The Effect of Social Interaction on Learning Motivation of Students in Class X Accounting Expertise Program at SMKN 1 Makassar

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A R T I C L E I N F O	ABSTRACT
	This study aims to determine the effect of social interaction on the learning motivation of Class X students of the Accounting Expertise Program at SMKN 1 Makassar. The variables in this study are social interaction as the independent variable (X) and learning motivation as the dependent variable (Y). Population study This amount 14 9 students class X Program Skill Accountancy State Vocational School 1 Makassar . The sampling technique uses the *Proportioned Stratified Random Sampling technique* , d with a sample of 60 students. Data collection techniques used are questionnaires and documentation. The data analysis technique used is descriptive percentage analysis, instrument test consisting of validity and reliability tests, test hypothesis consisting of simple linear regression analysis, *product correlation analysis moment* , coefficient of determination and t-test . Based on results of data analysis been done, then obtained models equality simple linear regression $Y = 20.731 + 0.793 X$, which means that for every additional unit of social interaction, motivation Study increased by 0.793 units. Results analysis *person product moment* correlation obtained a correlation coefficient of 0.686 which is included in the strong category. Next, from the results analysis coefficient determination (r^2) is obtained the value of $r^2 = 0.470$ means that the effect of social interaction on learning motivation is 47 percent and the remaining 53 percent is influenced by factor other. While the results of the t-test analysis were obtained mark significant $0.000 < 0.05$ which means social interaction has a significant effect on learning motivation, with thereby hypothesis accepted.

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1. INTRODUCTION

Education is referred to as a place for everyone to pursue dreams and ideals. This is because education is one of the keys to determining the success of everyone's life. Education is an effort made by humans in stages through the process of guidance and teaching, to improve self-abilities both physically and mentally so that they are useful for the future. Through education, a person of high quality and character can be created so that he is able to realize the hopes and aspirations of the nation.

According to the Law of the Republic of Indonesia concerning the National Education System Number 20 of 2003 Chapter I Article 1 paragraph 1 namely: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, noble moral intelligence, and the skills needed by himself, society, nation and state.

The essence of the implementation of education is learning and carrying out the learning process, in which the role includes students, teachers and families, all three of which are interconnected. In the teaching and learning process there is social interaction between students, educators and the family environment. Parents and children have a role in the family education environment, educators and students in the school education environment and leaders of social organizations play a role in the community education environment which indirectly influences the spirit of learning to achieve optimal learning results.

From this description, it can be concluded that the relationship between one individual and another individual can create a relationship of social interaction. Where a person's ability to relate and socialize affects the process of social interaction whether it is well established or not.

"Social interaction is a social process regarding ways of relating that can be seen when individuals and groups meet each other and determine social systems and relationships". (Soekanto, 2012:78). Social interaction can take place well, if the existing rules and values are carried out properly. Vice versa, if the rules and values are not applied properly and even violated, then the process of social interaction will not work properly.

Social interaction is the most important factor in life, if the process of social interaction is not intertwined, then the possibility of having a harmonious life together will be very small .It's the same if students learners have the ability to interact ok, then it can be shown that the participant educate These students have good ways of communicating, associating and establishing social relationships so that it is easy to find friends or supportive relations to generate motivation to study together

"Motivation is a condition that causes certain behavior and which gives direction and resilience to that behavior" (Sugihartono et al, 2007:78). In learning activities, motivation is needed to arouse students' learning enthusiasm In fact, good learning motivation does not only come from within the student alone, but is also formed from extrinsic motivation or circumstances from outside the student.

According to Gunarsih (2016), "student learning motivation is influenced by several factors, one of which is social interaction. In the learning process students will deal directly with teachers, other students and with the environment. It is from this learning that students will gain their own experience as a result of their interactions. "The higher the social interaction of students, the higher the motivation to learn. In this case, it can be said that individuals will tend to be motivated to learn if there is interaction in it. (Damayanti, 2021).

As stated by Hashim (2009: 59) which states that "knowledge is built through a process of social interaction, namely the interaction of students with members of their community who are more competent (community, family, teachers and peers). In addition, according to Kanadika (2012) "social interaction is able to create information processes in individual students, so that students are able to carry out *self-regulation* and foster *self-efficacy* which can have a positive effect on students' learning motivation".

SMKN 1 Makassar is one of the leading SMK schools in Makassar City which has implemented the 2013 Curriculum . The objects studied in this study were students class X program skill Accountancy SMK Country 1 Makassar amounted to 149 students.

