Comparative Study of the Influence of Student Learning Motivation on Student Learning Outcomes given Gender in Thematic Subject

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Article History:
Received: Jan 23, 2023
Revised: Feb 09, 2023
Accepted: Feb 11, 2023
Online First: Feb 14, 2023

Keywords:
Learning Motivation, Learning Outcomes, Thematic Lessons

Kata Kunci:
Hasil Belajar, Motivasi Belajar, Pelajaran Tematik

How to cite:
Karyaningsih, K., Solissa, E. M., Pratiwi, E. Y. R., Destari, D., & Meisarah, F. (2023). Comparative Study of the Influence of Student Learning Motivation on Student Learning Outcomes given Gender in Thematic Subject. *Edunesia: Jurnal Ilmiah Pendidikan, 4*(2), 458-471.

Abstract: The objectives to be achieved in this study are 1) to determine the effect of student motivation on student learning outcomes of the male sex in the Thematic subject in class V SDN 52 Bengkulu City. 2) to determine the effect of student learning motivation on student learning outcomes of the female gender in thematic eyes. 3) to determine the effect of student learning motivation on student learning outcomes in thematic subjects, and 4) to determine the comparative test results of student learning motivation and student learning outcomes in terms of gender in thematic subjects. This research is quantitative with a quantitative descriptive research design with regression and comparison types, and sampling was carried out using a non-probability sampling technique, with 99 students as respondents. The results of this study show that there is an influence of student learning motivation on student learning outcomes of male and female gender in thematic subjects in class V SDN 52 Bengkulu City. Moreover, there are differences in the learning motivation of male and female students.

Abstrak: Tujuan yang ingin dicapai dalam penelitian ini yaitu, 1) untuk mengetahui pengaruh motivasi belajar siswa terhadap hasil belajar siswa jenis kelamin laki-laki pada mata pelajaran Tematik di kelas V SDN 52 Kota Bengkulu. 2) untuk mengetahui pengaruh motivasi belajar siswa terhadap hasil belajar siswa jenis kelamin perempuan pada mata Tematik. 3) untuk mengetahui pengaruh motivasi belajar siswa terhadap hasil belajar siswa pada mata Tematik dan 4) untuk mengetahui hasil uji komparasi motivasi belajar siswa dan hasil belajar siswa ditinjau dari jenis kelamin pada mata pelajaran Tematik. Penelitian ini merupakan penelitian kuantitatif dengan desain penelitian deskriptif kuantitatif dengan tipe regresi dan komparasi, pengambilan sampel dilakukan dengan menggunakan teknik non probality sampling, melibatkan 99 siswa. Adapun hasil dari penelitian ini adalah terdapat pengaruh motivasi belajar siswa terhadap hasil belajar siswa jenis kelamin laki-laki dan jenis kelamin perempuan pada mata pelajaran Tematik di kelas V SDN 52 Kota Bengkulu. Serta terdapat perbedaan motivasi belajar siswa laki-laki dan perempuan.

https://doi.org/10.51276/edu.v4i2.378

A. Introduction

The functions and objectives of education, as stated in law number 20 of 2003 article 3, can be achieved with the participation of educators in supporting the implementation of quality education. Efforts to achieve quality education can be seen from the learning organized by various formal education units. Learning tools are inseparable from models, methods, techniques, strategies, and learning media (Safrida et al., 2023; Ravensky et al., 2023).

Everything complements each other so that quality learning can be realized. National education functions to develop abilities and shape noble national character and civilization in the context of educating the nation's life (Imelda & Harahap, 2023). Moreover, become citizens who are creative, democratic, and responsible (IKPI, 2013). According to (Penimang & Nurkadri, 2022), there are four pillars of education according to UNESCO: Learning To Know, Learning To Do, Learning to Be Yourself and Developing Yourself, and Learning To Live Together.

It is found in the Koran that Allah SWT created humans to become caliphs on this earth by being given intellectual intelligence in the form of reason. That is what distinguishes humans from other creatures of God. In addition, humans also have spiritual intelligence and emotional intelligence. With this intelligence, humans can develop their talents to seek and obtain knowledge and proper education (Ichsan et al., 2023).

