The Influence of Learning Motivation Through Students Learning Achievement of Indonesian Subject at Fifth Grade in Elementary School

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Abstract. This study examined the effect of learning motivation on learning outcomes of Indonesian lessons at the Elementary School. The focus of the study was to find out the description of the learning motivation in elementary school at fifth grade students of the Cluster II in Tanete Riattang, Bone; to know the description of the results of students learning Indonesian in elementary school at fifth grade students of the Cluster II in Tanete Riattang, also to find an influence between learning motivation and Indonesian learning outcomes of the students in elementary school at fifth grade students of the Cluster II in Tanete Riattang, Bone. This research used a quantitative research design. This research used a expost-facto correlational research. Data of this research obtained through questionnaires and documentation. The population was all fifth grade students in Elementary School Cluster II in Tanete Riattang 2017/2018 academic year that are totally 240 students. The sample in this study amounted to 72 students. Data analysis of the study was descriptive statistical and inferential statistical analysis. The results showed that: 1) the level of student motivation is in the excellent category, 2) the level of Indonesian learning outcomes is in the very good category, 3) H_1 was accepted or, in other words, there was a significant influence between learning motivation on Indonesian learning outcomes in elementary school at fifth grade students of the Cluster II in Tanete Riattang, Bone.

Keywords: learning, motivation, achievement

1. Introduction

School as the center of formal education is started at the primary education level. This is in line with *Peraturan Pemerintah* (PP) Republik Indonesia No. 47 tahun 2008 about learning compulsory in primary education article 1 sections 2 and 3, it stated that primary education is the level of education that underlies the level of secondary education, in the form of Elementary Schools (SD) and Madrasah Ibtidaiyah (MI). Elementary school (*sekolah dasar*) is a formal education unit that organizes general education at the level of primary education. The implementation of education in elementary schools cannot be separate from the curriculum which is a reference or guideline in implementing the teaching-learning process. The curriculum becomes the basis and benchmark in determining the direction and where education will be taken. The curriculum in elementary school includes eight subjects that students must take in learning activities. One of these subjects is Indonesian subject.

Indonesian subject is directed to improve students' ability to communicate in Indonesian properly, spoken and written, also fostering an appreciation to the work of Indonesian literature. Students can be said to be successful in learning if the learning outcomes achieved are also good. Learning outcomes are often used as a measure to

find out how far someone has mastered the material being taught. According to Nawawi (Susanto, 2013: 5), that "Learning outcomes can be interpreted as the level of success of students in learning subject matter at school that is stated in scores obtained from the test results to recognize a number of specific subject matter."

Learning outcomes achieved by students are the result of interactions between various factors that influence both internal and external. Internal factors are factors that originate from within of the students such as intelligence, health, perseverance, attitude, physical condition, attention, motivation, interest, and learning habits. External factors are factors that originate from outside the student such as family, school, and community environment. One of the important factors that can influence student learning outcomes is learning motivation.

There are two important roles of motivation in learning, they are: first, motivation is a mental driving force of the students that causes learning activities and ensures continuity of learning in order to achieve the target. Second, motivation plays an important role in providing passion, enthusiasm, and happiness in learning so that students who have high motivation will have a lot of energy to conduct the learning activities. Uno (2015: 3) states that "motivation is an encouragement which is inside a person to try to make changes in their behavior to be better in meeting their needs. In line with the results of learning Indonesian, it will be easier for someone to get their targets and objectives if there are strong motivation and encouragement whether from themselves and from their environment. Learning motivation that is owned by the student is different each other, the higher the motivation of learning owned by students, the learning outcomes will be high and vice versa, if the motivation possessed by students is low then the student learning outcomes is also low.

