The Relationship Between Learning Motivation and Academic Achievement of High School Students

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Article Information	ABSTRACT
	This study investigated the significant relationship between learning motivation and academic achievement among high school students across the diverse educational landscape of Indonesia. Recognizing motivation as a core psychological determinant (Setyadi et al., 2021), the research aimed to quantify the association between these two key variables. Employing a quantitative correlational design, data were systematically collected from a nationally representative sample of 605 students (N = 605) from various regions, ensuring adequate representation across geographic and socio-economic strata. Data sources included standardized motivation questionnaires and official academic records (report card averages).The findings reveal a positive and statistically significant correlation (r = 0.41, p < 0.05) between learning motivation and academic achievement, indicating that higher levels of motivation are moderately yet strongly associated with superior academic outcomes. Further analysis demonstrated that learning motivation accounts for approximately 17% $R^2 \approx 0.17$ of the variance in student achievement. The analysis of mean scores confirmed this trend, showing that highly motivated students achieved substantially higher average grades (87.2) compared to students with low motivation (74.5). The study concludes that fostering students' intrinsic motivation through supportive home and school environments consistent with the tenets of Self Determination Theory (Deci & Ryan, 2012) is essential for enhancing academic success in secondary education. These results provide critical, evidence-based direction for targeted interventions in educational practice and policymaking in Indonesia.

INTRODUCTION

Education holds an indisputable role in national advancement, serving as the foundational mechanism for enhancing the caliber of human resources (HR). In the Indonesian context, Senior High Schools (SMA) function as pivotal institutions, bridging students toward higher education or direct entry into the job market. Academic performance at this educational level which effectively symbolizes the culmination of the formal learning process is frequently adopted as the primary metric for gauging the entire education system's effectiveness (Putri & Asbari, 2022). However, student academic success is not exclusively dependent on intellectual capacity; a crucial psychological element, namely learning motivation, also significantly dictates outcomes (Setyadi, Jabar, & Permana, 2021). Consequently, efforts directed at comprehending and maximizing students' learning motivation are paramount to elevating the quality of educational outputs at the SMA level.

Learning motivation is empirically established as a central determinant of academic achievement among SMA students. Conceptually, motivation is construed as the aggregate of both internal and external forces that serve to arouse, direct, and intensify an individual's desire for active engagement in learning activities (Wibowo & Purwanto, 2023). Empirical evidence consistently demonstrates that students with robust intrinsic motivation are inclined towards deeper involvement in their studies, which correlates directly with enhanced academic success. For instance, Argaheni's (2022) research confirms a positive and statistically significant relationship between motivation and achievement, accounting for variance in student performance (Argaheni, 2022). This finding highlights the necessity of satisfying fundamental psychological needs, such as autonomy, competence, and relatedness, during the learning. Furthermore, self-generated drives like curiosity and self-assurance have proven more potent in boosting achievement than extrinsic incentives (Wulandari, Setiawan, & Yasin, 2023).

Despite the widespread acknowledgment of motivation's critical role, the actual development and deployment of motivational strategies within Indonesian education face multiple hurdles. Student motivation is intricately influenced by complex contextual factors, including parental rearing practices, instructional methodologies employed, and the overall family environment. Studies suggest that well-structured positive feedback and active pedagogical approaches can substantially elevate student enthusiasm, thereby favorably influencing academic outputs (Oktayani, 2025; Astuti, 2025; Nelly & Erdawati, 2025). Nonetheless, resource inequalities and the lack of structured, systematic psychological intervention programs for motivation enhancement remain salient issues across Indonesian schools. While governmental initiatives have been introduced, their impact on motivation improvement is uneven, stemming from the scarcity of evidence-based, systematic motivational reinforcement programs in every educational institution (Nurhayati, Suwatno, & Komariah, 2021). This reality indicates a palpable discrepancy between the theoretical appreciation of motivation's importance and its consistent practical integration within the SMA learning landscape (Nasution, 2025).

