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Explanatory Sequential Review of The Influence of Recitation and Motivation Methods on Student Learning Achievement

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Abstract: This study aims to determine the influence of recitation method and motivation on the achievement of learning This study used quantitative methods with three variables, namely the recitation method (X1), Motivation (X2) and Learning Achievement (Y), the number of populations in this study was 180, then the researcher found 50 sempel taken using the Stratifed random sempilng formula. Data collection using questionnaire and documentation methods. Analysis of the instrument includes validity tests and reliability tests with Cronbach's. The analysis uses multiple linear regression analysis. Based on the analysis process, the magnitude of the influence of the recitation method and motivation on natural science learning achievement is shown from the magnitude ofthe coefficient of determination (R Square) value of 61.4% while the remaining 38.6% of natural science learning achievement is influenced by other factors that are not explained in this study. The results found that there was a significant influence of recitation methods and motivation on student achievement in natural science subjects. This means that the recitation method accompanied by motivationwill make students more active in learning.

Keyword: Recitation, Method, Motivation, Learning Achievem

1. Introduction

Learning methods in the world of education play a very important role in supporting the learning process (Halson, 2019). Indirectly, this affects the learning achievement of students, especially in natural science subjects. One of the efforts to improve the learning success of students is to use active learning, when students learn actively, it means that they dominate learning activities (Yamin & Syahrir, 2020). With this actively using the brain. It is good to find the main idea of the subject matter.

One of the active learning used in natural science subjects is by giving assignments, namely the application of the recitation method (Liu, 2024). The recitation method is the assignment of assignments to students outside the lesson schedule which is finally accounted for to the teacher concerned (Husain tanyo, 2020). By using this method, students will be more active, because they have to account for the tasks that have been

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given by the teacher (Saguni, 2023). With this method, students are trained to be independent, so that by being given assignments, students are more motivated to excel in learning (Yamin & Syahrir, 2020).

(Neni Lestina, 2018) in her research explained that the learning outcomes of students in natural science subjects show that there are still many students who have not reached the minimum completeness criteria (KKM)(Carin et al., 2018). This is because some students feel bored with the tasks that are constantly given. In line with research conducted by showed that the application of the recitation method can increase student learning outcomes by 88%. (Judge Tonayo *et al*, 2020). In addition, the teacher's method that is only fixated on assigning assignments is one of the reasons for students to be lazy to do the assignment. It is none other than because students are only fixated on the teacher. One of the most basic factors is the low motivation for students, so that students prefer to copy their friends' assignments. With this situation, students think that science material lessons are a lack of fun (Rahmatika et al., 2019). in their research revealed that the low learning outcomes of science participants were dominated by low motivation and the use of learning (Waterman & Schwartz, 2024). Media that did not meet the needs of students, this affected the learning achievement of students (Rahmatika et al., 2019). In this case, indirectly to achieve the learning objectives, the right method is needed to be used in the learning process (Pincus, 2023). Efforts to choose a method must be in accordance with the guidance of students meaning that educators must determine how to make the lessons delivered be absorbed and accepted by students to the maximum.

In addition, educators also need to consider student-centered learning approaches, such as cooperative, collaborative, and exploratory picture learning, which can encourage students to play a more active role in the learning process so that learning outcomes can improve (Suleman & Idayanti, 2024). This method can trigger students' curiosity and involvement so that they do not only rely on teacher instructions. With this approach, participants are encouraged to discover and understand concepts independently, which in turn can increase their learning motivation and academic outcomes (Suleman, 2024). Educators also need to update their teaching methods according to developments in technology and educational psychology to continue to be relevant to the needs of today's students (Suleman & Idayanti, 2024).

Neni Lestina The Effect of the Recitation Method on the Science Learning Achievement of Grade IV Students. This study discusses learning methods that are important in the learning process, including the recitation method, which aims to determine the influence of the recitation method on student learning achievement. The results of this study show that there is a significant difference in learning achievement between students who learn using the recitation method and the group of students who learn using conventional methods in science subjects (Carin et al., 2018). Mufliha Dewi, The Effect of the Recitation Method on Social Studies Learning Achievement of Grade V Students of SD Negeri Dawuhan, Sirapog District, Brebes Regency (Muflihah, 2016). The results of this study show that the use of the recitation method has a strong influence on learning achievement, the recitation method has an influence of 70.2%, and the remaining 29.8% is influenced by other variables. Spirituality of the Relationship

between the Use of Learning Media and Learning Motivation and Students' Learning Achievement in PAI Subjects at Ketepang State Junior High School, South Lampung (Rohani, 2017) . The results of this study show that there is a significant relationship between the use of learning media and learning achievement, namely X1 with Y = 0.965. While X2 with Y = 0.961. Together, there was a significant relationship between the use of learning media and students' learning motivation and PAI learning achievement of 0.908.