The material in Indonesian subjects is broad and students' learning motivation levels are diverse, it makes students in elementary school at fifth grade students of the Cluster II in Tanete Riattang getting difficulties in Indonesian subjects. The situation is caused by various things, including (1) in fifth grade students in Cluster II, there are students who are passive in participating in Indonesian learning activities with extensive material and less qualified skills, (2) students' motivation in following Indonesian subject is different each student, (3) students' enthusiasm to get grades above KKM also different, (4) the students' awareness about the importance of mastering material in Indonesian subjects and the willingness of students to master the Indonesian material is different each student. The difference level of learning motivation that exists in students affects the achievement level of learning outcomes in students in learning Indonesian and the result is different each other.

Some previous research related to learning motivation and learning outcomes show relatively the same results. The research was conducted by Khoiru Nawawi in 2016 entitled the Effect of learning Habits and Learning Motivation on Student Learning Outcomes of Class V in Elementary Schools cluster Dewi Sartika and Hasanuddin Cluster, Tegal. The research concluded that there was a significant influence between learning motivation on student learning outcomes in elementary school at fifth grade students of Cluster Dewi Sartika and Hasanudin, Tegal, Academic Year 2015/2016. The percentage contribution of the influence of learning motivation variables to the learning outcomes variable was 8.7%. Then, the study conducted by Eva Fitriana in 2016 entitled the Influence of Learning Motivation through Learning Outcomes in Social Studies of Grade IV elementary school Cluster Dr. Soetomo, Blado Batang District. The study concluded that there is a positive and significant influence of

learning motivation through social studies learning outcomes with the analysis of the coefficient of determination obtained 56.8%. So that, learning motivation affects as much as 56.8% on the improvement of social science learning outcomes in fourth grade students SDN Cluster Dr. Soetomo, Blado Batang. From the results of the research conducted by the two researchers, there is a conclusion that there is a significant influence of learning motivation through learning outcomes. Those results become empirical evidence to the study of the influence of learning motivation on learning outcomes conducted by researcher.

In this study H0: X = Y means that there is no influence between learning motivation through Indonesian learning outcomes of elementary school in elementary school at fifth grade students of the Cluster II in Tanete Riattang, Bone. H1: X ≠ Y means that there is an influence between learning motivation through learning outcomes of Indonesian students in elementary school at fifth grade students of the Cluster II in Tanete Riattang, Bone. X = Learning Motivation Variable and Y = Indonesian learning outcomes variable.

Based on those facts, it can be stated that learning motivation is one of the factors that might affect the student learning outcomes. Think of about the importance of learning motivation in student learning outcomes, especially in Indonesian lesson. This research will examine a problem about the Effect of Learning Motivation through Indonesian Learning Outcomes in elementary school at fifth Grade Students Cluster II in Tanete Riattang, Bone using quantitative methods.

2. Method

This research was conducted using a quantitative research design. Quantitative research design enabled researchers to carry out statistical testing. As stated by Sujarweni (2014: 39) that quantitative research is a type of research that finds out solution of the problem using statistical procedures or quantification ways (measurement). The quantitative approach focuses on phenomena that have certain characteristics in human life which is called variable. In a quantitative approach, the relation between variables is analyzed using objective theory.

Sujarweni (2014: 65) argues that the population is the whole object or subject that has certain characteristics and qualities that have been determined by researcher to be investigated and then, drawn a conclusion. Population in this study is all fifth grade students of Cluster II in elementary school in Tanete Riattang District, Bone academic year 2017/2018, amount of 240 people.

The sample is interpreted as part of the selected population and represents the characteristics of a population. The sampling technique in this study uses probability sampling, which is simple random sampling. According to Sujarweni (2014: 69) stated that "Probability sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a sample." The simple random sampling is a way of taking samples from members of the population randomly without external factor in choosing members from population. The technique in choosing a sample from population that takes 30% population from the total of population, according to Arikunto, he said (Zuriah, 2009: 122) that "If researchers have several hundred subjects in the population, they can determine approximately 25 - 30% of the total subjects." N = total population x 30% = 240 x 30% = 7200/100 = 72 people.

