



## **Improving English Learning Outcomes with Learning Interests, Learning Motivation, through Learning Activities Learners in the Covid-19 pandemic**

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**ABSTRACT:** This research aims to find out the influence of English learning outcomes with interests, learning Motivation through learning activities of learners during the Covid-19 pandemic. With a population of class XI of 320 people. The sample took using the Cluster sampling method as many as 172 learners with morgan's table as a reference to the number of research samples beyond the number of pieces for the validity and reliability test as many as 32 students. Path analysis uses multiple linear regressions with two substructures. Our F test reveals the simultaneous influence of independent variables on dependent variables. The t-test test tests each variable independently of the dependent variable partially among direct or indirect effects. This research yielded several conclusions, both free variables, interest in learning, and learning. Motivation affects the bound variables, namely teaching activities, learning outcomes, learning interests.

**Keywords:** Learning outcomes; Learning interests; Learning motivation; Learning activities.

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## **INTRODUCTION**

The success rate of learners in understanding learning can be known through the value of learning outcomes, which of course, through the learning process. Sometimes, in the learning process, teachers rarely explain some materials only give assignment notes to learners so that in the learning process, there is only one-way communication. This condition occurs because there are some teachers limiting learning activities with learners. It can reduce the Interest and Motivation of learners in following the learning process. As a result, the learning results obtained by learners are not according to the expected goals (Takase et al., 2020). Interest is related to high curiosity or a great desire for something expected to get the desired results. So, Interest is an encouragement that needs to be both external and internal, Motivation during the learning process. (Miftahul Farid Mochamad Ahyar<sup>1</sup>, Fitri Senny Hapsari<sup>2</sup>, 2019) However, the research report conducted (Fitrah 2020; Istianingsih & Miranina, 2018) reported was no influence of interest on learning activities and learning outcomes.

Expectations can influence learners' Motivation in the form of current and future success expectations in the learning process. (Hu & McGeown, 2020). Teaching and learning interaction is essential in the learning process because, in learning, a person knows his environment and adapts to the surrounding environment. The more activities learners will have, the broader knowledge in the material obtained. (Nguyen, 2017).

But at this time, learners can find many sources of information they want by using online media that utilizes technology, especially the internet. So the online learning process is done with a distance learning system and not done face-to-face. Its negative impact on the interests and motivations of learners in the learning process to be less active in conveying their aspirations and thoughts so that it can lead to saturated learning. Therefore, creative learning activities are needed to encourage the interest and Motivation of learners so that the spirit in the learning process can have the expected learning outcomes. (Tarchi et al., 2021).

### **Review of Literature.**

#### **a. Learning Outcomes**

Feelings of interest and Motivation in the learning process in learners are the most significant thing because interest and Motivation can increase learners' attention in learning. It will also be affected in the learning outcomes they want to achieve. (Sutarto et al., 2020). A sense of interest and Motivation in learners to carry out learning activities to achieve better goals and learning outcomes (Rahmadian & Maksum, 2021). A person will arise a sense of interest and comfort in following the learning process of each material provided by the teacher if they have a high sense of attractiveness and Motivation to achieve the desired expectations and tend to focus more on understanding each material given. (Wijaya et al., 2021). Learning motivation is attractiveness in learning activities in increasing interest and Motivation to improve learning outcomes. (Rusmono et al., 2018).

H<sub>1</sub> There is an influence of learning interest, learning Motivation, and simultaneous learning activities on learning outcomes.

b. Learning activities.

