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The Influence of Learning Motivation on the Learning Activities of Grade VII Students at SMPK St. Theresia Kupang

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Abstract: *This study aims to determine the effect of learning motivation on the learning activities of seventh-grade students of SMPK St. Theresia Kupang in the 2025/2026 academic year. This study uses a quantitative approach with a causal associative research type. The study population was 178 seventh-grade students with a sample of 45 students selected using a simple random sampling technique. Data collection was carried out using a learning motivation and learning activity questionnaire. Data were analyzed using simple linear regression. The results showed that learning motivation had a significant effect on student learning activities. This is evidenced by the F-value of 15.551 which is greater than the F-table of 4.057 and a significance value of 0.000 (<0.05), so Ha is accepted and Ho is rejected. This finding indicates that the higher the student's learning motivation, the higher the learning activities shown in the learning process. Thus, learning motivation is one of the important factors that support the increase in learning activities of seventh-grade students of SMPK St. Theresia Kupang in the 2025/2026 academic year.*

Keywords: *learning motivation; learning activities; students*

Abstrak: *Penelitian ini bertujuan untuk mengetahui pengaruh motivasi belajar terhadap aktivitas belajar siswa kelas VII SMPK St. Theresia Kupang tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian asosiatif kausal. Populasi penelitian berjumlah 178 siswa kelas VII dengan sampel sebanyak 45 siswa yang dipilih menggunakan teknik *simple random sampling*. Pengumpulan data dilakukan menggunakan kuesioner mengenai motivasi belajar dan aktivitas belajar. Data dianalisis menggunakan regresi linear sederhana. Hasil penelitian menunjukkan bahwa motivasi belajar berpengaruh signifikan terhadap aktivitas belajar siswa. Hal ini dibuktikan dengan nilai F-hitung sebesar 15,551 yang lebih besar daripada F-tabel sebesar 4,057 dan nilai signifikansi 0,000 (< 0,05), sehingga Ha diterima dan Ho ditolak. Temuan ini menunjukkan bahwa semakin tinggi motivasi belajar siswa, semakin tinggi pula aktivitas belajar yang ditunjukkan dalam proses pembelajaran. Dengan demikian, motivasi belajar merupakan salah satu faktor penting yang mendukung peningkatan aktivitas belajar siswa kelas VII SMPK St. Theresia Kupang Tahun Ajaran 2025/2026.*

***Kata kunci**: motivasi belajar; aktivitas belajar; siswa*

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Introduction

Learning activities are one of the important indicators in the success of the learning process because they reflect students' physical and mental involvement during learning activities. According to Sardiman (in Nurmala et al., 2014), knowledge is obtained through the active involvement of students in observing, experiencing, and discovering themselves, so that learning activities are elements that determine learning success. Active students tend to understand the material more easily, develop thinking skills, and achieve optimal learning outcomes.

However, student learning activities are still a problem in various schools. Rokhanah et al. (2021) found that some students still do not pay attention to the teacher's explanations, rarely ask questions, lack confidence in expressing opinions, and tend to be passive in class discussions. This condition has an impact on the low quality of the learning process and outcomes. A similar phenomenon was also found based on the results of initial observations at SMPK St. Theresia Kupang. Grade VII students showed suboptimal learning activities, characterized by a lack of participation in learning, talking to friends when the teacher explained, and low involvement in group discussions.

Learning activities are influenced by various factors, both internal and external factors. Dimyati and Mudjiono (2009) explained that internal factors include conditions that come from within students, while external factors come from the learning environment. One of the internal factors that plays an important role is learning motivation. According to Slameto (2010), motivation is a psychological aspect that encourages students to actively participate in learning activities. Students who have high motivation tend to be diligent, enthusiastic, and do not give up easily in facing learning difficulties, while students who have low motivation tend to be passive and less enthusiastic (Sardiman, 2011).

The results of observations at SMPK St. Theresia Kupang show that some students still have low motivation to learn. This can be seen from the lack of enthusiasm for participating in lessons, easily feeling bored, and learning only when ordered by the teacher. This condition is suspected to have an effect on the low learning activity of students during the learning process. Several previous studies have shown that learning motivation affects students' learning activities. Baharsah (2025) stated that students who have high learning motivation tend to be more active, diligent, and able to face challenges b learning. Research by Nurmala et al. (2014) also proves that learning motivation has a positive influence on students' learning activities.

However, research on the influence of learning motivation on learning activities in grade VII students of SMPK St. Theresia Kupang has never been conducted. Therefore, this study aims to determine the influence of learning motivation on the learning activities of grade VII students of SMPK St. Theresia Kupang for the 2025/2026 academic year.