Based on the results of initial observations conducted by researchers at SMKN 1 Makassar, it shows that the process of social interaction that occurs between students and Teacher Still not enough intertwined for example, students do not   if Still There is material that not yet mastered so that the teaching and learning process is not optimal. Besides that, Still Lots participant educate who pay less attention to lessons or don't concentrate, decreased enthusiasm for learning due to always playing or talking when the teacher is explaining the material, and always assumes that task Which given by teacher is too difficult thus impacting motivation Study which is decreasing.

Based on the results of the initial data collection carried out in class X students of the Accounting Expertise Program at SMKN 1 Makassar using a questionnaire on 28 respondents. This initial data shows that the average percentage of social interaction indicators (X) is 40%, which is classified as

low based on the opinion of Arikunto & Jabar (2018: 35) and there are still several indicators that are below average, while the percentage of indicators of learning motivation is 73%. which is classified as high based on the opinion of Arikunto & Jabar (2018: 35) and there are also several indicators that are below average.

Thus it can be said that social interaction has a negative effect on the learning motivation of class X students of the Accounting Expertise Program at SMKN 1 Makassar . Matter This No in line with study which is conducted Damayanti (2021) which says that "interaction social friends peers have a positive and significant effect on the learning motivation of class VIII students of SMP Negeri 15 Semarang".

Based on this, researchers are interested in conducting research entitled "The Influence of Social Interaction on Learning Motivation of Class X Students of the Accounting Expertise Program at SMKN 1 Makassar"

2.   RESEARCH METHOD

This research is a quantitative research because the presentation of data is represented by numbers and the analysis is based on statistical analysis. The object of this research is SMKN 1 Makassar where the population is class X students of the Accounting Expertise Program with a total of 149 students. The sampling technique is *Proportionate Stratified Random Sampling,* that is, the sample is selected randomly and proportionally.

Variable in this study social interaction as the independent variable (X) and learning motivation as the dependent variable (Y). Data collection techniques used are questionnaires and documentation. The data analysis technique used is descriptive percentage analysis, instrument test consisting of validity and reliability tests and hypothesis testing consisting of simple linear regression analysis, *person product moment correlation analysis,* coefficient of determination and t-test.

Analysis of the data used in this research using quantitative analysis. The data to be analyzed is the magnitude of the influence of social interaction on the learning motivation of class X students of the Accounting Expertise Program at SMKN 1 Makassar, a total of 60 people. To measure each variable in the questionnaire is determined by the *Likert scale* . The data that has been collected is then analyzed through instrument testing and hypothesis testing using the *SPSS V.25.00 for windows software program*.

3.   RESULTS AND DISCUSSIONS
3.1 Social Interaction

The results of the research based on distributing questionnaires regarding social interaction variables are described by the percentage of the total score of all respondents' answers obtained from the six indicators of social interaction , namely as followa:

Table 1. Conclusion of Respondents' Responses about Social Interaction

No.	Items	Actual Score	Ideal Score	% Actual Score	Information
1.	Mutual Understanding	729	900	81	Very high
2.	Cooperate	610	900	67,6	Tall
3.	Openness	792	1200	66	Tall
4.	Empathy	673	900	74,7	Tall
5.	Provide Support or Motivation	630	900	70	Tall
6.	Positive Sense	777	1200	64,75	Tall

Source: Results of Questionnaire Data Processing, 2022

Based on table 1, it shows that the average percentage of actual social interaction scores is 70 percent and is classified as high. Even so, there are still three indicators that are below the actual average percentage score, namely the cooperative indicator at 67.6 percent, the openness indicator at 66 percent and the positive feeling indicator at 64.75

3.2 Learning Motivation

The results of the research are based on the distribution of questionnaires regarding motivational variables learning is described by the percentage of the total score of all respondents' answers obtained from the seven indicators of motivation to learn, namely as follows:

Table 2. Conclusion of Respondents' Responses about Learning Motivation

No.	Items	Actual Score	Ideal Score	% Actual Score	Information
1.	Desire and Desire Succeed	644	900	71.5	Tall
2.	Awards in Study	761	900	84.5	very Tall
3.	Activities the Interesting in Study	691	900	76,7	Tall
4.	Persevere in doing the task	632	900	70,2	Tall
5.	Tenacity in face difficulty	526	900	58,4	Enough
6.	happy work by Independent	650	900	72,2	Tall
7.	Nice to find and solve questions	644	900	71.5	Tall
Average	**4548**	**6300**	**72,1**	**Tall**	**Average**

Source: Questionnaire Data Processing Results, 2022

Based on table 2, it shows that the average percentage score for actual learning motivation is 72.1 percent which is high. However, in reality, there are still three indicators that are below the average percentage of the actual score, namely the desire and desire to succeed indicator by 71.5 percent, the indicator of pleasure in finding and solving problems by 71.5 percent and the indicator of tenacity in facing difficulties by 58.4 percent.