Previous scholarly work has successfully established a strong correlation between learning motivation and academic performance. However, there is a notable limitation in studies that comprehensively map the specific interplay among motivation, academic self-concept, and academic achievement within the distinct context of Indonesian SMA students (Sitorus, 2025). Academic self-concept a construct tightly coupled with motivation is identified as a crucial predictor

of academic outcomes (Rismayeti & Haryani, 2021). Students with an affirming self-perception are more likely to be motivated and, subsequently, attain superior academic results (Pranata et al., 2023). This current study aims to address this identified gap by undertaking a measured, in-depth analysis of how interventions and strategies focusing on fostering connection, curiosity, and self-belief (consistent with the tenets of the Self-Determination Theory by Deci and Ryan, 2012) can be effectively embedded into school culture. The overarching goal is to concurrently enhance motivation and self-concept, ultimately promoting higher academic attainment across Indonesian SMA institutions.

Based on the preceding background, empirical evidence, and delineated research gaps, this investigation demonstrates considerable urgency and potential contribution. By analyzing data referencing the connection between motivation and academic performance, this study anticipates formulating and proposing evidence-based strategies for motivational enhancement encompassing the professional development of educators, the creation of inclusive learning environments, and the empowerment of families as primary educational partners. The study's results are expected to supply invaluable input for policymakers, educational practitioners, and researchers in developing relevant educational initiatives and innovations at the SMA level. The integration of learning theory, effective teaching methodologies, and family environmental variables is paramount to ensuring that motivational reinforcement becomes an essential component of the national educational quality assurance blueprint. Therefore, this research intends to provide a holistic perspective on motivation's sustained role as a cornerstone for educational success among high school students in Indonesia.

METHODS

1. Research Design and Approach

This study adopted a quantitative correlational design to investigate the association between learning motivation and academic achievement among Indonesian Senior High School (SMA) students. This approach was strategically chosen to examine the strength and direction of the relationship between these two variables as they exist organically within the educational setting, without the need for experimental manipulation. The central inquiry that drives this research is: "Does a significant statistical relationship exist between learning motivation and academic performance among Indonesian high school students?"

The research utilizes a cross-sectional methodology, meaning that all data pertaining to both motivational state and achievement levels are gathered simultaneously at a single, defined instance. This methodology provides a distinct "snapshot" of the variables' relationship. Crucially, the objective of this study is to quantify the degree of mutual association, making it valuable for identifying potential predictors for subsequent intervention studies, rather than establishing direct causation.

2. Population and Sampling

The target population for this investigation encompasses all students enrolled in public and private Senior High Schools (SMA) across various provinces in Indonesia (specifically students in Grades 10, 11, and 12). Given the vast, nationally heterogeneous nature of the Indonesian student body, which includes approximately 14.9 million SMA students (based on recent Ministry of Education data), the population spans diverse geographical, socio-economic, and regional contexts.

A Stratified Cluster Random Sampling technique was implemented to ensure the recruited sample accurately reflects the demographic diversity of the national student population. The detailed sampling procedure involved:

a. Stratification: Schools were initially categorized (stratified) according to three critical criteria: geographic province, institutional status (Public/Private), and setting (Urban/Rural/Suburban).

b. Cluster Selection: Schools were then randomly selected as clusters from each pre-defined stratum.

c. Final Selection: Within the selected cluster schools, specific classes and individual students were chosen using random selection methods to participate.

The sample size was determined based on principles of statistical adequacy for large-scale quantitative research, targeting a minimum of 500 students ($N \geq 500$). This robust size is deemed necessary for achieving statistical power and maximizing the generalizability of the findings across the various sampled strata, consistent with established guidelines for complex survey data. Demographic variables such as gender, age, and grade level were factored into the selection process to ensure equitable distribution.

3. Research Instruments and Indicators

Tabel 1. Data Collection Relied Upon Two Instruments Corresponding to the Variables Under Study

Variable	Instrument	Indicators / Data Source
Learning Motivation	Closed-ended Questionnaire	Grounded in seminal motivational theories (e.g., Deci & Ryan's Self-Determination Theory, McClelland's Need for Achievement). Key Indicators assessed include: Goal Orientation/Effort (Intention), Perseverance/Resilience (Duration), and Strategic Learning (Quality of Engagement).
Academic Achievement	Archival Data (Report Card Grades)	Semester Report Card Average Scores derived from core academic subjects (e.g., Mathematics, English, Indonesian Language). These official records were secured directly from the respective school administrations to guarantee administrative authenticity and mitigate subjective assessment bias.