The type of this research is ex-post facto correlational research. According to Sujarweni (2014), that ex-post facto research can be interpreted as research conducted to show events that have occurred and then trace back to find out the factors that can cause these events. This research seeks to find information about the cause effect of the event. This research can only be done when an event that contains components of independent and dependent variables which have occurred.

Learning motivation data collection instruments in this study used a questionnaire. According to Aswani (Sujarweni, 2014: 75) stated that "Questionnaire is a data collection technique carried out by giving a set of questions or statements to the respondents to be answered." Researcher makes a set of questions and statements to the respondents related to the objectives that wants be achieved. In this study, the questionnaire was intended in collecting data about the learning motivation in elementary school at fifth grade students of Cluster II in Tanete Riattang, Bone. Questionnaire sheet is used to measure student motivation in learning Indonesian.

Students selected as samples are asked to fill out the questionnaires. This questionnaire sheet is based on indicators of learning motivation that have been discussed in the definition of variables. The questionnaire sheet that will be used to measure the students learning motivation can be seen in the appendix. After the grid is made, the researcher makes a statement item based on the grid that has been made. In determining the score of the questionnaire, researchers used a Likert scale in her research. Rating scores contain four levels of answers regarding to the statements put forward according to the alternative answers available. According to Riduwan (2015: 87), he said that "Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group about events or social phenomena." The alternative answers and determination of the score used are as follows: for alternative positive answers, Strongly Agree (SA) = score 4; Agree (A) = score 3; Disagree (DA) = score 2; Strongly Disagree (SDA) = score 1. For alternative negative answers used; Strongly Agree (SA) = score 1, Agree (A) = score 2, Disagree (DA) = score 3, Strongly Disagree (SDA) = score 4.

Data collection procedures begin when the research permit has been issued. The researcher then visited each elementary school in Cluster II in Tanete Riattang to meet the school principal/headmaster to ask permission to conduct research. After getting permission from the principal, the researchers then meets homeroom teacher to discuss the appropriate time in collecting data. In this case, distributing questionnaires in order to get information about student motivation and collect documentation in the form of students Midterm scores of fifth grade students in elementary school Cluster II in Tanete Riattang District, Bone.

Before the instrument is tested in the field, validation is done whether in internal and external validation. Internal validation is validation conduct by experts or people in charge of the indicators on the instrument. By giving an initial questionnaire about learning motivation total 40 statements. After conducting internal validation, external validation is then performed. External validation is a validation conduct in the field, which means there is an object will be tested on a questionnaire that has been made which is conducted by the fifth grade students of SD Inpres 5/81 Lemoape Palakka. Field testing was conducted to determine whether this questionnaire was feasible or not to be used in this research. From the field testing, it was found that from the 40 items, it turned out that there were 35 valid statement items, which can be more clearly seen in appendix 4 page 86. The valid questionnaires were subsequently distributed to the

respondents totaling 72 students at fifth grade in cluster II Tanete Riattang. In this study, data analysis used is descriptive statistical analysis and inferential statistical analysis. Descriptive analysis is used with the average technique and percentage analysis. While inferential analysis is used with the linear regression test and person product moment correlation techniques.

1. Descriptive Statistical Analysis

This descriptive statistical analysis was used to find a general view of the variables of learning motivation and Indonesian learning outcomes, and to find a description of the effect of learning motivation on Indonesian learning outcomes at fifth grade in elementary school Cluster II Tanete Riattang.

a. Analysis of averages

This technique is used to obtain an average of learning motivation and learning outcomes in Indonesian. The formula for finding averages, as stated by Arikunto (2006: 272) is as follows:

$$\overline{X} = \frac{\Sigma fx}{N}$$

b. Percentage Analysis

Percentage analysis aims to describe the two variables using a frequency distribution list. The formula used is the formula proposed by Arikunto (2006: 273) as follows:

$$P = \frac{n}{N} \times 100\ \%$$

After analyzing the data, then draw descriptive conclusions so the percentage value that has been obtained is converted to the grouping of score. Furthermore, for the grouping of score on Indonesian learning outcomes, the guidelines for the conversion of students' success are used by Arikunto and Cepi (2014: 35) as follows:

2. Inferential Statistical Analysis

Inferential statistics try to make various inferences on a set of data that comes from a sample. According to Sugiyono (2017: 209), states that "inferential statistics (often called inductive statistics or probability statistics), is a statistical technique used to analyze sample's data and the results are applied to the populations." Inferential statistical analysis is used to test research hypotheses, which is linear regression test. According to Sugiyono (2017: 261) states that "Regression equation can be used to predict how high the value of the dependent variable if the value of the independent variable is manipulated (changed). To find the regression equation, the prices of a and b must be calculated first. How to calculate the prices of a and b according to Riduwan (2016) are as follows:

$$b = \frac{n.\Sigma XY - \Sigma X.\Sigma Y}{n.\Sigma X^2 - (\Sigma X)^2} \qquad a = \frac{\Sigma Y - b.\Sigma Y}{n}$$

When we are going to see the relationship between X variable (learning motivation) and Y variable (Indonesian learning outcomes) can be done by testing the correlation coefficient based on $r_{calculated}$ research data. This analysis is used with the Pearson product moment correlation technique. One of the conditions for using the formula is that the data must be normal. Some experts use central limit theory, which states that data with more than 30 numbers (n> 30) can be assumed to be normally distributed.

Based on that statement, the numbers of samples in this study have met the requirements, so the Pearson product moment correlation formula can be used.

To test H_0, the coefficient correlation is consulted with table r provided that the $r_{calculated}$ value is equal to or greater ($\geq$) than the value of r_{table} at a significant level of 5% or 1%, then H_0 is rejected and H1 is accepted. It means that there is an influence of variable X (learning motivation) on variable Y (Indonesian learning outcomes). If the $r_{calculated}$ value is not equal to or smaller ($\leq$) than r_{table}, at a significant level of 5% or 1%, then the r value is not significant so H1 is rejected and H_0 is accepted. It means that there is no influence of variable X on variable Y. In this study, the researcher used a significant level of 5% because the data in the field are socially related which allows moderate accuracy, good accuracy but small, and still tolerates small mistakes.

3. Results and Discussion

This research was conducted to find out the influence of learning motivation on Indonesian learning outcomes by giving questionnaires to class V and taking the Indonesian Midterm score in the Semester I and II in the academic year 2017/2018 from the seven schools.

1. Descriptive Statistics Analysis
a. Description of Indonesian Learning Motivation in Class V of Elementary School Cluster II Tanete Riattang District, Bone.

Data on the learning motivation of fifth grade students in Elementary School of Cluster II Tanete Riattang, Bone shows the highest score is 137 and the lowest score is 67. The range of acquisition scores is in the numbers 67 - 137. This score is obtained from the school that was become sample in Cluster II Tanete Riattang, Bone. Before the results of the averages and percentages are analyzed, a list of relative cumulative frequency distributions is first made.

It is Obtained that there are 5 respondents or 7% respondents who get a score of 130 to 138, there are 18 respondents or 25% respondents who get a score of 121 to 129, there are 46 respondents or 64% respondents who get a score of 112 to 120, there are 63 respondents or 87.5% respondents who get score 103 to 111, there are 70 respondents or 97% respondents who get a score of 94 to 102, there are 71 respondents or 99% respondents who get a score of 85 to 93, there are 71 respondents or 99% respondents who get score of 76 to84, and there are 72 respondents or 100% respondents who get a score of 67 to 75.