3.3 Instrument Test
a. Validity Test and Reliability Test

A variable can be said to be "valid" if the value of r $_{count}$ is greater than r $_{table}$. As for the reliability test, " An instrument is declared reliable if the value of Cronbach's Alpha > 0.60." (Ghozali, 2011:45).

Table 3. Conclusion of Testing the Validity and Reliability of Social Interaction and Learning Motivation

Variable	Validity			Reliability		
	r Count	r Table	Inf	Cronbach's Alpha	Standard	Info
Social interaction	0.260-0.619	0.254	Valid	0.608	0.60	Reliable
Motivation to learn	0.264-0.525	0.254	Valid	0.704	0.60	Reliable

Source: Results of Data Processing from SPSS Version 25.0 for Windows

Based on table 3, it shows that the social interaction variable instrument obtains a calculated r value between 0.260 to 0.619 greater than r table 0.254 so that it is declared "valid", for the reliable test the value of Cronbach's alpha is 0.608 greater than 0.60 so that the social interaction instrument is declared "reliable".

While the learning motivation variable instrument obtained a value between 0.264 to 0.525 greater than r table, namely 0.254 so that it was declared "valid", for the reliability test the Cronbah's alpha value was 0.704 greater than 0.60 so that the learning motivation instrument was declared "reliable". Thus it can be concluded that the instruments of the two variables in this study are feasible to use.

b. Hypothesis testing
3.4 Simple Linear Regression Analysis

Table 4. Results of Simple Linear Regression Analysis

	Coefficients [a]					
	Unstandardized Coefficients		Standardized Coefficients		Q	Sig.
Model	B	std. Error	Betas			
1 (Constanst)	20,731	7,796			2,659	0.010
Social interaction	0.793	0.111	0.686		7,172	0.000

a. Dependent Variable: Learning Motivation

Source: Results of Data Processing from SPSS Version 25.0 for Windows

Based on table 4, the equation model Y = 20.731 + 0.793 X is obtained, which means that the constant value is 20.731. This means that if the value of social interaction is zero then the learning motivation variable is 20.731 units. While the value of the regression coefficient is 0.793 units, which means that if the social interaction variable increases by one unit, then the learning motivation of

class X students in the accounting expertise program at SMKN 1 Makassar also increases by 0.793 units

3.5 Pearson Product Moment Correlation Analysis

Table 5. Pearson Product Moment Correlation Analysis

correlations		Social interaction	Motivation to learn
Social interaction	**Pearson Correlation**	1	,686 **
	Sig. (2-tailed)		0.000
	N	60	60
Motivation to learn	**Pearson Correlation**	,686 **	1
	Sig. (2-tailed)	0.000	
	N	60	60

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Results of Data Processing from SPSS Version 25.0 for Windows

Based on table 5, which shows the results of the product moment correlation analysis (r) the value of r = 0.686 is obtained which is in the interval 0.60 - 0.799 the correlation coefficient is in the strong category, which means the higher social interaction, the higher the learning motivation of a student. This it can be concluded that there is a strong relationship between social interaction and learning motivation of class X students of the Accounting Expertise Program at SMKN 1 Makassar.

a.   Coefficient of Determination (r^2)

Table 6. Results of the Coefficient of Determination

Summary models				
Model	**R**	**R Square**	**Adjust R Square**	**std. Error of the Estimate**
1	.686a	0.470	0.461	5,636

a.   Predictors;(constanst) , Social Interaction

Source: Results of Data Processing from SPSS Version 25.0 for Windows

Based on table 6 , the coefficient of determination is 0.470 or 47 percent. This means that social interaction has a contribution or influence on learning motivation of 47 percent while the remaining 53 percent is influenced by other factors.

b.   **t-test**

Table 7. T-test results

Coefficients a		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**std. Error**	**Betas**	**Q**	**Sig.**
1	(Constanst)	20,731	7,796		2,659	0.010
	Social interaction	0.793	0.111	0.686	7,172	0.000

a. Dependent Variable: Learning Motivation

Source: Results of Data Processing from SPSS Version 25.0 for Windows

Based on table 7, a significant value of 0.000 <0.05 is obtained, which means that the social interaction variable has a significant effect on the learning motivation of class X students of the Accounting Expertise Program at SMKN 1 Makassar. Therefore, it can be concluded that the hypothesis put forward in this study has been declared "accepted"

3.6 Discussion

Based on the research results presented descriptively, this research shows that the actual average score of social interaction is 70 percent which is included in the high category and for learning motivation is 72.1 which is included in the high category.