Elementary school is the initial educational institution for someone to seek knowledge before continuing to the next level of education. One of the subjects at the elementary school education level in the 2013 Curriculum is thematic subjects, where this thematic learning model is designed based on three general principles. This thematic learning combines several subjects, such as Indonesian Language, PKN, and Cultural Arts, in one theme and has six weekly lessons (Akbar et al., 2017). According to (Prastowo, 2019), the thematic learning model is a type of integrated learning model, but the integrated learning model is not necessarily a thematic model.

Based on the initial observations at SDN 52 Bengkulu City from 25 to 29 August 2020, student learning outcomes in thematic subjects while studying are good. It can be seen from the final grades of students who have crossed the KKM limit, which is 70. However, researchers found that class conditions when the learning process is taking place it is still ineffective, where students do not show activeness in the learning process taking place, such as being less motivated and the learning process being less attractive, resulting in students being less active and not pursuing the lesson conveyed by the teacher. This is confirmed by the results of research (Anita, 2015), which found the effect of student learning motivation in terms of gender differences on students' mathematical critical thinking abilities. This shows that high student learning motivation will lead to high mathematical critical thinking abilities, and vice versa. As stated (Prihartanta, 2015), motivation is a psychological symptom of encouragement that arises in a person consciously acting with a specific purpose. At the same time, the learning outcomes are the results given to students in the form of assessments

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after participating in the learning process by assessing knowledge, attitudes, and skills in students with changes in behavior (Nurrita, 2018).

The method used by teachers at SDN 52 Bengkulu City when teaching, still uses conventional methods such as lecture methods and assignments that make students feel bored and less motivated. The use of teaching aids was also absent during the learning process, which the researchers suspected was the cause of students feeling bored and less enthusiastic about the learning process. A comfortable learning environment will support learning activities to run conducive because creating conditions for an effective learning environment is one of the most critical aspects of success in learning. However, the noise in SDN 52 Bengkulu City, which is right on the side of the road, causes students to be less focused on the learning process.

Based on the background of the problems described above, a teacher's action must motivate students during the learning process and knowledge in thematic subjects. Therefore the authors conducted a study entitled: "Comparative Study of the Effect of Student Learning Motivation on Student Learning Outcomes given Types Gender in Thematic Subjects in Class V SDN 52 Bengkulu City. This theme has yet to be raised based on scientific research that researchers have conducted.

This study's first objective is to determine the effect of student motivation on student learning outcomes of the male sex in thematic subjects in class V SDN 52 Bengkulu City. Second, to determine the effect of student learning motivation on female student learning outcomes in thematic subjects in class V SDN 52 Bengkulu City. Third, to determine the effect of student learning motivation on student learning outcomes in thematic subjects in class V SDN 52 Bengkulu City. Finally, fourthly, to find out the comparison of student learning motivation and student learning outcomes in terms of gender in thematic subjects in class V SDN 52 Bengkulu City.

B. Method

This study uses a quantitative research approach with a comparative type. This method is quantitative because the research data is in numbers, and the analysis uses statistics (Sugiyono, 2016). Comparative type, namely comparative research, will be able to find similarities and differences between objects, people, work procedures, and ideas. It can also compare the similarity of views and changes in the views of people, groups, or countries on cases, people, events, or ideas (Arikunto, 2013).

Researchers researched fifth-grade students at SDN 52 Bengkulu City, on Jalan Jambu Perumnas Lingkar Timur, Singgaran Pati District, Bengkulu City, Bengkulu Province. The time for the research to be conducted is from May to July 2022. The hypothesis formulated in this study is Hypothesis1, student learning motivation influences student learning outcomes of the male sex in thematic subjects. Hypothesis 2, student learning motivation influences student learning outcomes of the female gender in thematic subjects. Hypothesis 3, student learning motivation influences student learning outcomes in thematic

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subjects. Hypothesis 4 shows differences in student motivation and learning outcomes regarding gender in thematic subjects.

