

The Influence of Motivation and Learning Behavior on Learning Achievement During New Normal Learning

Vania Fredline Artanti¹, Santi Rimadias²

^{1,2} Management Study Program, STIE Indonesia Banking School, Jakarta

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ABSTRACT

This study examines the influence of intrinsic and extrinsic motivation, as well as learning behavior, on student learning achievement during the new normal learning period. Using a Structural Equation Modeling approach with SmartPLS, the study finds that both intrinsic and extrinsic motivation significantly influence learning achievement. Learning behavior significantly mediates the effect of extrinsic motivation but not intrinsic motivation. The findings suggest that enhancing extrinsic motivational factors and encouraging effective learning behaviors can improve student performance in hybrid learning environments.

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Corresponding Author:

Name: Santi Rimadias

Institution: Management Study Program, STIE Indonesia Banking School, Jakarta

Email: santi.rimadias@ibs.ac.id

1. INTRODUCTION

In March 2020, the WHO declared COVID-19 a pandemic, and the first case in Indonesia was recorded on March 2, 2020. To suppress the spread of the virus, the government implemented Large-Scale Social Restrictions (PSBB) and conducted mass testing. One of the most impacted sectors was education, where face-to-face learning had to shift to online learning to minimize the risk of transmission [1].

Implementing online learning requires technological adaptation, such as the use of computer devices and internet-based applications. Students face new challenges in adapting to online learning methods, including changes in gadget usage habits and a more relaxed way of learning [2]. Over time, the government launched a vaccination program in January 2021, which allows limited face-to-face learning and a shift to a hybrid system (a

combination of online and face-to-face). During the new normal period which began in May 2020, learning activities were regulated under strict health protocols, including limiting student numbers and implementing a shift system (Ministry of Health, 2020). STIE Indonesia Banking School, for example, adopted a hybrid system with two weeks of online learning and two weeks of face-to-face learning, following health protocols.

According to [3] learning achievement is a parameter used to see the level of success of a student in knowing and understanding learning materials. According to [4] states that learning achievement is a learning result that describes progress or/or the results of learning activities over a certain period of time as measured by tests or exams.

According to Ginting in research [5], learning behavior is a habit, a will, or

learning skills contained within a person. In research [6] learning behavior refers to activities or actions undertaken by individual in shaping their learning habits.

According to [7] intrinsic motivation is considered as an activity motive that arises from within a person. According to [8] defines intrinsic motivation as a behavior carried out by a person for the sake of that person's pleasure or satisfaction.

According to [9] extrinsic motivation is a motive that functions due to stimulation from external parties. According to [10] extrinsic motivation for behavior is regulated externally and based on several requests or rewards from external parties.

The COVID-19 pandemic has brought about significant changes in the teaching and learning process. However, research examining student motivation, learning behavior, and achievement remains limited, particularly among students in the 2020–2022 cohort experiencing the new normal learning period. Therefore, the author is interested in further examining the influence of motivation and learning behavior on student achievement during this period.

2. LITERATURE REVIEW

2.1 *Intrinsic Motivation*

Intrinsic motivation is a driver within a person which can be emotional, spiritual or social without any interference from external parties [11]. According to [12] a student who has a learning goal because he wants to seek understanding and skills in mastering knowledge can be said to have intrinsic motivation within himself. According to [7] a student who is intrinsically motivated will learn or do something due to internal curiosity or interest.

2.2 *Extrinsic Motivation*

Extrinsic motivation is behavior that has the aim of achieving something, not for its own sake [11]. Extrinsic motivation can also aim to increase a person's self-confidence through

behaviors driven by external requests or rewards [13]. Usually, extrinsic motivation can be seen from awards or obtaining scholarships.

2.3 *Learning Behavior*

2.4 Learning behavior is a series of actions students demonstrate during the learning process. This behavior is viewed as a process that occurs regularly over time and ultimately results in an achievement or learning outcome [14]. According to [5] with good learning behavior, a student can direct himself to maximize his learning.

2.5 *Learning Achievement*

Learning achievement is a level of success in learning activities that is measured through a test or exam and can provide a sense of emotional satisfaction or joy [15]. Learning achievement is a measure of a person's success in the learning process, which is generally shown through the grades or scores obtained [16]. The learning achievements achieved by students are results that are supported by various factors both internal and external.

