire on learning styles and motivation will be issued for the final semester exam for the 2019/2020 academic year. Meanwhile, in the 2019/2020 Semester Final Examination course for the Entrepreneurship and Archives course, a systemic study results test will be carried out. Regression analysis aims to determine how much influence the predictor variable (independent variable) has on the affected variable (the dependent variable). There are two regression tests, namely simple regression to answer the formulation of tasks 1 and 2, while the multiple regression test to answer the formulation of problem 3.

### 3. RESULTS AND DISCUSSION

Based on the data obtained from the results during the study. The independent variables that are measured are learning styles and motivation. If the analytical test conditions are met, then the research data is tested with a simple regression test and regression test. ; multiply by the SPSS Program version 16.00, the decision criteria taken are to reject H0 and accept Ha if the probability value is significant  $p.s < 0.05$ . On the contrary, will receive H 0 And reject H a If mark probability significance

$p.s > 0.05$ .

### 3.1 Testing Requirements Analysis

#### a. Normality test

The normality test was carried out using the Kolmogorov-Smirnov test at a significance level of 5%. Asymp.Sig (2-tailed) is used as a criterion. greater than 0.05, research data is normally distributed. The normality test results are as follows.

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		50
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	1.68038176
Most Extreme Differences	Absolute	.118
	Positive	.059
	Negative	-.118
Kolmogorov-Smirnov Z		.833
Asymp. Sig. (2-tailed)		.492
a. Test distribution is Normal.		
b. Calculated from data.		

According to Table 1 above, the Asymp.Sig.492 value is greater than 0.05. So it can be concluded that the data is normally distributed, that is, the normality requirements in the regression model are met .

#### b. Linearity Test

In a linearity test system, the goal is to find out whether the dependent variable and independent variable have a significant/influential linear relationship or no effect. A good correlation system should show a linear relationship between the independent and related variables. When the linearity deviation value is Sig. / $p >> 0.05$ , then there is a significant linear relationship between the independent and dependent variables. The results of the linearity test are as follows: Table 2 Linearity Test Results

ANOVA Table							
			Sum of Squares	df	MeanSquare	F	Sig.
Achievements_Learning * Motivation_Achievements	Between Groups	(Combined)	242,544	16	15.159	1,291	.260
		Linearity	15.157	1	15.157	1,291	.264
		Deviation from Linearity	227,387	15	15.159	1,291	.262
	Within Groups		387,456	33	11,741		
	Total		630,000	49			

Based on Table 2 above, it can be interpreted by looking at the deviation value of the linearity value. If the number of deviations from the linearity value in the Sign column is greater than 0.05, the relationship between the independent variables and the dependent variable is linear. From the previous table we get information that sig. about deviations from linearity  $0.262 > 0.05$  means that the relationship between learning styles and achievement motivation on learning achievement is linear.

### c. Multicollinearity Test

The multicollinearity test checks whether the regression model finds a correlation between the independent variables. A good regression model should not show a correlation between the independent variables or multicollinear symptoms.> If the tolerance value is greater than 0.10, it means that there is no multicollinearity in the regression model. The following are the results of the multicollinearity test :

**Table 3 Multicollinearity Test Results**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	std. Error	Betas			tolerance	VIF
1	(Constant)	37,608	4,046		9,295	.000		
	Style_Learn	.422	.033	.873	12,722	.000	.992	1008
	Motivation_Achievement	.039	.034	.079	1.146	.258	.992	1008

a. Dependent Variable: Achievement\_Learning

### b. Hypothesis testing

The requirements for test analysis have met the requirements for normality, linearity

and multicollinearity so that hypothesis testing can be carried out. In this study, 3 hypotheses need to be tested

**Table 4. Coefficient of Determination (R Square)**

Summary Model <sup>b</sup>				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.883 <sup>a</sup>	.780	.771	1,716

a. Predictors: (Constant), Motivation\_Achievement, Learning\_Style

b. Dependent Variable: Achievement\_Learning

From the model summary output table above, you can see that the coefficient of determination (R-squared) is 0.780. The coefficient of determination (R-squared) is 0.780 or 78%. This figure implies that the

learning style and achievement motivation variables simultaneously affect the learning achievement variable by 78%, while the remaining 22% is influenced by other variables outside this regression equation.

**Table 5. Output Coefficient**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	37,608	4,046		9,295	.000
	Style_Learn	.422	.033	.873	12,722	.000
	Motivation_Achievement	.039	.034	.079	1.146	.258

a. Dependent Variable: Achievement\_Learning

Based on the SPSS results table above, it can be seen that the significance value (Sig) of the learning style variable is 0.000. Sig.000 value <probability> From Table 2.012 it can be concluded that the learning style variable has a significant effect on learning achievement, while

the achievement motivation variable has a value of Sig.0.258 > probability 0.05, with a calculated t-score of 1.146 <; from table t 2.012 it can be concluded that there is no effect of motivation on success versus learning success .

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	491,640	2	245,820	83,503	.000 <sup>b</sup>
	residual	138,360	47	2,944		
	Total	630,000	49			
a. Dependent Variable: Achievement_Learning						
b. Predictors: (Constant), Motivation_Achievement, Learning_Style						

## 4. CLOSING

### 4.1 Conclusion

Based on the data generated and the discussion in this study, the following conclusions can be drawn:

1. There is an influence of learning styles on student achievement in the Entrepreneurship and Archives course with Amik Lamappapoleonro Soppeng.
2. There is a motivational influence on student performance in Entrepreneurship and Archives courses at Amik Lamappapoleonro Soppeng.
3. There is an influence of learning style and motivation on student performance in the Entrepreneurship and Archives course with Amik Lamappapoleonro Soppeng

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