Furthermore, based on data analysis with the help of SPSS v.25.00 for windows , the results of a simple linear regression analysis obtained the equation Y = 20.731 + 0.793 X, which means that if one unit of social interaction is added, the learning motivation of class X students of the Accounting Expertise Program at SMKN 1 Makassar increases of 20.731 units. The results of the pearson product moment correlation analysis obtained a correlation value of 0.686 in the interval 0.60-0.799 which is included in the strong category. This shows that there is a strong relationship between social interaction and learning motivation of class X students of the Accounting Expertise Program at SMKN

1 Makassar.   The results of the t-test obtained a significant value of 0.000 <0.05 percent which means that there is a significant influence between social interaction on students' learning motivation at SMKN 1 Makassar. Then the hypothesis proposed "it is suspected that social interaction has a significant effect on the learning motivation of class X students of the Accounting Expertise Program at SMKN 1 Makassar " can be accepted. The results of the analysis of the coefficient of determination amounted to 0.470 or 47 percent. This means that social interaction has a contribution or influence on learning motivation of 47 percent while the remaining 53 percent is influenced by other factors.

Thus the result is that the social interaction variable has a positive and significant effect on the learning motivation of class X students of the Accounting Expertise Program at SMKN 1 Makassar . The results of this study are in line with research conducted by Rahayu Wilujeng (2021) which says that social interaction has a positive and significant effect on the learning motivation of class XI students at SMA Al-Azhar 1 Bandar Lampung. This is in line with the opinion expressed by (Syafitrih, 2010) that "a conducive and educative atmosphere of social interaction will be very beneficial for the level of progress and learning motivation of students, both internal and external motivation". As well as the theory put forward by Syah (2010) that "Learning motivation can be influenced by interactions between individuals in an environment.

Marisa et al (2018) In this case, parenting style is one of the factors that influence children's motivation in learning. This parenting style can be indicated in the control of children, communication with children, and demands on children's lives. With the right parenting style, it is assumed that children's learning motivation is getting better. However, in adolescence, children have other factors that are of interest in the developmental tasks of their life. So that parental factors tend to no longer be a major concern. Teenagers at their age tend to exist in their social life. So that there is a possibility that there is a big influence from the social life of adolescents (such as association with peers, social media, and so on) in their lives. In their developmental age, adolescents should already know the value system, so that they can determine appropriate attitudes and behaviors in their lives. So that in this way, parenting factors do not have a very high significant relationship in motivating children's learning in their teens (Kurnianto & Rahmawati, 2020)

4. CONCLUSION

Based on the results of research on the effect of social interaction on the learning motivation of class X students of the Accounting Expertise Program at SMK Negeri 1 Makassar, it can be concluded, Based on the results of the descriptive analysis, the social interaction of class X students in the Accounting Expertise Program at SMK Negeri 1 Makassar obtained an average actual score of 70 percent belonging to the high category. Based on the results of the descriptive analysis, the learning motivation of class X students of the Accounting Expertise Program at SMK Negeri 1 Makassar obtained an average actual score of 72.1 percent belonging to the high category. Social interaction has a positive and significant effect on the learning motivation of class X students of the Accounting Expertise Program at SMK Negeri 1 Makassar.

Based on the results of the research conducted by the researcher, there are several suggestions for improvement for further research, namely: For teachers , it is hoped that teachers will pay more attention to student learning motivation, namely by always trying to instill confidence in students so that they keep trying and don't give up easily when experiencing learning difficulties. For students , it is hoped that students will be able to maintain and improve their ability to interact socially in the school environment such as always being open when there is a problem, daring to express ideas or opinions and work together and always think positively so that good communication can be established.

For future researchers, it is hoped that they can develop this research by adding other variables that can also affect learning motivation such as ideals and learning styles

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