Learners' learning outcomes can be known from learning activities during the learning process because the activeness of learners can be measured through response, interest, liveliness, and Motivation in the learning process in the classroom. (Kaharuddin & Hajeniati, 2020). Learning outcomes are learners' skills, knowledge, or attitudes in the learning process. Teaching methods and assessments must be planned to achieve the expected learning outcomes. (Kumpas Lenk et al., 2018). Learning outcomes are the final assessment of the learning process that has been repeatedly because learning outcomes shape the individual to achieve better so that it will change a better way of thinking and behaving. (Bosch et al., 2021). Learning activities, according to (A.M Sardiman, 2006), As follows:

- 1) Visual activities (reading/watching, observing)
- 2) Oral activities (asking/advising/issuing opinions/discussions)
- 3) Listening activities (listening to descriptions/discussions)
- 4) Writing activities (write summary/copy)
- 5) Drawing activities (drawing/creating graphics)
- 6) Motor activities (experimenting or practicing)
- 7) Mental activities (responding to/remembering/solving problems)
- 8) Emotional activities (Feeling bored/nervous/brave)

H<sub>2</sub> There is an influential interest in learning, and simultaneous Motivation towards learning activities H<sub>3</sub> There is an effect on learning activities on learning outcomes.

c. Interest

The achievement of learning outcomes depends on the interest of oneself to follow every learning process that is considered necessary without coercion. When one is interested in a subject it is thought necessary to learn, there will be greater attention, perseverance, and good performance to achieve something's expected goals (McIntyre et al., 2021). A person already has a sense of interest in him, a broader curiosity. It will achieve good learning outcomes according to these expected goals during the learning process. (Sakir & Kim, 2020).

Teachers need to raise students' interest in following lessons in class. Learning English as a second language is one of the difficult lessons to learn because English is one of the main languages used throughout the world. These difficulties make students lose their interest easily to get good learning outcomes. One must have a sense of interest in himself. so that it can achieve something expected. (Amjah, 2014). Therefore, however the learning situation, efforts to increase learning interest should involve directly learning learners into the learning environment. (Li & Liang, 2020). According to,

Yunitasari & Hanifah (2020), Students interested in learning have their feelings, such as Positive feelings while learning. There is a capacity to make decisions when learning. Feelings of likes or interests arise in the learners if the delivery of the material provided is interesting and easily understood by learners. So that learners consider every material conveyed important without any compulsion and achievement of learning results as expected by the teacher. (van Harsel et al., 2019).

H<sub>4</sub>. Interest in learning affects learning activities

H<sub>5</sub> interest in education affects learning outcomes.

H<sub>6</sub> interest in learning influences learning outcomes through learning activities

d. Motivation.

Motivation is the desire to learn to achieve good learning outcomes without compulsion. (Ambarwati, 2018). Following learning makes us gain new knowledge and skills through the learning process, but if the learning process has low Motivation, it will get expected learning outcomes. (Harefa & Silalahi Dewi Fransisca, 2020), As a teacher, there is a need for evaluation in learning methods that can attract the interest and Motivation of students to want to be diligent without any coercion or encouragement from anyone to take part in the learning process. (Amjah, 2014).

Motivation divides into 2 in the learning process, namely extrinsic and intrinsic. Extrinsic Motivation is a behavior based on an external impulse to do something, such as learning Motivation, where learners do the learning process to achieve specific goals by hoping to achieve the goals they expect. In contrast, interest Motivation is someone doing something to fulfill. Their desire or goal and based on the encouragement (ration) from within or doing activities to learn something by itself. Without the help of others. (Escobar Fandiño et al., 2019). According to Nasrah (2020), Students' learning motivation is reflected in 6 indicators, namely

- (1) There is a desire and a desire to succeed.
- (2) There is a drive and need for learning.
- (3) There are hopes and aspirations for the future.
- (4) There is an appreciation in learning.
- (5) It's an exciting activity in learning.
- (6) There is a conducive learning situation to allow learners to learn well.