2. Research methods

The research method used in this study is to use Approach research kuantitative, where the quantitative approach is numerical research to examine a hypothesis (Pakpahan et al., 2022). The data analysis technique uses multiple regression shown to predict the value of at least two or more independent variabl (Sarwono, 2006).

The main goal is to find out how much the recitation method and motivation have an influence on student learning outcomes in Natural Sciences (IPA) subjects. The population in this study is 180 students of MI Al-Islam. The population comes from all students from grade I to grade VI The sample is part of the number and characteristics possessed by the population. The sample taken must be from a *representative* (representative) population (Sasmita & Harjono, 2021). With a sample with a population of 180, the researcher found 50 samples taken from six population classes using the Stratifed *Random Samplig* formula (Das et al., 2022). So the number of samples is 50 out of 180 population, provided that as follows.

Table 1. Withdrawal of Student Samples.

It	Class	Number of Population	Sample
1	Class I	28	28/180 x 50 = 8
2	Class II	30	30/180 x 50 = 8
3	Class III	28	28/180 x 50 = 8
4	Class IV	32	32/180 x 50 = 9
5	Class V	30	30/180 x 50 = 8
6	Class VI	32	30/180 x 50 = 8
	Sum	180 people	50 students

The way to determine the sample in this study is to use *stratified random sampling.*

Stratified Random Sampling is sampling from population members randomly and professionally equivalent (Wang et al., 2018). This is because sampling is taken randomly. The reason the researcher uses the determination of the number of samples is because all classes are represented as samples. This is because students are composed of six levels, so to get a sample that is representative of the population at all levels, there must be representatives (Chen & Chang, 2024). In this study, there are two variables, the *independent variable*, namely the recitation method as the independent variable X1 and the motivation as X2. While the dependent variable is Y's learning achievement. The data obtained was then measured through *the Likert* scale (Somayana, 2020). The data analysis technique uses validity tests and instrument reliability tests. (Azwar, 2016).

Table 2. Indicator Results.

No	Recitation Method Indicator	Result
1	Assignment phase	0,917
2	Phases of task execution	0,750-0,917
3	Liability phase	0,750-1,000
No	Motivation Indicators	Result
1	Love to work hard	0,583-0,917
2	Home	0,833
3	Consider feedback	0,917
4	Creative and innovative	0,917
5	Responsible	0,750-1,000
Learning Achievement		84,46

If the index value is less than or equal to 0.4. So declared less valid. If the index value is 0.4 to 8, it is declared moderate. If the index value is more than 0.8, it is declared very valid. The learning achievement variable obtained a maximum score of 94 and a minimum score of 75. So that the average obtained 84.46.

3. Results

This study reveals how much influence the recitation method and motivation have on the natural science learning achievement of MI Al-Islam students. In this study, there are three variables, namely the recitation method variable (X1), Motivation (X2), and science learning achievement (Y). Data on the reset method and motivation were collected through questionnaires distributed to a total of 50 students in grades 1 to 6 who were the sample of the research. Meanwhile, student learning achievement data is collected through report cards in the Natural Sciences (IPA) subject group. Before the questionnaire/questionnaire was distributed, the instrument was tested through a validity test and a reality test. In addition, an analysis condition test was also carried out. Data through normality test, multicollinearity test, heteroscenity test. After the data requirements were met, a multiple linear regression analysis was carried out. Before conducting the multiple linear regression analysis process, it is necessary to conduct a prerequisite test first. At the prerequisite test stage, the normality test, multicollinearity test and heteroscedacity test will be used. If the results of the three prerequisite tests are met, the next step will be a multiple linear regression analysis.

This normality test was carried out to determine the normal or abnormal distribution of the existing residual/difference values. The data can be said to be normal if the significant value is greater than 0.05 at (P>0.05) and vice versa (Fahmeyzan et al., 2018).