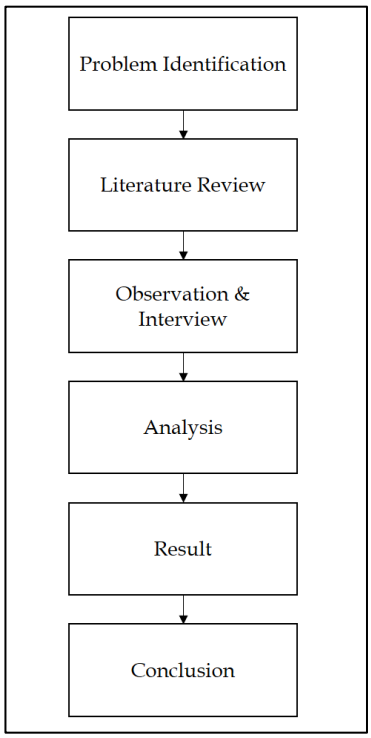

Figure 1. Research Flowchart

The population in this study were all fifth-grade students at SDN 52 Bengkulu City, totaling 99 students from 3 classes. Determination of the sample used is a non-probability sampling technique with a saturated sampling method. According to (Sugiyono, 2014), saturated sampling is a technique that takes the entire sample population. The researcher used the saturated sampling method because the total population was less than 100, and this method could generalize research subjects to fit the research objectives. Researchers collected data through questionnaires. Respondents gave their assessments and opinions with a Likert scale of 1-4. The answers from the questionnaire are the source of the researcher's data which are then processed using a data analysis tool, namely SPSS Version 26.

C. Result and Discussion

Result

Validity Test

Validity is a measure that shows the levels of validity or suitability of an instrument with high validity (Sugiyono, 2018). Questionnaire validity was measured by correlating the item scores of each number with the total item scores using the Pearson Product Moment correlation formula.

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Calculating the validity of the questionnaire items was carried out by interpreting the correlation coefficient, rxy_{count}, compared to rtable, at a significant level of 5%. If the calculated rxy is greater or equal to the rtable, then the questionnaire item can be said to be valid.

Table 1. Validity Test

Code	r_{count}	r_{tabel}
X	0.288	0.197

Based on the calculation results, it is known that rxy_{count} = 0.288 is more significant than rtable = 0.197 (99-2 = 97), then the questionnaire instrument item number 1 is declared valid.

Reliability Test

According to (Ghozali, 2016), measuring a questionnaire is an indicator of a variable called reliability.

Table 2. Reliability Test

Code	Cronbach Alpha
X	0.619

Based on the analysis using the Spearman Brown formula, the results for the reliability of the student learning motivation questionnaire were obtained with a coefficient of 0.619. Based on the basic assumptions of a construct or variable, reliability is said to be reliable if it gives a value > 0.60. The questionnaire is stated to be reliable.

Classic Assumption Test

Normality Test

The normality test helps determine the data that has been collected is usually distributed or taken from the average population. This study used the Kolmogorov-Smirnov test technique. The Kolmogorov-Smirnov test technique tests statistical comparative hypothesis data based on the probability that the data is normally distributed if the sig value is > 0.05 (Siregar, 2015).

Table 3. Normality Test

N		**99**
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.51513627
Most Extreme Differences	Absolute	.076
	Positive	.076
	Negative	-.048

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N	99
Test Statistic	.066
Asymp. Sig. (2-tailed)	.075[c,d]

The normality test results in this study used the Kolmogorov-Smirnov Test to see whether the data were normally distributed. If the Asymp. Sig (2-tailed) in the Kolmogorov-Smirnov Test is more significant than α (0.05), so the data is normally distributed and vice versa. From the test results, it is known that the value of Asymp. Sig (2-tailed) is 0.075. With Asymp value. Sig (2-tailed) is more significant than α (0.05) means that the residual data in this study is normally distributed.

Linearity Test

The linearity test is used to determine whether there is a linear relationship with research data. The linearity test has two ways to make decisions regarding the relationship between variables: by looking at the significance value > of 0.05 and using the F_{count} value <F_{table}. Based on the results of the analysis calculations, it shows that F_{count} is smaller than F_{table}, namely 0.04 <1.74. So the independent variable has a linear relationship with the dependent variable. Then the regression analysis can be continued to parameterize statistics to perform regression testing.

Homogeneity Test

Calculation The homogeneity test is carried out by comparing the value of F_{count} with F_{table} at a significance level = 0.05 and dk quantifier = na – 1 and dk denominator nb-1. If F_{count} is F_{table}, the two data groups have the same or homogeneous variance. Based on the analysis of the motivational variable, the F_{count} value was 0.93 < from the F_{table} of 3.94. So it can be said that the learning motivation variable has a homogeneous variant.

Calculation The homogeneity test is carried out by comparing the value of F_{count} with F_{table} at a significance level = 0.05 and dk quantifier = na – 1 and dk denominator nb-1. If F_{count} is F_{table}, the two data groups have the same or homogeneous variance. Based on the analysis of the motivational variable, it was obtained that the F_{count} value was 0.77 < from the F_{table} of 3.94, so the learning outcome variable had a homogeneous variant.