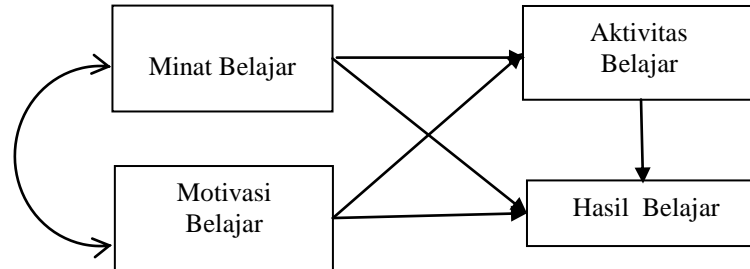
According to (Yunita et al., 2020), Motivation will arise if there is a desire and desire for good determination in a person to achieve the success he wants to achieve is a need for learning, hope, and ideals. It is an intrinsic factor, while the irrelevant factor is appreciation, a conducive learning environment, and exciting learning activities.

H<sub>7</sub>. Motivation affects learning activities

H<sub>8</sub> Motivation affects learning outcomes.

H<sub>9</sub> Motivation affects learning outcomes through learning activities.

**Conceptual framework.**



Gambar 1. Kerangka

**Research Procedure**

**Research Methods**

A research method is needed to answer the problem formulation and test the hypothesis. In quantitative research, the author will conduct this research with survey methods.

**Population and Sample**

One crucial step when collecting and analyzing data is determining the population first. This research was conducted in September 2021 at Bina Prestasi Bekasi Vocational High School for eleven class learners, as many as 320 students consisting of:

**TABEL 1. Population and Sample.**

| Classes  | Number of students | Validitas dan Reliabilitas | Research Sample |
|----------|--------------------|----------------------------|-----------------|
| XI TKJ A | 35 Students        | 4 Students                 | 20 Students     |
| XI TKJ B | 35 Students        | 4 Students                 | 20 Students     |
| XI TP A  | 35 Students        | 4 Students                 | 20 Students     |
| XI TP B  | 35 Students        | 4 Students                 | 20 Students     |
| XI TP C  | 35 Students        | 4 Students                 | 20 Students     |
| XI TKR A | 35 Students        | 4 Students                 | 20 Students     |

|          |             |             |              |
|----------|-------------|-------------|--------------|
| XI TKR B | 35 Students | 4 Students  | 20 Students  |
| XI TKR C | 30 Students | 2 Students  | 16 Students  |
| XI OTKP  | 30 Students | 2 Students  | 16 Students  |
| Total    |             | 32 Students | 172 Students |

The sample took using the Cluster sampling method as many as 172 learners with morgan's table as a reference to the number of research samples beyond the number of pieces for the validity and reliability test as many as 32 students.

### **Research Instruments**

In this case, it is necessary to state what instruments will use for this research. In this study, we use a Likert scale with the procedure of testing validity and reliability. The instruments we use in this study are instruments of Learning Interest, Learning Motivation, Learning Activities. In the study results, variable researchers use a report card of learners' learning outcomes in the middle of the semester derived from SMK Bina Prestasi Bekasi Selatan. Measurement of learning results through the midterm exam questions of learners (30 multiple choice questions). The exam is conducted to measure the Motivation, interest in learning activities through the learning outcomes of learners. Students' interest and Motivation calculate by participating in each English language teaching through learning activities in class. Each question item is analyzed based on answers from learners and quantitatively assessed for each problem to determine the difficulty index (P) and its discrimination index (D). The quantitative evaluation results then categorized the level of difficulty and differentiating power for each point of the problem. The first step to calculate the difficulty index is to correct the learner's answer sheet, and for the correct answer is given a score of 1, while for the wrong answer is given a score of 0. The difficulty index number (P) calculates using equation (1), while the difficulty level is determined using the criteria shown in Table 1.

**Table 2. Problem Item Difficulty Level Criteria**

| The Magnitude of P-Value | Difficulty Level Category |
|--------------------------|---------------------------|
| 0                        | Very difficult            |
| $0 < P \leq 0,3$         | Difficult                 |
| $0 < P \leq 0,7$         | Normal                    |
| $0,7 < P < 1$            | Easy                      |
| 1                        | Very Easy                 |

While the differentiating power is determined using the criteria shown in Table 2.