Looking for an analysis of the average learning motivation score (X), a frequency distribution table is first made to facilitate the calculation. It is obtained multiplication between the frequency and the median score in the intervals of 67 - 75 is 71, in the intervals between 76 - 84 is 0, in the intervals of 85 - 93 is 89, in the intervals 94 - 102 is 686, in the intervals 103 - 111 is 1819, in the interval 112-120 is 3248, in the interval 121-112 is 1625, and in the interval 130-138 is 670. If all the multiplication between frequency and the median score are added up, the result is 8208. Then it is known: $\sum f$ = N = 72; $\sum x$ = 820; and $\sum fx$ = 8202. From the results of the average score of learning motivation in appendix 10 pages 125, the average score of learning motivation is 114. After the data are analyzed on its average, then the analysis of percentage is performed.

Analysis of percentage is done after obtaining an analysis of average and number of scores obtained from 72 students or $\sum X$ = n is 8179, it can be seen in the data distribution of learning motivation scores (X) and Indonesian learning outcomes (Y) on

variable X, and the expected score (N) is the number of students multiplied by a maximum score is 72 x 140 = 10080. From the results of the calculation showed the percentage of students' motivation scores is 81.14%. The results of the percentage analysis when it combined with the percentage of table classification of learning motivation questionnaire scores that have been set are in the high category, because they are in the range of 76% - 85%.

b. An overview of Indonesian Learning Outcomes in Elementary School at Fifth Grade in Cluster II Tanete Riattang, Bone

Data of Indonesian learning outcomes at fifth grade in elementary school Cluster II Tanete Riattang is obtained through documentation of the I and II Midterm scores and then the results achieved by respondents can be seen in the list of Indonesian Midterm score that has been collected. The data showed if the highest score is 93 and the lowest score is 64. The range of acquisition scores is in the numbers 64 - 93. This score was obtained from the school that was sampled in Cluster II Tanete Riattang District, Bone Regency.

In finding an analysis of the average score of Indonesian learning outcomes (Y), a frequency distribution table is made to facilitate the calculation. It is Obtained the multiplication of frequency and the median score at intervals of 64 - 67 is 131, at intervals between 68 - 71 is 208.5, at intervals of 72 - 75 is 1029, at intervals of 76 - 79 is 1240, at intervals of 80 - 83 is 1141, at intervals 84-87 are 1026, at intervals 88-91 are 895, and at intervals 92-95 are 93.5. If all the multiplication between frequency and the median score are added up, the result is 5764.

It is obtained data from respondents who get a score between 63.5 and 67.5 are 2 respondents, respondents who get a score between 67.5 and 71.5 are 3 respondents, then respondents who get a score between 71.5 and 75.5 are 14 respondents , respondents who get a score between 75.5 and 79.5 are 16 respondents, respondents who get a score between 79.5 and 83.5 are 14 respondents, respondents who get a score between 83.5 and 87.5 are 12 respondents, respondents those who score between 87.5 and 91.5 are 10 respondents, and respondents who get score between 91.5 and 95.5 are 1 respondent. From the histogram, it shows that most respondents scored between 75.5 and 79.5.

From the results of calculating the main data that contained in table 4.4, list of frequency distributions above, it is known: $\sum f = N = 72$; $\sum y = 636$; and $\sum fy = 5764$. From the results of the average score of Indonesian learning outcomes in appendix 10 pages 126, the average score of Indonesian learning outcomes is 80.05. After the average of the data has been analyzed, then an analysis of percentage is conducting.

Percentage analysis is done after obtaining an average analysis and total scores obtained from 72 students or $\sum Y = n$ is 5774 that can be seen in the data distribution of learning motivation scores (X) and Indonesian learning outcomes (Y) appendix 8 page 109 on the variable Y, and the expected score (N) is the number of students multiplied by a maximum score of 72 x 100 = 7200. From the results of the calculation in appendix 10 page 126, it shows that the percentage of Indonesian student learning outcomes scores is 80.19%. The results of the percentage analysis when consulted with the classification table of the percentage of scores of Indonesian learning outcomes that have been set, the student learning outcomes are in the very good category, because it is in the range of 80% - 100%.