Kuesioner motivasi ini menggunakan skala Likert lima poin untuk mengukur intensitas motivasi siswa, dengan rentang nilai dari 1 (Sangat Tidak Setuju) hingga 5 (Sangat Setuju). Validitas isi instrumen telah dikonfirmasi melalui tinjauan ahli oleh para pakar di bidang pengukuran pendidikan. Reliabilitas kuesioner ditentukan menggunakan koefisien Cronbach's Alpha (α) yang dihitung dari sampel uji coba berjumlah sekitar 80–100 siswa dari institusi di luar studi utama. Instrumen ini dinyatakan reliabel karena memenuhi ambang batas α ≥ 0,70 sebelum digunakan dalam pengumpulan data primer.

4. Data Collection Procedures

Data collection was systematically carried out during the latter half of the academic year's even semester (October–December 2025). The procedure was meticulously managed to ensure data quality:

a. Ethical Compliance: Prior authorization was secured, and informed consent was obtained from all student participants, alongside necessary permissions from parents and school governing bodies.

b. Motivation Data Acquisition: The questionnaire was administered synchronously across the selected schools, supervised by the research team and designated school personnel (e.g., homeroom teachers), during scheduled class periods to maintain standardization and achieve high completion rates.

c. Achievement Data Acquisition: Official academic scores (report card averages) were formally requested and obtained directly from the School Administration for the identical semester in which motivation was measured, ensuring temporal alignment between the two variables.

d. Data Security: All collected information was centrally aggregated and managed under strict anonymity protocols, without recording any personal identifiers of the participants.

5. Data Analysis

The primary statistical technique employed for data analysis was the Pearson Product Moment Correlation Coefficient (r). This technique is appropriate for assessing the association between two continuous variables (the motivation score and the academic grade average).

The data analysis protocol included:

a. Prerequisite Testing (Assumptions): Prior to calculating the correlation, the dataset underwent prerequisite statistical examinations:

1) Normality Test: Due to the substantial sample size (N ≥ 500), the Kolmogorov-Smirnov Test was utilized to verify the normality of the data distribution.

2) Linearity Test: A test for linearity (via ANOVA or scatterplots) was conducted to confirm the linear nature of the relationship, which is a key assumption for the proper use of Pearson's r.

b. Hypothesis Testing: The Pearson r value was calculated to determine the magnitude (r value) and nature (positive or negative sign) of the relationship. Statistical significance (p-value) was evaluated at the $\alpha = 0.05$ level.

c. Interpretation: An r value approaching ±1 indicates a very strong association, whereas a value near 0 suggests a negligible relationship. The final results will be interpreted critically, considering both the national educational context and the inherent limitations associated with correlational methodology.

RESULTS

1. General Characteristics of Respondents

This study involved a total of 605 senior high school students (N = 605) selected through a stratified cluster random sampling technique. The respondents were drawn from Grades 10, 11, and 12 across various public and private Senior High Schools (SMA) located in several provinces in Indonesia. This sampling approach ensured balanced representation in terms of gender, school type, and geographical location, including urban, suburban, and rural areas, thereby supporting the national representativeness of the sample.

Data were collected using a standardized learning motivation questionnaire and official school academic records. Student motivation was measured using a five-point Likert scale ranging

from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire's content validity was established through expert judgment by specialists in educational measurement. Instrument reliability was tested using Cronbach's Alpha (α) based on a pilot study involving approximately 80–100 students from schools not included in the main sample. The reliability coefficient exceeded the minimum acceptable threshold ($\alpha \geq 0.70$), indicating that the instrument was reliable for use in the primary data collection.