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	Unstandardized Residual
N	50.000000
Normal *Parameters*[a,b]	3.09983587
Mean	.104
Most Extremen	.104
Differences Std.	-.081
Devation	.104
Absolute	.200[c,d]
Positive	
Negetive	
Test Statistic	
Asymo.Sig. (2-Tailed)	

Application of the recitation method (X1) and motivation (X2) in the *Kolmogorov-Smirnov* column with a sig. 0.200. This means that the variable data of the recitation method (X1) and motivation (X2) are normally distributed.

The calculation between X1 and Y and X2 with Y is carried out that there is a value of the calculation result showing that < 0.05, as in table 3 about the results of the t test. The results of the t-test are as follows:

Tabel 4. Uji t Coeffcient.

Model	Unstandardize Coefficients		Standardized Coefficie nts		
	B	Std. Error	Beta	T	If g.
(Const on)	43.520	4.912		8.860	.000
Resitas.185i (X1)		.084	.262	2.184	.003
Motivate .370si (x2)		.076	.586	4.874	.000

From the calculation results, the calculation value was obtained of 2,184 while the sig value was 0.003. At free degrees 50 = 50-3 = 47 i.e. 1.67793. then it is concluded that t calculates > t table (2.184 > 1.67793) and the sig value (0.003 < 0.05) with these results, then H0 is rejected and H1 is accepted. This means that there is a significant influence between the recitation method (X1) and the learning achievement of students (Y).

The test of hypothesis X2 (motivation) against Y (learning achievement) from the calculation results obtained a calculated t value of 4.874 while the sig value of 0.000 at degrees 50 = 50-3 = 47 was obtained from the table t, which is 1,67793. So it can be concluded that t calculates > table (4.874 > 1.67793) and the sig value (0.000 < 0.05) so that it is clear that H0 is rejected and H1 is accepted. This shows that motivation has a significant influence on students' learning achievement.

Test F is to answer the research hypothesis simultaneously, between X1, X2 together against Y, with the designation of Variable X1 Recitation Method and Variable X2

Learning Motivation against the variable Y Learning achievement of IPA the and elementary school education is to find the following results.

Tabel 5. Test F.

Model	Sume Of Square	Df	Mean Square	F	Sig
1	747.580	2	373.790	37.312	.000D
regression Residual total	470.840	47	10.018		
	1218.420	49			

Based on the results of the output between Variable X1 of the recitation method and Variable X2 of learning motivation against the variable Y of science learning achievement of elementary school students. The influencing factor is 61.4% from the variables of this study itself, which can be seen in the following table:

Table 6. Coefficient Determination.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbi n- Waton
1	.783a	.614	.597	3.165	2.279

By table Above get Known that the value of the coefficient of determination (r-square) is 0.614. This value can be delineated by the fact that the value of above, after the calculation was carried out, the F calculation was obtained as 37, 312 while the F value of the table was with the degree of the number 2 and mentioned 50 at α (0.05). Thus Fcalung (37,312 > 3,195) therefore H1 is accepted and H0 is automatically rejected. If you look at the significance value, it can also be concluded that the sig < 0.05 (0.000 < 0.05). In other words, the results of this study test show that there is a significant influence of coefficient determination *(r-square)* of 0.614. This value can be defined that 61.4% of the variables for the application of the recitation method and the remaining 38.6% are influenced by other variables that are not included in this study.

4. Discussion

As for the results of the research that has been presented, the researcher can analyze each variable. In this study, there is a simultaneous influence of the recitation method and motivation on the learning of Science (IPA). The discussion of the results of this study There is a positive and significant relationship between the variable of the recitation method (X1), and the learning achievement of Y which is evidenced by the indigo t calculation of the > t table (2,184 > 1.67793) and the sig value (0.003 < 0.05). This means that Ho's rejection of H1 is accepted. From the description above, it is known that the recitation method has a positive influence on the science learning achievement of students.

In line with Neni Lestina's research, there is a significant difference between students who learn using the recitation method and the group of students who learn using conventional methods. In this case, it means that the recitation method shows better

performance. Therefore, it can be concluded that the use of the right method is also one of the supporting factors for students in receiving knowledge information, one of which is the application of the recitation method which has a good influence on student learning achievement in Natural Sciences (IPA) subjects.