2. Inferential Statistical Analysis

 Data analysis used in the hypothesis testing is a simple regression analysis that used to see the functional influence between variables intended to test the acceptance or rejection of the hypothesis being tested. To simplify the calculation, the X and Y variable data scores can be seen in the data distribution of learning motivation scores (X) and Indonesian learning outcomes (Y). From the data scores of variables X and Y, the statistical magnitudes N = 72 are obtained; $\sum X = 8179$; $\sum Y = 5774$; $\sum X^2 = 937675$; $\sum Y^2 = 465992$; $\sum X\,Y = 657446$; $(\sum X)^2 = (8179)^2 = 66896041$; $\sum Y^2 = (5774)^2 = 33339076$. To find out the regression model, it is used a simple linear regression formula where: $Y' = a + b\,X$

 From the formula above, it can be obtained score of $a = 60.88$, then score of $b = 0.17$. Thus the simple linear regression model obtained is $Y = 60.88 + 0.17\,X$. It is known that X is learning motivation and Y is Indonesian learning outcomes. From the equation, it means that every change of one unit on X will change by 0.17 on Y, and every change of two units on X will change by 61.05 on Y and so on. So that the effect of the variable X on Y is clear, in other word, the higher the students learning motivation, the higher the students learning outcomes.

 To find out the level of the relation between learning motivation and Indonesian learning outcomes by using product moment correlation which is intended to know whether there is a relation between learning motivation through Indonesian learning outcomes. Based on the calculation results, the statistical values are as follows: N = 72, $\sum x = 8179$, $\sum y = 5774$, $\sum x^2 = 937675$, $\sum y^2 = 465922$, $\sum xy = 657446$, $(\sum x)^2 = (8179)^2 = 66896041$, $(\sum y)^2 = (5774)^2 = 33339076$. The r_{xy} score obtained is 0.305. From the results of those calculations, it shows that the value of $r_{calculated}$ based on the standard interpretation of the r value where the relation between two variables is relatively weak, because it is in the range of 0.20 - 0.399. To find out the degree of the relation between learning motivation and Indonesian learning outcomes at fifth grade students in elementary school Cluster II Tanete Riattang by using the determination formula. From the calculation results, it is obtained amount of 9.3%. The results above indicate that the degree of the relation between learning motivation towards Indonesian learning outcomes for fifth grade elementary school Cluster II Tanete Riattang District Bone Regency is 9.3%, it means that there is 9.3% contribution made by learning motivation towards learning outcomes in Indonesian and vice versa, there are 90.7% is influenced by other factors that is not discussed in this study. After the r value is known, in testing the significance of the correlation coefficient, it can be calculated using the t-test. From the calculation results, it is obtained if t-test value is 2.6727.

 The value of t-count is then compared with the table price. For the errors of 5% and dk = n - 2 = 72 - 2 = 70, because dk is not listed in the table, so the interpolation formula is used to obtain t-table = 1.67. It turns out that the price of t-count is greater than t-table, so the null hypothesis (H_0) that there is no significant influence between learning motivation on Indonesian learning outcomes at fifth grade in elementary school Cluster II Tanete Riattang Regency is rejected, while the alternative hypothesis (H1) that there is influence the significant difference between learning motivation towards Indonesian learning outcomes at fifth grade in elementary school Cluster II Tanete Riattang is accepted. Thus it can be concluded that there is a significant influence between learning motivation on Indonesian learning outcomes at fifth grade in elementary school Cluster II Tanete Riattang, Bone Regency.