2. Distribution of Student Learning Motivation

Learning motivation was assessed using a five-point Likert scale, categorized into Low, Medium (or Moderate), and High levels. The distribution of students across these motivation categories is presented below:

Table 2. Distribution of Student Learning Motivation

Motivation Category	Number of Students (N)	Percentage (%)
High	220	36.4
Medium (Moderate)	320	52.9
Low	65	10.7
Total	605	100.0

The results indicate that most students (52.9%) demonstrated a medium level of learning motivation. A substantial proportion of students (36.4%) reported high motivation, while only a small percentage (10.7%) fell into the low motivation category. Overall, these findings suggest that more than 90% of Indonesian senior high school students possess at least a moderate level of motivation toward learning.

3. Distribution of Student Academic Achievement

Academic achievement was assessed using students' average semester grades, with particular emphasis on core subjects, namely Mathematics, English, and Indonesian Language. Students' academic performance was categorized into four levels: Very Good, Good, Fair, and Poor. The distribution is presented in Table 3.

Table 3. Distribution of Student Academic Achievement

Achievement Category	Number of Students (N)	Percentage (%)
Very Good	98	16.2
Good	377	62.3

Achievement Category	Number of Students (N)	Percentage (%)
Fair	112	18.5
Poor	18	3.0
Total	605	100.0

The findings show that the majority of students (62.3%) achieved academic results in the "Good" category. This was followed by the "Fair" (18.5%) and "Very Good" (16.2%) categories. Only a small proportion of students (3.0%) were classified as having poor academic achievement, indicating that overall academic performance among Indonesian senior high school students tends to be at a moderate to high level.

**4. The Connection between Academic Success and Learning Motivation**

The relationship between learning motivation and academic achievement was examined using Pearson's correlation analysis. The results revealed a statistically significant positive correlation between the two variables ($r = 0.41$, $p < 0.05$). This coefficient indicates a moderate relationship, suggesting that higher levels of learning motivation are associated with better academic performance.

To further illustrate this relationship, Table 3 presents the mean academic grades of students based on their motivation level.

Table 4. Mean Academic Performance by Learning Motivation Type

Category Motivation	Average Academic Grade
High	87.2
Medium	81.9
Low	74.5

The data show a clear and consistent trend: students with high learning motivation achieved the highest average academic grades (87.2), followed by those with medium motivation (81.9), while students with low motivation obtained the lowest average grades (74.5).
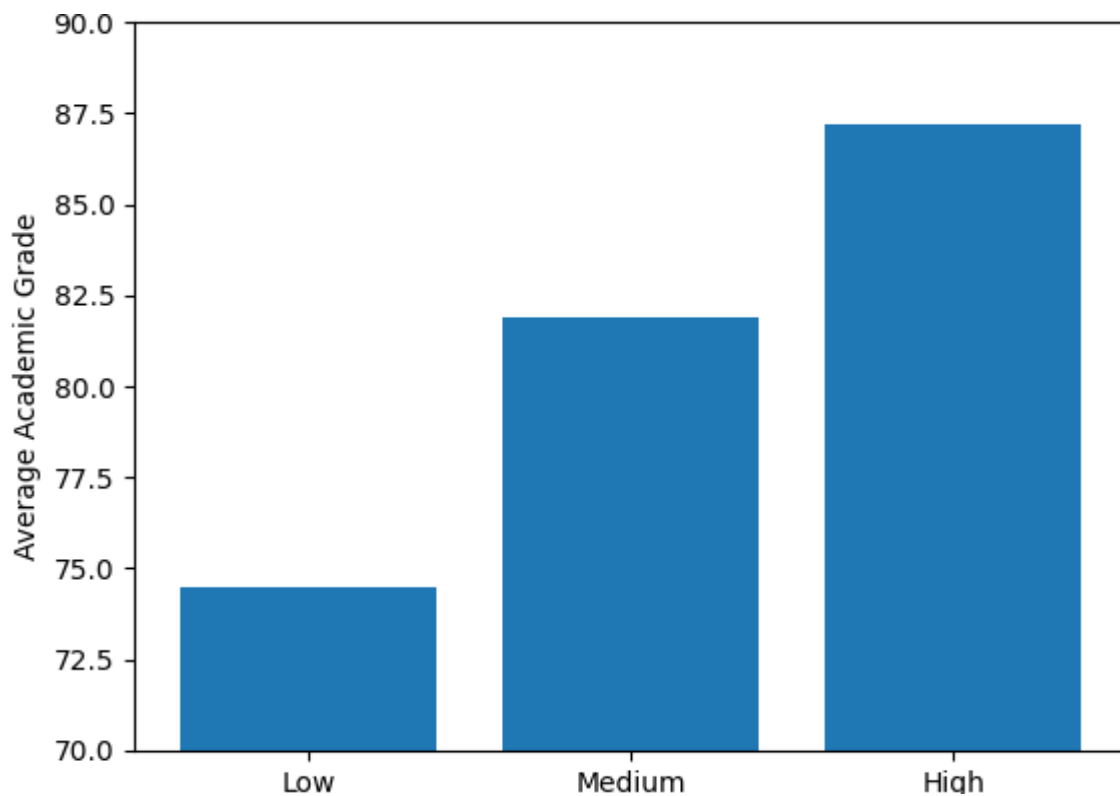
Graph 1. Average Academic Achievement by Learning Motivation Level