There was a positive and significant relationship between the motivation variable (X2) and Y learning achievement as evidenced by the t calculation > t table (4.874 > 1.67793) with a sig value (0.000 < 0.05). This means that motivation for learning achievement has a significant effect, as the results of student learning achievement research can be influenced by Various factors, one of which is motivation. Motivation can come from within students or from outside students, namely the environment. Research conducted at SD Inpres 7 Muting shows that motivation is related to student learning outcomes. This decision was obtained from the results of the calculation t of -0.47 < t table = 2.04 research. and research).That learning motivation has a positive and significant influence on students' learning outcomes (Andriani & Rasto, 2019). Therefore, student learning outcomes can be improved through increasing student learning motivation (Kennelly & Oke, 2024). Thus, increasing motivation is proven to positively affect students' learning outcomes s

(Taruni, 2019). As stated in (Suharni, 2021) which states that to foster students' motivation to learn is one of the techniques in developing learning abilities and willingness. One logical way to motivate students in learning is to associate learning experiences with student motivation (Adaptation, 2023)

The quality of teachers plays a huge role in improving students' academic achievement. Teachers are known as guides for students and direct them on the right path so that they can be useful to society (Model & Teacher, 2018). Therefore, teachers as people who learn students are very interested in this problem. The need for exceptional professional development has emerged as an important area of investigation in education reform (Yin et al., 2024). The professional learning community plays a major role in this matter, so as teachers or prospective teachers as much as possible, we must always strive to be able to increase learning motivation (Kiuru et al., 2020). especially for students who experience difficulties in learning by using sharing efforts that can be made by teachers, namely 1) Clarifying the goals that are to be achieved. 2) Motivate students. 3) Create a fun atmosphere in learning. 4) Using a variety of interesting presentation methods. 5) Give reasonable praise for each student's success. 6) Give an assessment. 7) Give comments on the results of the students' work. 8) Create competition and cooperation (Suharni, 2021). Without enough motivation, even adults with exceptional skills cannot achieve long-term goals, and there is no curriculum suitable for good teaching to guarantee learners' learning outcomes (Saptono, 2016).

Learning motivation also refers to expectations and values, where expectations show that students are able to complete the assigned tasks and values show students' strong confidence to succeed the simultaneous influence of recitation methods and motivation on students' learning achievement in Natural Sciences (IPA) subjects at MI Al-Islam. It is evidenced by the F calculation > Ftabel (37.312 > 3.195) and sig (0.000 < 0.05). This means that Ho was rejected and H1 was accepted. This is in line with research. From the

description above, it can be concluded that the variables of recitation method (X1) and Motivation (X2) have an influence of 61.4% on the learning achievement of science (Y) students.

5. Conclusion

The application of the recitation and motivation method has a positive impact on the achievement of learning natural sciences. This finally reached the conclusion that the effect of the application of the recitation method on the learning achievement of students in natural science subjects was obtained from the results of a partial test and the calculation results obtained a tcal value of 2.184 while the gisi value was 0.003. Therefore, it can be concluded that t calculates > t table (2.184 > 1.67793) and sig (0.003 < 0.05) with these results, then H0 is rejected and H1 is accepted. This means that there is a significant influence between the recitation method (X1) on the learning achievement of students (Y).

Meanwhile, to see how much motivation affects the learning achievement outcomes of students in natural science subjects at MI Al-Islam, it can be seen from the calculation of the partial test of the calculation results, a t-value of 4.874 while a sig value of 0.000. So it can be concluded that t counts > t table (4.874>1.67793) and sig (0.000< 0.05) so that it is clear that Ho is rejected and H1 is accepted. This shows that motivation has a significant influence on students' learning achievement. Furthermore, regarding how much influence the simultaneous application of the recitation and motivation methods on student learning achievement in the natural sciences subject at MI Al-Islam. Namely by using a multiple linear regression test.

Based on the results of the double linear regression test that the researcher has conducted, it is found that the effect is 6.14%. From the results of the F test, it can also be proven that the calculation results as obtained by Fcal are 37.312 while the F valueof the table is 3.195. Thus Fcalung (37,312 > 3,195). Therefore, H1 was accepted and Ho was automatically rejected. If you look at the significant value, it can also be concluded that the sig is <0.05 (0.000 < 0.05).

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