The results of the data analysis that gives an overview of the learning motivation of fifth grade in elementary school Cluster II Tanete Riattang District Bone regency obtained through questionnaires to each student in seven schools which are SD Inpres 12/79 Ta ', SD Negeri 3 Ta', SD Negeri 7 Manurunge, SD Negeri 2 Manurunge, SD Negeri 5 Manurunge, SD Inpres 6/75 Ta ', SD Negeri 9 Ta'. The results of the questionnaire analysis of student learning motivation are in the high category. According to the researcher observations, this happened because the teacher has given a lot of motivation to students. Also, students can force themselves to have a high motivation. Based on the results of data processing of the research, it shows that the learning motivation at fifth grade in the Elementary School Cluster II Tanete Riattang District is in a good category.

The results of data analysis that gives an overview of Indonesian language learning outcomes at fifth grade in elementary school Cluster II Tanete Riattang were obtained through documentation of Midterm scores in I and II semester which have been averaged with results achieved by respondents in each fifth grade students in seven schools which are SD Inpres 12/79 Ta ', SD Negeri 3 Ta', SD Negeri 7 Manurunge, SD Negeri 2 Manurunge, SD Negeri 5 Manurunge, SD Inpres 6/75 Ta ', SD Negeri 9 Ta'. The results of data analysis of Indonesian learning outcomes of students are in the excellent category. It means that students in Cluster II are able to master most of the Indonesian subject matter.

The results were then tested using the t-test, it turned out that the price of t_{hitung} was greater than t-table, so the null hypothesis (H$\neg$0) that there is no significant influence between learning motivation toward the Indonesian learning outcomes in elementary school at fifth grade Cluster II Tanete Riattang is rejected, while the alternative hypothesis (H1) that there is a significant influence between learning motivation toward Indonesian language learning outcomes at fifth grade students in elementary school Cluster II Tanete Riattang is accepted. Thus it can be concluded that there is a significant influence between learning motivation toward Indonesian learning outcomes at fifth grade students in elementary school Cluster II Tanete Riattang district, Bone. It indicates that there are maximum learning outcomes in students that can be seen from the students' attitude in high learning motivation. The role of motivation in determining learning outcomes as expressed by Sardiman in Rohmah (2012: 261) that "learning activities give birth to motivation, if there is motivation in the learning activity then learning outcomes will be optimal". The more precise the motivation provided, the more successful the lessons learned. So motivation will always determine the intensity of learning effort for students which will ultimately produce satisfying goals.

The results of this study indicate that there is a significant influence between learning motivation toward Indonesian learning outcomes at fifth grade students in elementary school Cluster II Tanete Riattang, even though the correlation value of the two variables, X (learning motivation) and Y (Indonesian learning outcomes), is in the weak category. Learning motivation is not only an energy that forces students to learn, but also directs the student's activities towards learning goals or outcomes. High and low motivation of students is always used as an indicator of good or bad the learning outcomes. It means that no matter how good the potential of children (such as intellectual abilities or talents), complete learning facilities and infrastructure, as well as the material to be taught, if students are not motivated in learning, then teaching learning process will not be optimal. Therefore, students will do learning activities because there are something encourages him. The main factor that encourages students

to learn is motivation. This proves that there is influence of learning motivation that causes the increase of student learning outcomes.

This research was conduct in the maximum extent by the researchers, but apart from a number of obstacles during the research process, the research methodology that was conduct also needed development. To get more valid results and reduce research bias, further research should use a research methodology that can dig deeply into the types of motivation that can improve student learning outcomes, especially for Indonesian subjects. Research may require more time, but the expected results will be more leverage.

4. Conclusions

Based on the results of the research and discussion, the following conclusions can be raised: the motivation of students in class V (fifth grade) in Elementary School Cluster II Tanete Riattang is classified as high category while the results of Indonesian learning outcomes in elementary school at fifth grade in Cluster II Tanete Riattang are classified as very good category. So, it can be concluded that there is a significant influence between learning motivation through the Indonesian learning outcomes in elementary school at fifth grade Cluster II Tanete Riattang, Bone. It means the null hypothesis is rejected which is there is no influence between learning motivation and learning outcomes, while hypothesis 1 is accepted which is means there is an influence between learning motivation and learning outcomes.

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