**Table 3. Question Item Differentiating Power Criteria**

| Magnitude of D Value | Distinguishing Power Categories |
|----------------------|---------------------------------|
| $D \leq 0$           | Very Low                        |
| $0 < D \leq 0,2$     | Low                             |
| $0,2 < D \leq 0,4$   | Normal                          |
| $0,4 < D \leq 0,7$   | Upper                           |
| $0,7 < D \leq 1$     | Very Upper                      |

General Test score distribution data is shown in Appendix 1. From the score distribution in Appendix 1, each problem point is searched for the difficulty index number using the equation (1) and then determined the difficulty level and differentiating power for each problem item.

### Data Collection Techniques

Data collection shows scores that serve as a direction to increase learning interest, Motivation, learning activities, and learning outcomes in September 2021. The method used to collect data in this field research is obtained through the questionnaire method, which is a data collection technique done by giving respondents a set of statements for answering (Raihan, 2017)

### Data Analysis Techniques

The data analysis technique used to solve the problem in this study is to use Path Analysis using Multiple Linear Regression Analysis with two structural to perform test F, which aims to determine the effect of free variables on bound variables simultaneously, and test t to find out the impact of free variables on partially bound variables. Data is processed using the Statistical Program for Social Science (SPSS) version 20 application.

## Results of Research and Discussion

### Validity and Reliability Test Results

Validity and reliability tests are conducted to test the validity of research instruments compiled based on the indicators of each variable. The variable Learning Results tested validity and reliability because it uses secondary data derived from the teacher's report of the school subjects.

### Validity Test

From the results of validity tests conducted by 30 respondents with 40 statements known, all statements in Interests (X1), Motivation (X2), Learning Activities (Y1) were declared valid. The r count value is greater than the R table of 0.349 at an accurate level  $\alpha = 5\%$  (0.05).

**Table 4. Validity Test**

*Source: Processed premier data, 2021*

| Variable            | Invalid | Valid |
|---------------------|---------|-------|
| Interest            | 0       | 6     |
| Motivation          | 0       | 12    |
| Activities Learning | 0       | 24    |

**Reliability Test**

Overall reliability tests on 30 respondents can be seen in the following table:

**Table 5. Reliability Test Results**

| Variable            | Cronbach's Alpha | Hasil    |
|---------------------|------------------|----------|
| Interest            | .946             | Reliabel |
| Motivation          | .966             | Reliabel |
| Activities Learning | .963             | Reliabel |

*Source: Processed premier data, 2021*

The reliability test results showed that all variables have a large enough Alpha coefficient above 0.400, so it can be said that all concepts measuring each variable and questionnaire are reliable.

**Table 6. Category of Difficulty Level and Differentiating Power of General Test Question**

| Number | Difficulty Index (P) | Difficulty Level of Details about Discrimination Index (D) | Difficulty Level of Details about Discrimination Index (D) | Differentiating Power Level of question items |
|--------|----------------------|--|--|---|
| 1      | 0,7188               | Easy   | 0,429  | High  |
| 2      | 0,7500               | Easy   | 0,285  | Normal  |
| 3      | 0,6563               | Normal   | 0,658  | Low   |
| 4      | 0,8125               | Easy   | 0,472  | High  |
| 5      | 0,8750               | Easy   | 0,277  | Normal  |
| 6      | 0,7188               | Easy   | 0,519  | Low   |
| 7      | 0,7813               | Easy   | 0,275  | Low   |