3. RESEARCH METHODS

In this study, the object of research was active students from the 2020-2022 class who experienced learning during the new normal period. This research is focused on discussing the influence of motivation and learning behavior on learning achievement among active students from the 2020-2022 class who are experiencing learning during the new normal period. The research design is quantitative research with data collection methods, which come from primary data and secondary data. In this research, sample determination was carried out based on the book [17] by multiplying the number of indicators by the lower limit, namely 5, and obtained a sample of 95 participants. Data processing in this study was conducted using the SmartPLS program.

In this study there are 4 (four) variables, each variable in this study has an indicator that can be used as a measuring tool in the questionnaire. The indicators used in

this research were adopted from previous research which were then used as benchmarks for developing questions. The use of the questionnaire in this research uses a 6 (six) point Likert scale type which is guided by the book [18], namely, "strongly disagree, disagree, disagree, somewhat agree, agree,

and strongly agree". The independent variable in this research is Learning Achievement (P). The intervening variable is Learning Behavior (PB). The dependent variables are Intrinsic Motivation (MI) and Extrinsic Motivation (ME).

Table 1. Variable Operationalization

Variables and Definitions	Indicator
Intrinsic Motivation Intrinsic Motivation is a person's internal motivation which can be biological, emotional, spiritual, or social, there is no interference from external parties [12].	MI1: Seeing that learning activities is something interesting. MI2: I feel that learning something is challenging. MI3: Can enjoy the learning process. MI4: Feeling enthusiastic about carrying out the learning process. MI5: Has a high interest in carrying out learning. [11]
Extrinsic Motivation Extrinsic motivation refers to actions taken to achieve external goals rather than for personal satisfaction [11].	ME1: Participate in learning activities to gain knowledge. ME2: Feel that getting good grades can have a good impact on my campus. ME3: Participate in learning activities to gain appreciation from others. ME4: The desire to always complete assignments on time arises when you see friends completing assignments on time.
Learning Behavior Learning behavior is part of the learning activities carried out by an individual periodically so that it becomes a habit [5].	PB1: Pay attention to the lecturer's explanation during the lesson. PB2: Take notes during learning activities. PB3: Always do the assignments given by the lecturer. PB4: Read the material again or book before starting class. PB5: Often hold discussions to solve a problem found in the question. [19]
Learning achievement Learning achievement is a measure of a person's success in the learning process, which is generally shown through the grades or scores obtained [16].	P1: Can understand the material that has been obtained. P2: Have the ability to connect learning material to real-world practice. P3: Actively participate in class. P4: Able to get good grades at the end of the semester. P5: When you get a good grade, there is a feeling of wanting to get the same grade in other subjects. [20]

4. RESULTS AND DISCUSSION

4.1 Results

The object of this research is active students from the 2020-2022 class who are experiencing learning during the new normal period. The respondents used in this research were 95 respondents, which was determined by multiplying the number of indicators by the minimum requirement according to [21]. Respondents completed the questionnaire via a Google Form distributed by the author. The general description of

respondents in this study is student class, gender and age.

Based on the results of processing the questionnaire above, it shows that of the 95 respondents participating In this study, 50.5% of respondents came from the class of 2020 or 48 people. For respondents from the class of 2021, it was 23.3% or 22 people. And respondents from the class of 2022 were 26.3% or 25 people. From the data above, it can be concluded that the majority of respondents came from the class of 2020.

Based on the results of processing the questionnaire above, it shows that of the 95 respondents participating In this study, 69.5% of respondents were female or 66 people. For respondents who were male, it was 30.5% or 29 people. From the data above, it can be concluded that the majority of respondents were female.

Based on the results of processing the questionnaire above, it shows that of the 95 respondents participating In this study, respondents aged 18-19 years were 44.2% or 42 people. For respondents aged 20-22 years it was 55.8% or 53 people.

From the data above, it can be concluded that the majority of respondents were aged 20-22 years.