Hypothesis Test
Linear Regression
Male Students

The results of the research that was carried out with a sample of 44 students who were male and 26 questionnaire items. So to analyze the variable of student motivation (X), which affects student learning outcomes of the male sex (Y), a simple linear regression test is used. Based on the researchers' calculations, a simple linear regression equation can be made as follows:

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Table 4. Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	70.49	3.564	
	X	.09	.012	.547

Y = 70.49 + 0.09 (X)
Y = Dependent Variable
X = Independent variable
a = Constant Value
b = Regression Coefficient

The explanation of the resulting multiple linear regression equation is a constant value of 70.49 which means that if the male gender variable is 0, the student learning outcome variable will increase by 0.09. The regression coefficient of the learning outcomes variable is 0.09, which means that if it is increased by 1 unit, it will increase the learning outcomes by 0.09. This applies when conducting student research in research at school.

Female Students

The results of the research that was carried out with a sample of 55 students who were female and 26 questionnaire items. So to analyze the variable of student motivation (X), which affects student learning outcomes of the female sex (Y), a simple linear regression test is used. Based on the calculation above, a simple linear regression equation can be as follows: Y = 67.94 + 0.14 (X). The explanation of the resulting multiple linear regression equation is a constant value of 67.94 which means that if the variable female student's learning motivation is worth 0, then the student's learning outcome variable will increase by 0.14. This applies to research at SDN 52 Bengkulu City. The regression coefficient of the learning outcomes variable is 0.14, which means that if it is increased by 1 unit, it will increase the learning outcomes by 0.14.

All Students

The research results were carried out with a sample of 99 students and 26 questionnaire items. So to analyze the variable student motivation (X), which affects student learning outcomes (Y), a simple linear regression test is used. Based on the calculation above, a simple linear regression equation can be as follows Y = 67.59 + 0.14 (X). The explanation of the resulting multiple linear regression equation is a constant value of 67.59 which means that if the variable of student learning motivation is 0, then the variable of student learning outcomes will increase by 0.14. The regression coefficient of the learning outcomes variable

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is 0.14, which means that if it is increased by 1 unit, it will increase the learning outcomes by 0.14.

Determination Coefficient Analysis

Knowing how much contribution is made between the variables of male gender student learning motivation on student learning outcomes thematic class V SDN 52 Bengkulu City. Then do the calculation of the coefficient of determination. The coefficient of determination = (r)2 v X 100% = (0.28)2 x 100% = 0.08 X 100% = 7.80%.

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Based on these calculations, it can be seen that the coefficient of determination (R) = 7.80%. This value means that the male gender student learning motivation variable (X) influences the student learning outcome variable (Y) by 7.80%.

To find out how much contribution is made between the variables of female student learning motivation on student learning outcomes in thematic class V SDN 52 Bengkulu City. Then do the calculation of the coefficient of determination. The coefficient of determination = (r)2 v X 100% = (0.36)2 x 100% = 0.13 X 100% = 12.69%.

Based on the calculation above, it can be seen that the coefficient of determination (R) = 12.69%. This value means that the variable of female students' learning motivation (X) affects the variable of student learning outcomes (Y) by 12.69%.

The coefficient of determination is calculated to determine how much contribution is made between the variables of student learning motivation on student learning outcomes in thematic class V SDN 52 Bengkulu City. The coefficient of determination = (r)2 v X 100 = (0.37)2 x 100% = 0.14 X 100% = 14.04%. Based on the calculation above, it can be seen that the coefficient of determination (R) = 14.04%. This value means that the variable of student learning motivation (X) influences the variable of student learning outcomes (Y) by 14.04%.

T-test

The results of the t-test for male students. Testing the effect of male students' learning motivation variables on student learning outcomes partially used the t-test. The significance test results by applying the t-test obtained tcount = 1.886, and ttable at a test level of 95% (0.05) with dk = 44 obtained at 1.682. This means that the calculated t value is greater than the ttable value, the test criteria for statistical tests t test. This means there is a significant influence between the variables of male-gender student learning motivation on student learning outcomes in thematic subjects in class. Then the conclusion of the hypothesis Ha1 is accepted, and Ho1 is rejected.