Graph 1 illustrates the differences in average academic achievement across levels of learning motivation. Students with low motivation achieved the lowest mean academic grade (74.5), followed by students with medium motivation (81.9), while students with high motivation obtained the highest mean grade (87.2). This visual pattern is consistent with the results of the Pearson correlation analysis, which indicated a significant positive relationship between learning motivation and academic achievement ($r = 0.41$, $p < 0.05$).

DISCUSSION

1. Analysis of the Relationship Between Motivation and Academic Achievement

The findings of this study establish a moderate, positive, and statistically significant correlation ($r = 0.41$, $p < 0.05$) between high school students' learning motivation and their academic achievement. This result is directly reinforced by the mean score analysis (Table 3), which demonstrates a clear gradient: students categorized with High motivation achieved an average grade of 87.2, substantially higher than the Medium (Moderate) group (81.9) and the Low group (74.5). This empirical evidence validates the premise in the Introduction that learning motivation is a crucial psychological element dictating student outcomes (Setyadi, Jabar, & Permana, 2021).

This positive relationship can be thoroughly understood through the lens of **Self-Determination Theory (SDT)**. SDT posits that motivation is a continuum, with intrinsic motivation being the most potent form, leading to sustained effort and persistence (Ryan, 2020). The High motivation group, likely fueled by stronger intrinsic drivers (autonomy and competence), exhibits greater resilience and actively pursues complex learning goals, aligning with the observed superior academic performance. Furthermore, research by Ketonen et al. (2023) supports that the intentional

self-regulation fostered by high motivation is directly responsible for better strategy use and, consequently, higher grades in secondary education (Ketonen, 2023).

2. Integration with Prior Research and Variance Explained

The correlation coefficient of r = 0.41 suggests a moderate degree of association, which means learning motivation accounts for approximately R^2 = 0.168 (16.8%) of the variance in student academic achievement. This finding is highly consistent with the existing literature on educational outcomes. Previous studies globally acknowledge that academic achievement is a multifactorial construct (Su, 2022).Our result echoes this perspective, confirming that while motivation is a significant and powerful factor explaining nearly one-fifth of the variance it is not the sole determinant. Other elements, such as cognitive ability, teacher effectiveness, and home environment (as briefly mentioned in the Introduction), contribute to the remaining variance.

By identifying r = 0.41 in the specific context of diverse Indonesian SMA students (urban, rural, public, private), this study provides updated, localized empirical data. This strengthens the generalizable conclusion that consistent high levels of student motivation are central to academic success across varied educational settings.

3. Practical Implications and Policy Recommendations

The strong positive association found between motivation and achievement carries significant implications for educational practice at the SMA level in Indonesia. Given that the majority of students fall into the Medium (Moderate) motivation category (52.9%), the most effective intervention efforts should target moving this substantial group toward the High category.

These findings suggest that school administrators and educators must prioritize motivation enhancement as a core pedagogical objective. Practical recommendations include:

a. Teacher Training: Educators require professional development focusing on implementing active pedagogical approaches, personalized learning, and providing structured, specific, and constructive feedback all of which are known to support the psychological needs of competence and relatedness as outlined by SDT .
b. School Environment: Schools must intentionally cultivate a supportive and engaging learning climate that encourages student autonomy in project selection and goal setting.
c. Family Engagement: Strengthening the collaboration between schools and families is crucial, as the latter significantly influences contextual factors affecting motivation .