|    |        |        |       |        |
|----|--------|--------|-------|--------|
| 8  | 0,7188 | Easy   | 0,429 | High   |
| 9  | 0,8125 | Easy   | 0,421 | High   |
| 10 | 0,8125 | Easy   | 0,062 | Low    |
| 11 | 0,7188 | Easy   | 0,429 | High   |
| 12 | 0,5313 | Normal | 0,409 | High   |
| 13 | 0,7188 | Easy   | 0,400 | High   |
| 14 | 5000   | Normal | 0,254 | Normal |
| 15 | 0,6875 | Normal | 0,452 | High   |
| 16 | 0,8750 | Easy   | 0,257 | Normal |
| 17 | 0,5625 | Normal | 0,257 | Normal |
| 18 | 0,7188 | Easy   | 0,593 | High   |
| 19 | 0,7813 | Easy   | 0,324 | Normal |
| 20 | 0,6563 | Normal | 0,405 | High   |
| 21 | 0,6875 | Normal | 0,437 | High   |
| 22 | 0,5938 | Normal | 0,186 | Low    |
| 23 | 0,7188 | Easy   | 0,489 | High   |
| 24 | 0,6563 | Normal | 0,264 | Normal |
| 25 | 0,5625 | Normal | 0,150 | Low    |
| 26 | 0,9063 | Easy   | 0,328 | Normal |
| 27 | 0,6563 | Normal | 0,110 | Low    |
| 28 | 0,8125 | Easy   | 0,455 | High   |
| 29 | 0,6563 | Normal | 0,320 | Normal |

|    |        |      |       |        |
|----|--------|------|-------|--------|
| 30 | 0,7813 | Easy | 0,340 | Normal |
|----|--------|------|-------|--------|

From the analysis results in Table Six, it can be concluded that the ratio of difficulty levels between problem items is 18 simple questions and 12 problems. The number of midterm exam questions is 30 points. The results of the discriminatory analysis in table 3 analyzed five general questions, 11 medium questions, and 14 high questions.

### Hypothesis Testing

According to Raihan, (2017), Path Analysis is a development of linear regression analysis to be a unique form of regression analysis. Is a particular case of path analysis). A path model is a diagram connecting free, intermediate, and dependent variables.

Based on the path diagram below, two exogenous variables must be varied: Learning Interest (X1) and Learning Motivation X2. There is also an endogenous variable that is the Learning Outcome variable (Y<sup>2</sup>) which has antecedents (variables that precede) so that it is referred to as a mediator variable that is Learning Activity (Y<sup>1</sup>), each of which must be given a residual value. Improving English Learning Outcomes with Learning Interests, Learning Motivation, through Learners' Learning Activities (Substructure 1)  
 The results of regression analysis improve English learning outcomes with learning interests, learning Motivation through learners' learning activities can be seen in the table below:

**Tabel 7. model summary Substruktur 1**

| Model | R                 | R Square | Adjusted R Square |
|-------|-------------------|----------|-------------------|
| 1     | .893 <sup>a</sup> | .798     | .796              |

Table 7 shows the value of R<sup>2</sup> (R Square) of .798. The value is used to see an increase in English learning outcomes with learning interests, learning Motivation through simultaneous learning activities by calculating the Coefficient of Determination:

$$\begin{aligned}
 \text{KD} &= r^2 \times 100\% \\
 &= .798 \times 100\% \\
 &= 79.8 \%
 \end{aligned}$$

The figure means that seeing an increase in English learning outcomes with learning interests, learning Motivation through simultaneous learning activities is 79.8%, while other factors influence the remaining 20.2% (100%-79.8%). In calculating e1 values, e1 is a variant of the Learning Interest variable

it explained by English learning outcomes through interest and Motivation to learn.

$$\text{Magnitude } e1 = \sqrt{(1 - R^2)} = \sqrt{(1 - .798)} = .449$$

**Table 8. Substructural Regression Analysis 1**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients |
|-------|------------|-----------------------------|------------|---------------------------|
|       |            | B                           | Std. Error | Beta                      |
| 1     | (Constant) | 11,787                      | 2.864      |                           |
|       | Interest   | 1,774                       | .229       | .458                      |
|       | Motivation | .774                        | .095       | .481                      |

Based on table 20 can be known regression equation as follows:

$$y1 = b1x1 + b2x2 + e1$$

$$y1 = .458x1 + .481x2 + .449 \dots (1)$$

The equation shows that:

- 1) Each increase of 1 point Learning activity will follow in a rise in learning interests by .458.
- 2) An increase will follow every 1 point increase in a learning activity in learning Motivation by .481.