The results of the t-test for female students. Testing the effect of female students' learning motivation variables on student learning outcomes partially used the t-test. The

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significance test results by applying the t-test obtained tcount = 2.776, and ttable at a test level of 95% (0.05) with dk = 55 obtained at 1.674. This means that the calculated t value is greater than the ttable value, the test criteria for statistical tests partial t-test, which means there is a significant influence between the variables of female student learning motivation on student learning outcomes in thematic subjects in class V SDN 52 Bengkulu City. Then the conclusion of the hypothesis Ha2 is accepted, and Ho2 is rejected.

Comparison between male and female students. Testing the effect of all students' learning motivation variables on the learning outcomes of all students partially used the t-test. Before ttable, df or db is first determined: db = (N1 + N2) - 2 = (55 + 44) - 2 = 99-2 = 97.

When consulted with ttable with df 97 at a significant level of 5%, namely 1.66, thus tcount > ttable 3.52 > 1.66), which means the working hypothesis (Ha) in this study is accepted and (Ho) is rejected. Namely, it is concluded that there is a difference between the learning motivation of female and male students. Then a consultation was carried out again with ttable with df 97 at a significant level of 5%, namely 1.66, thus tcount > ttable 4.40 > 1.66), which means the working hypothesis (Ha) in this study is accepted (Ho) is rejected, that is concluded that there are differences between the learning outcomes of female and male students.

F-test

Testing this research uses the F-test technique with the Anova test method, which is a test to see the effect of all the independent variables on the dependent variable. This F-test is used to determine whether simultaneously the coefficients of the independent variables have a real influence or not on the dependent variable (Sugiyono, 2017).

The F-test is used to determine whether the variable male student learning motivation and female student learning motivation simultaneously significantly affect student learning outcomes. The decision from the F-test can be obtained by comparing the sig value with a significant level (α) of 5% or 0.05 if the sig value is less than 0.05. The following presents the results of the F-test study.

Based on the results of the F-test, a significant value of 0.000 is less than 0.05. So it can be concluded that the variables of male and female students learning motivation jointly have a significant effect on student learning outcomes or by comparing the value of F_{table} with the criteria if the value of $F_{count} > F_{table}$, then there is a simultaneous influence of student learning motivation on learning outcomes in terms of gender. As for the results of the analysis, it is known that F_{count} (15.84) > F_{table} (1.74), then the conclusion of the results of the F-test analysis (simultaneous) is that there is a simultaneous influence between student learning motivation on learning outcomes in terms of gender in Thematic learning.

Discussion

This research was conducted to find a comparative study of the influence of student learning motivation on student learning outcomes in terms of gender in thematic subjects in Class V SDN 52 Bengkulu City. The pre-requisite test in this study used three pre-requisite

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methods, namely the pre-requisite test for normality, linearity, and homogeneity. Based on the analysis that the researchers did, it was found that for the normality test, a value of 0.075 > 0.05 was obtained using the IBM SPSS Statistics Version 26 program, so the data was declared distributed normal. The linearity test based on the results of the analysis of the calculations that the researcher did obtain the value of $F_{count} < F_{table}$ with a value of 0.04 <1.74 based on the results of the analysis, the variables in the study have a linear relationship, and the homogeneity test is based on the results of the analysis using the F-test (Fisher) for the student learning motivation variable, the results of the analysis of the F_{count} value were 0.93 < from the F_{table} of 3.94, so the learning motivation variable had a homogeneous variant and for the F-test (Fisher) learning outcomes obtained F_{count} 0.77 < from F_{table} of 3 .94, then the learning outcome variable has a homogeneous variant.

To answer the formulation of the problem of the influence of student learning motivation on student learning outcomes of male gender in thematic subjects in class V SDN 52 Bengkulu City, based on data analysis that researchers carried out using regression analysis using a significance test by applying the t-test, obtained tcount = 1.886, and ttable at the test level of 95% (0.05) with dk = 44 obtained for 1.682 This means that the tcount value is greater than the ttable value, the test criteria for the statistical test t test which means there is a significant effect between variables the learning motivation of male and female students on student learning outcomes in thematic subjects in class V SDN 52 Bengkulu City.

Whereas to answer the formulation of the problem of the influence of student learning motivation on student learning outcomes of female gender in thematic subjects in class V SDN 52 Bengkulu City, based on data analysis using regression analysis of significance test by applying the t-test, obtained tcount = 2.776, and ttable at the test level of 95% (0.05) with dk = 55 obtained for 1.674 This means that the calculated t value is greater than the ttable value, the test criteria for the statistical test t test which means there is a significant influence between the variables of student learning motivation gender women on student learning outcomes in thematic subjects in class V SDN 52 Bengkulu City.