4. Limitations and Directions for Future Research

A key limitation of this study is its cross-sectional design, which, as noted in the Methods section, precludes the establishment of definitive cause-and-effect relationships. While we confirm that motivation and achievement rise together, we cannot ascertain whether increased motivation causes better grades, or if high grades lead to increased motivation (a reciprocal relationship).

Future research should address this limitation by undertaking:

a. Longitudinal Studies: To track changes in motivation and achievement over time and clarify the causal direction of the relationship.
b. Interventional Studies: To rigorously test the efficacy of motivation-boosting techniques (e.g., self-efficacy training, gamification) in diverse Indonesian educational settings, assessing

which strategies yield the most substantial and sustainable improvements in both motivation and achievement.

c. Inclusion of Mediating Variables: Subsequent models should integrate other contextual variables such as academic self-concept (as highlighted in the Research Gap of the Introduction), parental education, and school resources to provide a more nuanced and comprehensive understanding of the factors that mediate the motivation-achievement link.

5. Scientific Contribution and Conclusion

This research significantly reinforces the role of learning motivation as a critical and measurable predictor of academic success in the Indonesian secondary education context. By providing granular data, including the moderate strength of the correlation (r=0.41) and the clear performance gap across motivation categories, this study contributes localized empirical evidence that is invaluable for evidence-based policymaking. It strongly suggests that investing in systematic, methodologically sound interventions to bolster students' intrinsic motivation is essential to raising the overall standard of high school education nationwide.

CONCLUSIONS

1. Primary Finding and Theoretical Synthesis

This research objectively confirms that learning motivation significantly influences the academic success of Indonesian high school students. The correlational analysis of data drawn from hundreds of students across diverse geographical regions revealed a positive and statistically compelling correlation between students' desire to learn and their average academic grades. Specifically, highly motivated students regardless of whether their drive originates from internal or external factors consistently demonstrate a higher probability of achieving superior academic outcomes compared to their less motivated peers.

A pivotal theoretical contribution of this study is its support for the Self-Determination Theory (SDT). The findings reinforce the principle that intrinsic motivation is optimally fostered when the psychological requirements for competence, autonomy, and meaningful social relatedness are met. This form of motivation is shown to be crucial for encouraging active learning engagement, building resilience against academic hurdles, and developing sustainable, long-term learning goals. Furthermore, this study emphasizes the crucial role of both the home and school environments as two principal settings that directly underpin the cultivation of students' motivation to learn.

2. Contribution and Policy Implications

The discovery that learning motivation accounts for approximately $R^2 \approx 0.17$ of the variance in academic performance provides a vital and measurable starting point for the development of new educational interventions. This evidence underscores the imperative for national education stakeholders and individual schools to prioritize motivation-enhancing programs. Such programs should focus on creating intellectually stimulating learning environments, enabling educators to serve as primary motivational agents, actively integrating families into the educational process, and implementing equitable and engaging incentive systems for students.

This research directly addresses its original research question: learning motivation is not merely an auxiliary factor but a critical, core determinant of high school students' academic

achievement. Therefore, systematic and carefully planned efforts to cultivate and maintain student learning motivation are essential for supporting sustainable improvements in the quality of Indonesian high school education encompassing policy formulation, learning management, and the empowerment of learning environments both within and outside the school premises.

3. Recommendations for Future Research

For subsequent studies, it is advisable to expand the current model by integrating supplementary variables such as self-efficacy, classroom climate, and social support. Furthermore, future investigations should employ experimental or longitudinal research designs to definitively ascertain the most effective strategies for the long-term acceleration of both learning motivation and academic achievement. Consequently, the synthesis and conclusions drawn from this study not only resolve the initial research problem but also provide specific, data-informed guidance for educational innovation and renewed optimism for enhancing the standards of youth education across Indonesia.

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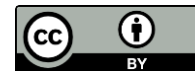
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