To find out the feasibility of the regression model are described the numbers from the ANOVA table below:

**Tabel 9 uji F substruktural 1**

| Model        | df  | Mean Square | F       | Sig.  |
|--------------|-----|-------------|---------|-------|
| 1 Regression | 2   | 29747,069   | 333,809 | .000b |
| 1 Residual   | 169 | 89,114      |         |       |
| Total        | 171 |             |         |       |

Based on the calculation of significant numbers of  $0.000 < 0.05$ ,  $H_0$  is rejected, and  $H_1$  is accepted, meaning that there is a linear relationship between learning interest and learning Motivation towards learning activities. To partially determine the influence of independent variables (Learning interests and learning Motivation) on dependent variables (Learning activities). The following will describe the partial testing of each variable with the t-test.

**Tabel 10 uji t substruktural 1**

| Model |            | t     | Sig. |
|-------|------------|-------|------|
| 1     | (Constant) | 4,116 | ,000 |
|       | Interest   | 7,740 | ,000 |
|       | Motivation | 8,128 | ,000 |

#### 1. Influence of Interests on Learning Activities

The test t obtained the value t calculate = 7,740 with a significance level of 0.000, using the significance limit of 0.05 received t table of 1,654. It means that the t count > t of the table is  $7,740 > 1,654$ , which means  $H_0$  rejected, and  $H_4$  is accepted. Thus, the first hypothesis is acceptable. It happens that the interest in learning affects learning activities. The same thing is also expressed.(Beauty et al., 2021; Muhamad & Syahidin, 2018). The results of conclusions that state that learning interests involve learning activities. It reveals that interest is a student's sense of interest in his actions at home, at school, and in the community.

#### 2. The Influence of Motivation with Learning Activities

The test t obtained the value t calculate = 8.128 with a significance level of 0.000, using the significance limit of 0.05 received t table of 1.654. It means that the table's>t count is  $8.128 > 1,654$ , which means  $H_0$  rejected, and  $H_6$  is accepted. Thus, the Motivation of learning affects the learning activities of learners. The same thing is also expressed by (Jumarniati & Aswar, 2019; Nurmala Ayu Desy & Naswan, 2020), with his research that states the influence of learning motivation affects the learning activities of learners. It reveals that learning Motivation is an encouragement in the spirit of learning in learners because learning without Motivation will not get maximum results, seen from the learning activities of learners in the classroom when taking lessons and learning activities. Learners are significant in determining success in learning.

Influence of Learning Interests, Learning Motivation, and Learning Activities on Learning Outcomes (Substructure 2). The results of regression analysis improve English learning outcomes with learning interests, learning Motivation through learners' learning activities can be seen in the table below:

**Table 11 Model summary Substruktur 2**

| Model | R                 | R Square | Adjusted R Square |
|-------|-------------------|----------|-------------------|
| 1     | .093 <sup>a</sup> | .009     | .(009)            |

Table 11 shows the value of R<sup>2</sup> (R Square) of .009. The value is used to see the results of learning English with interests, Motivation through learners' teaching activities simultaneously by calculating the Coefficient of Determination :

$$\begin{aligned}
 KD &= R^2 \times 100\% \\
 &= .009 \times 100\% \\
 &= 0.9 \%
 \end{aligned}$$

The figure means that looking at the results of learning English with interests, Motivation to learn through simultaneous learning activities is 0.9%, while other factors influence the remaining 99.1% (100%-0.9%). In calculating the value of e<sub>1</sub>, e<sub>1</sub> is a variant of variable Learning outcomes that are not explained variables interests, Motivation to learn through significant learning activities  $e_1 = \sqrt{1 - R^2} = \sqrt{1 - 0.009} = 0.1$