The data in this study were collected through a questionnaire. The sampling technique used was a census method, thus involving all 95 members of the population. Responses were measured using a 6-point Likert scale. The data were then processed and analyzed using a measurement model (outer model) and a structural model (inner model).

Table 2. Convergent Validity Results

Variable	Indicator	Outer Loadings	AVE	Criteria
ME	MI1	0.765	0.565	Valid
	MI2	0.769		Valid
	MI3	0.815		Valid
	MI4	0.773		Valid
	MI5	0.800		Valid
ME	ME1	0.761	0.616	Valid
	ME2	0.778		Valid
	ME3	0.724		Valid
	ME4	0.742		Valid
PB	PB1	0.786	0.591	Valid
	PB2	0.779		Valid
	PB3	0.774		Valid
	PB4	0.701		Valid
	PB5	0.800		Valid
P	P1	0.743	0.586	Valid
	P2	0.774		Valid
	P3	0.744		Valid
	P4	0.804		Valid
	P5	0.759		Valid

Source: Processed primary data (2024)

Table 4 shows that the Composite Reliability values for all constructs are greater than 0.70. This indicates that each construct in the tested model meets the

reliability criteria. Furthermore, the Cronbach's Alpha values are also above 0.70, indicating that all constructs are reliable. [22].

Table 3. Discriminant Validity Results

Indicator	(ME)	(ME)	(PB)	(P)
MI1	0.765	0.597	0.626	0.671
MI2	0.769	0.692	0.686	0.668
MI3	0.815	0.599	0.572	0.634
MI4	0.773	0.668	0.571	0.641
MI5	0.8	0.621	0.605	0.592
ME1	0.583	0.761	0.633	0.7
ME2	0.585	0.778	0.701	0.603

Indicator	(ME)	(ME)	(PB)	(P)
ME3	0.596	0.724	0.652	0.657
ME4	0.68	0.742	0.622	0.628
PB1	0.631	0.699	0.786	0.664
PB2	0.627	0.639	0.779	0.614
PB3	0.527	0.699	0.774	0.679
PB4	0.66	0.591	0.701	0.66
PB5	0.547	0.703	0.8	0.612
P1	0.628	0.667	0.675	0.743
P2	0.609	0.652	0.682	0.774
P3	0.59	0.675	0.679	0.744
P4	0.619	0.664	0.618	0.804
P5	0.687	0.685	0.561	0.759

Source: Processed primary data (2024)

Based on the results of data processing in cross loading in table 3, it shows that there is discriminant validity which is higher or higher because the

correlation value for a particular construct is higher than the value correlation between indicators with construct others.

Table 4. Results Construct Reliability

Variable	Composite Reliability	Cronbach's Alpha	Criteria
Intrinsic Motivation	0.844	0.889	Reliable
Extrinsic Motivation	0.743	0.838	Reliable
Learning Behavior	0.826	0.878	Reliable
Learning achievement	0.823	0.876	Reliable

Source: Processed primary data (2024)

Based on table 4 above, it shows that the value Composite Reliability for all constructs is above 0.70, which indicates that all constructs in the estimated model

meet reliable criteria. Cronbach's Alpha produces values above the stated 0.70 reliable [22].

Table 5. Results Evaluation of the Structural Model or Inner Model

Variable	R-Square
Learning Behavior	0.772
Learning achievement	0.814

Source: Processed primary data (2024)

Based on Table 5, the results of data processing show that the R-Square value for the learning behavior variable is 0.772. This means that 77.2% of learning behavior is influenced by intrinsic and extrinsic motivation, while the remaining 22.8% is influenced by other factors.

Meanwhile, the R-Square value for learning achievement is 0.814, which means that 81.4% of learning achievement is influenced by intrinsic motivation, extrinsic motivation, and learning behavior, while the remaining 18.6% is influenced by other factors.