While simultaneously analyzing the influence of learning motivation on learning outcomes in thematic subjects in class V SDN 52 Bengkulu City, it is known that the significance test, by applying the F-test, obtained F_{count} = 15.84. F_{table} at a test level of 95% (0.05) with dk = 99 obtained at 1.74. This means that the value of F_{count} is greater than the value of F_{table}, the test criteria for the statistical test F-test (simultaneous) which means there is a significant influence between the variable student learning motivation on student learning outcomes in thematic subjects based on type sex by F-test (simultaneous). This is to the theory of RBS Fudaryanto, which states that motivation functions as a driving force and increases energy, in this case, being able to encourage and improve student learning outcomes in thematic learning, thus encouraging to maintain so that the interest generated based on motivational encouragement continues continuously, but still based on individual psychic energy, the greater the motivation, the greater the encouragement of learning outcomes generated (Prawira, 2016).

https://doi.org/10.51276/edu.v4i2.378

Meanwhile, to answer the problem formulation of the comparative test of learning motivation and student learning outcomes in terms of gender in thematic subjects in class V SDN 52 Bengkulu City, the results of the analysis are known by df 97 at a significant level of 5%, namely 1.66, thus tcount > t table 3.52 > 1.66) which means the working hypothesis (Ha) in this study is accepted. Namely, it is concluded that there is a difference between the learning motivation of female and male students and df 97 at a significant level of 5%, namely 1, 66, thus tcount > ttable 4.40 > 1.66), which means the working hypothesis (Ha) in this study is accepted. Namely, it is concluded that there is a difference between the learning outcomes of female and male students.

This agrees with the results of research that has been achieved by (Asmita, 2007), showing learning motivation in male students of UIN Malang 37 people, or 37% is in the medium category, while for female students, 42% is in the medium category. While the difference in learning motivation between women and men is 1.712 for female students and 1.686 for male students, meaning that there is no significant difference between learning motivation when viewed from the gender differences of these students.

This is not in line with research (Meifiani & Prasetyo, 2015), which states that in each category of student motivation, the achievements of female students are the same as those of male students in learning opportunity theory. Moreover, the analysis results (Hidayah, 2011) show that the reading ability of fifth-grade elementary and MI students is low. In addition, based on the reading ability by gender (male and female) and school type (SD and MI) showed no difference. The results of the study (Ru Minta et al., 2018) showed that there was no significant difference in learning self-regulation between male and female students ($p=0.072$, >0.05).

Based on the results of the regression test and the t-test stated that there were influences and differences in learning motivation and student learning outcomes based on gender or gender. This was strengthened based on the results of research conducted by Retno Yuliningsih, which stated that there was a positive influence on attitudes, learning motivation, and gender student achievement. It significantly compares motivation and learning outcomes (Yuliningsih, 2009).

D. Conclusion

Based on the results of the data analysis, it can be concluded that first, there is an influence of student learning motivation on student learning outcomes of the male sex in thematic subjects in class V SDN 52 Bengkulu city. This is based on the results of the tcount, which is 1.886, which is greater than the ttable value, which is 1.682. Second, there is the influence of student learning motivation on student learning outcomes of the female sex in thematic subjects in class V SDN 52 Bengkulu city. This is based on the results of tcount, which is 2.776, more significant than the ttable value, which is 1.674. Third, there is the influence of student learning motivation simultaneously on student learning outcomes in thematic subjects in class V SDN 52 Bengkulu city. This is shown from the results of the F-test obtained by F_{count}, which is 15.84, which is greater than the F_{table} value, which is 1.74.

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Fourth, there are differences in the learning motivation of male and female students through the results of tcount of 3.52 > F_{table} value of 1.66. Moreover, there are differences in the learning outcomes of male and female students through the tcount of 4.40 > F_{table} value of 1.66.

Researchers provide several suggestions to various related parties. First, for further research, it is necessary to conduct further research on the factors that influence learning outcomes using other variables. Then the second for students must increase learning motivation and optimize the use of learning facilities, styles, and learning systems that vary. Finally, the third is that teachers are expected to increase students' motivation to learn through innovative learning methods and strategies.

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