**Table 12. Substructure Regression Analysis 2**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients |
|-------|------------|-----------------------------|------------|---------------------------|
|       |            | B                           | Std. Error | Beta                      |
| 1     | (Constant) | 74,758                      | .829       |                           |
|       | Interest   | .073                        | .073       | .152                      |
|       | Motivation | -,018                       | .031       | -.093                     |
|       | Activity   | ,000                        | ,021       | -,004                     |

Based on table12. can be found the regression equation as follows:

$$\begin{aligned}
 y_2 &= b_1x_1+b_2x_2+b_3x_3 +e_1 \\
 y_2 &= .152x_1+(.093)x_2+-.004x_3+0,1 \dots\dots (2)
 \end{aligned}$$

The equation shows that:

- 1) Each increase of 1 point Interest will follow an increase in learning outcomes by 152.

- 2) Every rise of 1 point learning motivation will observe by learning results of -.093.
- 3) Each increase of 1 point Learning activity will follow by learning results of -.004

To find out the feasibility of the regression model, describe the numbers from the ANOVA table below:

**Tabel 13. Uji F Substruktur 2**

| Model |            | df  | Mean Square | F    | Sig.              |
|-------|------------|-----|-------------|------|-------------------|
| 1     | Regression | 3   | 3,238       | ,481 | .696 <sup>b</sup> |
|       | Residual   | 167 | 6,737       |      |                   |
|       | Total      | 170 |             |      |                   |

Based on the calculation of significant numbers of  $0.000 < 0.05$ ,  $H_0$  is accepted, and  $H_1$  rejected, meaning that there is no linear relationship between learning interest, learning Motivation, and teaching activities with English learning outcomes. It influences the independent variable on the dependent variable. By looking at the SPSS output, the following will describe the partial testing of each variable with the t-test.

**Table 14. Uji t Substruktur 2**

| Model |            | t      | Sig. |
|-------|------------|--------|------|
| 1     | (Constant) | 90,224 | ,000 |
|       | Interest   | ,997   | ,320 |
|       | Motivation | -,592  | ,555 |
|       | Activity   | -,021  | ,984 |

### 1. The Effect of Interest on Learning Outcomes

The test t obtained the value t calculate = .997 with a significance level of 0.000, using the significance limit of 0.05 received t table of 1.984 This means t figure < t table, i.e.,  $997 < 1.65397$  which means  $H_5$  rejected and  $H_0$  accepted. Thus, the hypothesis is unacceptable. It happens that interest in learning does not affect learning outcomes. According to the research (Ishak et al.,

2016; Lestari, 2015), learning outcomes do not involve learning interests. The interest is a person's willingness to follow learning activities in class to achieve maximum learning outcomes. Students will be highly interested in pursuing the learning process if they have a sense of fondness, pleasure, and earnestness to get full learning results.

## 2. The effect of Learning Outcomes on Motivation

The t-test obtained the value  $t_{\text{calculate}} = -0.592$  with a significance level of 0.555, using the significance limit of 0.05 received  $t_{\text{table}}$  of 1.65397 This means  $t_{\text{figure}} < t_{\text{table}}$ , i.e.,  $-0.592 < 1.65397$ , which means  $H_7$  rejected and  $H_0$  accepted. Thus, learning Motivation does not affect learning outcomes. It is in line with the research results (Fianora 2020; Hikmah, 2018; Rusmono et al., 2018). It states that learning outcomes do not affect learning Motivation. In the learning process as teachers need to pay attention to learners in increasing their Motivation to follow each learning process takes place gradually so that what is expected by the teacher to produce maximum results is carried out as desired by providing tasks that are easily understood by learners and avoiding confusion in each assignment to learners. (Muñoz-Restrepo et al., 2020).