Table 6. Results of Direct Hypothesis Testing

Path	Original Sample	P-Values	Conclusion
Intrinsic Motivation -> Learning Achievement	0.265	0.001	H1 is supported by data (H1 accepted)

Path	Original Sample	P-Values	Conclusion
Extrinsic Motivation -> Learning Achievement	0.444	0	H2 is supported by the data (H2 accepted)
Intrinsic Motivation -> Learning Behavior	0.23	0.02	H3 is supported by data (H3 accepted)
Extrinsic Motivation -> Learning Behavior	0.681	0	H4 is supported by data (H4 accepted)
Learning Behavior -> Learning Achievement	0.249	0.007	H5 is supported by data (H5 accepted)

Source: Processed primary data (2024)

Table 6 shows that the first hypothesis has an original sample value of 0.265 with a positive skew. The p-value is 0.001 (<0.05), thus concluding that intrinsic motivation has a positive and significant effect on learning achievement. Therefore, the first hypothesis is supported by the data and accepted.

The second hypothesis shows an original sample value of 0.444 with a positive skew, and a p-value of 0.000 (<0.05). This indicates that extrinsic motivation has a positive and significant effect on learning achievement. Therefore, the second hypothesis is supported by the data and accepted.

Furthermore, the third hypothesis has an original sample value of 0.230 with a positive skew. The p-value is 0.020 (<0.05), thus concluding that intrinsic motivation has a positive and

significant effect on learning behavior. Therefore, the third hypothesis is also supported by the data and accepted.

The fourth hypothesis obtained a positive original sample value of 0.618. The p-value was 0.000 (<0.05), thus concluding that extrinsic motivation has a positive and significant effect on learning behavior. Therefore, the fourth hypothesis is supported by the data and accepted. Furthermore, this result is the most dominant because it has the largest original sample value.

Meanwhile, the fifth hypothesis showed a positive original sample value of 0.249 and a p-value of 0.007 (<0.05). This indicates that learning behavior has a positive and significant effect on learning achievement. Therefore, the fifth hypothesis is also supported by the data and accepted.

Table 7. Indirect Hypothesis Test Results

Path	Original Sample	P-Values	Conclusion
Intrinsic Motivation -> Learning Behavior -> Learning Achievement	0.057	0.11	H6 not supported by data (H6 rejected)
Extrinsic Motivation -> Learning Behavior -> Learning Achievement	0.169	0.009	H7 is supported by data (H7 accepted)

Source: Processed primary data (2024)

Based on Table 7, the results of the first indirect hypothesis test show a positive original sample value of 0.057. However, the p-value is 0.110 (>0.05), thus concluding that intrinsic motivation does not significantly influence learning achievement through learning behavior.

Therefore, this hypothesis is not supported by the data and is rejected.

Table 7 shows that the results of the second indirect hypothesis test showed a positive original sample value of 0.169. The p-value was 0.009 (<0.05), thus concluding that extrinsic motivation has a positive and significant effect on

learning achievement through learning behavior. Therefore, this hypothesis is supported by the data and accepted.

4.2 Discussion

a. The Influence of Intrinsic Motivation on Learning Achievement

Table 7 shows that the p-value is 0.001 (<0.05) with an original sample value of 0.265. This indicates a positive and significant influence, so it can be concluded that the first hypothesis, namely intrinsic motivation (MI), has a positive and significant influence on learning achievement (P). In other words, the higher the intrinsic motivation of students, the better their learning achievement, and vice versa. This finding is consistent with the results of the research conducted [11].

b. The Influence of Extrinsic Motivation on Learning Achievement

Table 7 shows a p-value of 0.000 (<0.05) with an original sample value of 0.444. These results indicate a positive and significant effect, thus concluding that the second hypothesis, namely extrinsic motivation (ME), has a positive and significant effect on academic achievement (P). This means that the higher a student's extrinsic motivation, the higher their academic achievement, and vice versa. This finding aligns with research conducted by [23], [24].

c. The Influence of Intrinsic Motivation on Learning Behavior

Table 7 shows a p-value of 0.020 (<0.05), with the original sample value being 0.230. These results indicate a positive and significant effect, thus concluding that the third hypothesis, intrinsic

motivation (MI), has a positive and significant effect on learning behavior. In other words, the higher a student's intrinsic motivation, the better their learning behavior, and vice versa. This finding is consistent with research conducted by [25], [26].