Method

Research Design and Setting

This study uses a quantitative approach with a type of causal associative research that aims to determine the influence of learning motivation on the learning activities of grade VII students of SMPK St. Theresia Kupang for the 2025/2026 Academic Year. This research was conducted at SMPK St. Theresia Kupang, which is located on Jalan Jendral Ahmad yani No. 52 A, Kota Lama District, Merdeka Village, Kupang City, East Nusa Tenggara. This research was conducted for 6 months from January to June 2026

Participants, Sample, or Data Sources

The study population consisted of 178 grade VII students at SMPK St. Theresia Kupang for the 2025/2026 school year. The sample consisted of 45 students, representing 25% of the total population. Participants were selected using a simple random sampling technique. Students who participated in the instrument trial were excluded from the research sample

Instruments and Measures

Data were collected using a learning motivation questionnaire and learning activities developed by the researchers. Both instruments used a four-point Likert scale. Validity was tested using Product Moment correlation, while reliability was tested using Alpha Cronbach. The learning motivation questionnaire had 32 items with a reliability coefficient of 0.893, while the learning activity questionnaire had 50 items with a coefficient of 0.929

Procedure and Research Ethics

Data was collected by giving questionnaires to selected participants. Respondents' information was kept confidential and was only used for research purposes

Data Analysis

Data were analyzed using the correlation of Product Moment with SPSS version 26 *for Windows*. A

significance level of 0.05 was used to determine the effect of learning motivation on learning activities.

Results and Discussion

Results

Simple Linear Regression Test Results

The results of the simple linear regression analysis test show that learning motivation has a significant effect on students' learning activities, to see the effect of learning motivation (X) on learning activities (Y) can be seen in table 1.

Table 1. Results of Simple Linear Regression Test

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	1004.089	1	1004.089	15.551	.000b
	Residual	2776.355	43	64.566		
	Total	3780.444	44			
a. Dependent Variable: Learning Activities						
b. Predictors: (Constant), Learning Motivation						

Based on table 1, the Fcal niai was obtained as 15.551 and the Ftabel as 4.057 with a significant value of 0.000. The Fcal value if consulted with Ftabel was Fcatung, the Fcal > Ftabel was 15.551 > 4.057, with a significance value of 0.000 < 0.05. The results showed that Ho was rejected and Ha was accepted, so that learning motivation had a significant effect on students' learning activities.

Determination Coefficient Test Results

The determination coefficient is used to determine the contribution or contribution made by variable X (free) to variable Y (bound). The value of the determination coefficient is shown by *R Square* in the summary model table. The results of the determination coefficient test using the SPSS application version 26 *for windows*, can be seen in table 2.

Table 2. Determination Coefficient Test Results

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515a	.266	.249	8.035
a. Predictors: (Constant), Learning Motivation				
b. Dependent Variable: Learning Activities				

Furthermore, based on the table of the results of the determination coefficient test in table 2 above, *an R Square* value of 0.266 was obtained. This value shows that learning motivation contributes 26.6% to student learning activities, while 73.4% is influenced by other factors that are not studied in this study.

Discussion

Based on the results of the simple linear regression test, a significant value was obtained, namely, 0.000 < 0.05. The results of the analysis showed that Ho was rejected and Ha was accepted, meaning that there was a significant influence of learning motivation on learning activities. Furthermore, to find out how much influence learning motivation has on student learning activities, it can be seen through the results of the determination coefficient test that the *R Square* value is 0.266, which means that learning motivation contributes 26.6% to student learning activities. Meanwhile, another 73.4% is influenced by other factors other than motivation that are not explained in this study.

These findings are in line with research Safitri et al., (2025) which states that learning motivation has a positive and significant effect on learning activities. In the research conducted, it was found that learning motivation has a very high influence on student learning activities with a significance level of 0.000 < 0.05. This confirms that motivation is an important factor in increasing student activity in the learning process.

Other research by Gustia et al., (2025) It also emphasizes that learning motivation has a positive and significant relationship with learning activities, where the higher the learning motivation, the higher the student involvement in learning activities. This finding strengthens the results of the study that learning motivation plays a role in encouraging students to be more active, both in asking questions, discussing, and doing assignments.

The results of this study are in line with Sardiman's theory (2011:82), which states that students who have high motivation tend to be enthusiastic about following lessons, diligent in doing assignments, and do not give up easily in the face of difficulties. On the other hand, students with low motivation tend to be passive, lack enthusiasm, and easily give up when facing difficulties.

Conclusion

Based on the results of the analysis and interpretation of the research data, the researcher can conclude that learning motivation has a significant effect on the learning activities of grade VII students of SMPK St. Theresia Kupang for the 2025/2026 academic year. Furthermore, to find out how much influence learning motivation has on student learning activities, it can be seen through the

results of the determination coefficient test showing that *the R Square* value is 0.266, which means that learning motivation contributes 26.6% to student learning activities. Meanwhile, another 73.4% is influenced by other factors other than motivation that are not explained in this study. Thus, the higher the student's learning motivation, the better the learning activities shown in the learning process**.**

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Conflict of Interest

The authors state that there is no conflict of interest.

Author Contributions (Optional)

Authors are responsible for conceptualization, methodology, investigation, data curation, formal analysis, initial draft writing, as well as manuscript writing, review, and editing

Generative AI Disclosure

The authors use generative AI tools to assist in language refinement, drafting, and manuscript editing. The authors remain solely responsible for the accuracy, originality, integrity, and final content of this article.

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