## 3. The effect of learning activities on learning outcomes

The test  $t$  obtained the value  $t_{\text{calculate}} = -0.021$  with a significance level of 0.984, using the significance limit of 0.05 received  $t_{\text{table}}$  of 1.65397 This means  $t_{\text{figure}} < t_{\text{table}}$ , i.e.,  $-0.021 < 1.65397$ , which means  $H_3$  rejected and  $H_0$  accepted. Thus, the results of learning do not affect learning activities. It is in line with the research conducted by (Kartikawati et al., 2018; Septiana & Mahmud, 2019; Tri et al., 2016) and that learning outcomes do not affect learning activities. It suggests that students have difficulty understanding something abstract. Learners are still very passive in digging up additional information supporting the material teachers have delivered during the learning process. Therefore, a learning model is needed that can increase learners' absorption, concept solving, and abstract skills and increase learning activities.

There is an indirect relationship between exogenous variables and endogenous variables, namely:

### 1. Influence of Learning Interests on Learning outcomes through learning activities

$$X_1 \longrightarrow Y_1 \longrightarrow Y_2 = 0.000 \times 0.984 = 0,000$$

The value of indirect influence obtained by the Learning Interest variable on Learning Outcomes with the path value of  $\rho_{Y_1X_1} = 0.000$  multiplied by the variable learning activity on learning outcomes with the path value  $\rho_{Y_2Y_1} = 0.984$  to  $(0.000 \times 0.984) = 0.000$  The result of this multiplication indicates that the indirect coefficient value of 0.000 is smaller than the direct coefficient value of  $\rho_{Y_2X_1} = 0.320$ , which means  $H_8$  is rejected and  $H_0$  is accepted. It shows that the Learning Interest variable can directly affect the Learning Outcome variable without going through variable intervening, namely

## 2. Influence of Learning motivation on learning activities through learning outcomes

$$X_2 \longrightarrow Y_1 \longrightarrow Y_2 = 0.000 \times 0.984 = 0,000$$

The value of indirect influence obtained by the Motivation to Learning Outcomes variable with the path value  $\rho_{Y_1X_2} = 0,000$  multiplied by the Learning Activity on Learning Outcomes variable with the path value of  $\rho_{Y_2Y_1} = 0.984$  to  $(0.000 \times 0.984) = 0.000$ . This multiplication result shows that the indirect coefficient value of 0.000 is smaller than the direct coefficient value of  $\rho_{Y_2X_2} = 0.555$  ( $0.000 < 0.555$ ). They show that learning motivation variables can directly affect learning outcomes without intervening, namely teaching activities.

### LIMITATIONS AND FUTURE RESEARCH.

There are some limitations to this study. The first is the issue of representation. The sample of this study is only in the environment of SMK Bina Prestasi Vocational High School, so it may not represent the phenomenon of learning activities. Future research is suggested to add even more variables and even greater research areas in uncovering as closely as possible about interest, Motivation through learning activities in school. Second, using more profound analytical techniques to find the phenomenon of learning activities, for example, by using analysis factors.

### CONCLUSION

After conducting discussion and analysis, researchers found the following conclusions:

1. Interest in learning does not affect learning outcomes.
2. Learning motivation does not affect learning outcomes.
3. Learning activities do not affect learning outcomes.
4. Interest in education involves learning activities.
5. Motivation to learn affects learning activities.
6. Interest in learning does not affect learning activities through learning outcomes.
7. Motivation does not affect learning activities through learning outcomes.
8. Interest, Motivation to learn about learning activities influence simultaneously through learning outcomes.
9. Interest, Learning Motivation towards learning outcomes does not affect simultaneously through learning activities.

Learning interest and Motivation is very important in increasing learning activities. The existence of the learning process through learning activities is a change as a result of the learning process because learning influenced several factors, including interest and Motivation. Interest can be affected by attention, thinking, and achievement of learning outcomes because interest is someone's liking to be active in learning activities to get maximum learning outcomes, so teachers must arouse learners' interest to like English subjects in any way. At the same time, Motivation is an encouragement to follow the learning process without any compulsion because of a sense of interest. Follow the learning process to achieve the desired learning outcome. A complete discussion of learning outcomes needs to increase learning activities for further research.

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