d. The Influence of Extrinsic Motivation on Learning Behavior

The p-value obtained was 0.000 (<0.05) with an original sample value of 0.681. These results indicate a positive and significant influence, so it can be stated that the fourth hypothesis, namely extrinsic motivation (ME), has a positive and significant influence on learning behavior (PB). Thus, it can be concluded that the higher the student's extrinsic motivation, the better their learning behavior, and vice versa. The findings of this study are in line with the results of research conducted by [26], [27]. This fourth hypothesis is the most dominant hypothesis in this research between another direct hypothesis.

e. The Influence of Learning Behavior on Learning Achievement

Table 7 shows a p-value of 0.007 (<0.05), with an original sample value of 0.249. These results indicate a positive and significant effect, thus concluding that the fifth hypothesis, namely learning behavior (PB), has a positive and significant effect on learning achievement (P). In other words, the better a student's learning behavior, the higher their learning achievement, and vice versa. This finding is consistent with research conducted by [28], [29].

f. The Influence of Intrinsic Motivation on Learning Achievement Through Learning Behavior

Table 7 shows a p-value of 0.110 (>0.05), with an original sample value of 0.057. These results indicate that intrinsic motivation (IM) does not significantly influence learning achievement (P) through learning behavior (PB). This finding is inconsistent with Lase and Tokan's research, as the hypothesis was rejected. The difference in results is likely due to variations in motivation among individuals, resulting in different levels of achievement. [30]. Apart from that, each person's learning behavior is also based on various factors which are different for each student [31] so that from different behavior there will be different achievements [32].

g. The Influence of Extrinsic Motivation on Learning Achievement Through Learning Behavior

Table 7 shows a p-value of 0.009 (<0.05) with an original sample value of 0.169. These results confirm that the seventh hypothesis, namely extrinsic motivation (ME), has a positive and significant effect on learning achievement (P) through learning behavior (PB). Thus, it can be concluded that high extrinsic motivation accompanied by good learning behavior will improve student learning achievement, and vice versa. This finding is in line with research conducted by [25], [33].

5. CONCLUSION

This study aims to analyze the influence of motivation and learning behavior

on the learning achievement of active students from the 2020–2022 intake who participated in learning during the new normal period, with a total of 95 respondents. The variables studied included intrinsic motivation, extrinsic motivation, learning behavior, and learning achievement. Data analysis using SmartPLS resulted in the following findings: intrinsic motivation has a positive and significant effect on learning achievement; extrinsic motivation has a positive and significant effect on learning achievement; intrinsic motivation has a positive and significant effect on learning behavior; extrinsic motivation has a positive and significant effect on learning behavior; learning behavior has a positive and significant effect on learning achievement; intrinsic motivation has no significant effect on learning achievement through learning behavior; while extrinsic motivation has a positive and significant effect on learning achievement through learning behavior. Overall, the results of the study indicate that extrinsic motivation has the greatest influence compared to other variables on learning achievement. In addition, students with high intrinsic motivation and good learning behavior tend to have higher learning achievement.

It is suggested that students at STIE Indonesia Banking School set clear and measurable learning targets and actively participate in learning activities, both independently and collaboratively.

External parties such as friends and family can provide positive support in the form of praise to continue to motivate students to always be enthusiastic in participating in learning activities.

Lecturers are encouraged to apply interactive teaching methods, such as using educational technology platforms like Kahoot, to increase student engagement.

Further research is recommended to explore different objects, groups, or research locations, or modify, replace or add other variables that influence student learning achievement, such as learning independence, learning style, social or family environment, learning discipline, learning environment,

and many others that are appropriate to the phenomena or conditions that are occurring.

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BIOGRAPHIES OF AUTHORS

	Vania Fraderline Artanti, S.M.    She is an alumna of STIE Indonesia Banking School. Her research interests are in the field of Human Capital. She can be contacted at vania.20201111050@ibs.ac.id.
	Santi Rimadias, S., P., M, Si    She is a Permanent Lecturer at the STIE Indonesia Banking School Management Study Program. She earned a degree M.Si. from the University of Indonesia. Apart from being a Lecturer, she is active as a Trainer in the fields of Business and Personal Development. Her research can be accessed on Google Scholar (ID: 7mZCNP8AAAAJ). She can be contacted at santi.rimadias@ibs.ac.id.