

## Perceptions of Literacy in the Teaching and Learning Process with Student Achievement Motivation at Senior High School of Deli Murni Bandar Baru

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### Abstract

Senior High School of Deli Murni Bandar Baru is located in the Bandar Baru area, Deli Serdang District, North Sumatra, where from a number of students, few have literacy skills in understanding, and mastering subjects and learning materials comprehensively. The literacy ability of some students that is difficult to apply is the ability to explain the material in class, where the weak ability of some students to increase literacy understanding of learning material will have an impact on decreasing student achievement so that existing motivation will decrease and make the achievement of Deli Murni Bandar Baru High School students hampered. The purpose of this study is to determine and analyze the influence of literacy on the teaching-learning process on the achievement motivation of Senior High School of Deli Murni Bandar Baru students. The research method used is a quantitative descriptive research method, where the results of the study can be described that the literacy of the teaching and learning process at Deli Murni Private High School has a significant effect on the motivation of student achievement at Deli Murni private high school school.

### Keywords

Literacy of the teaching-learning process; Motivation for student achievement



## I. Introduction

Education is one of the benchmarks for assessing the increase in abilities, knowledge and skills possessed by human resources. Education can change human abilities and character from those who do not have knowledge to people who have knowledge (Rokayah, 2017). People who study will certainly learn many things about knowledge and skills that can make people know what lessons they can learn when they want to enter school, whether from elementary school to higher education. The form of skill learned is the ability to remember and think critically, where this form of skill is carried out by remembering all the learning material from several existing chapters and from several materials presented by the teacher to students, in which students can think about the problems and material that will be presented to them. The teacher explains the existing material and can solve the problems in the material (Santosa, Agus Budi Damayanti, Astried and Dewi, 2016). Apart from that, students must also have good communication skills, where later they will be able to explain the existing learning material well and be delivered by the teacher, where the material must be remembered and mastered in depth so that students can master the material and provide solutions to the material. (Irwan, Andi Pratiwi, Usman and Amin, 2020). There are also other abilities that must be present, namely literacy skills, where literacy skills are the ability to read, write, speak and listen to learning material well, then students are required to explain it in class, such as the teacher explaining the learning material, as well as the ability to detect problems that arise.

There is (Rusdiana, Goessera Putri, Sumaryoto, 2023). Literacy students in the teaching and learning process will motivate themselves to know, understand and master the material by first reading the material designated and instructed by the teacher to be mastered, then writing an explanation of the material that will be delivered according to the teacher's instructions, and students can explain the material appointed and ordered by the teacher which has been read, written and heard by the students (Sigala, 2016). By offering developmentally appropriate instruction, supporting children as they read and write, and providing feedback for growth, teachers and educational systems often strive to help children develop their literacy skills. This helps in preparing children for a prosperous life in a more connected and complex society. Increasing good literacy skills among students encourages strong motivation to improve abilities and knowledge, where increasing student knowledge is the basic capital for increasing student learning achievement amidst the implementation of the Merdeka Belajar curriculum implemented by the government at this time. (Syah, Rahmat, 2020).

Senior High School of Deli Murni Bandar Baru is located in the Bandar Baru area, Deli Serdang District, North Sumatra, where of the number of students there are few who have literacy skills in understanding and mastering subjects and learning materials comprehensively. The literacy skills of some students that are difficult to apply are the ability to explain the material in class, where the weak ability of some students to improve their literacy understanding of learning material will have an impact on decreasing student learning achievement, so that existing motivation will decrease and reduce the achievement of Deli High School students. Pure Bandar Baru is hampered.

The problem formulation in this research is the extent to which literacy influences the teaching and learning process on the achievement motivation of Deli Murni Bandar Baru High School students. The aim of this research is to determine and analyze the influence of literacy on the teaching and learning process on the achievement motivation of Deli Murni Bandar Baru High School students.

## **II. Review of Literature**

### **2.1 Literacy Ability in Teaching and Learning Process**

The term "student literacy skills" describes students' proficiency in reading, understanding, writing, and speaking. To be successful in education and everyday life, literacy is a fundamental ability (Raoda, Setiawan, Ince Prabu and Wahid, 2023). Education places much emphasis on developing students' reading abilities because strong literacy skills enable students to become critical readers, successful writers, effective communicators, and attentive listeners. Additionally, reading comprehension and problem-solving abilities support children's success in a variety of academic courses (Utari, Reviandi Aryandwita and Widodo, 2018). Students' literacy abilities include several main aspects:

The ability to read and understand various texts, such as books, articles, directions, and internet information, is referred to as reading skills. Students who are proficient in reading can gather information from texts, evaluate it, and develop a thorough understanding. Writing skills, where students must be able to communicate their thoughts and ideas in writing in a clear and effective way. Understanding syntax, punctuation, text organization, and the capacity to organize and develop ideas are examples of writing skills.

Speaking ability, where speaking ability refers to the capacity for successful oral communication. This involves the capacity for public speaking, conversational participation, and argumentation. Literacy also includes the capacity to listen effectively.

The ability to listen carefully, understand the information presented, and answer correctly is a requirement for students (Irwan, Andi Pratiwi, Usman and Amin, 2020).

The indicators of literacy skills in the teaching and learning process in schools are as follows: Reading ability, Writing ability, Speaking and listening skills, Maximum use of resources, Critical and analytical abilities, Creativity, Critical thinking skills, Problem solving skill(Santosa, Agus Budi Damayanti, Astried and Dewi, 2016)

## **2.2 Student Achievement Motivation**

Academic achievement can be improved by increasing learning motivation. Highly motivated students are more likely to work more, overcome challenges, and realize their full potential(Wahyuni, Sri, 2023). Student motivation can vary and is influenced by several personal circumstances. As a result, different strategies may be needed for different students. A learning environment that inspires and supports student academic success can be produced by combining a number of different motivational tactics(Adha, Idyana, Noviyanti and Nirwana, 2022). The following are several factors and strategies that can help increase student achievement motivation: Goal coaching, where one of the most effective ways to increase motivation is to help students set specific and achievable goals. Students are more motivated to strive to achieve their goals when they have clear and implementable goals. Emphasis on personal success, where students can stay motivated if they are encouraged to focus on their own success rather than comparing themselves to others. It is important to recognize the individual strengths and weaknesses that each child has. Positive teacher-student relationships, where positive teacher-student relationships can increase student enthusiasm for academic success. Students can feel valued and motivated when their teachers truly care about them, listen to them, and support them emotionally. Create a challenging learning environment, where students' curiosity and willingness to learn can be piqued by providing them with challenging but acceptable reading material. Facilitating student engagement, giving students opportunities to be actively involved in their learning, through activities such as projects, discussions, and research, can increase their motivation because they feel they have a greater sense of control over the learning process. Supports skill development, where giving struggling students extra help or access to additional resources can increase their self-confidence and encourage them to keep trying. Recognizing interests and passions, where making connections between learning material and students' interests and interests helps motivate students and make learning more meaningful(Syah, Rahmat, 2020).

The indicators of student achievement motivation are as follows: Active participation, where students who are motivated in class are more likely to participate in class discussions, ask the teacher questions, and take part in group projects. Willingness to learn, where motivated students show a desire to learn and work to understand the material in more depth. Independence, where students who are motivated to learn usually work alone. They have the capacity to manage their time, their workload, and to ask for help when needed. Self-confidence, where motivated students have a high level of confidence in their capacity to overcome academic obstacles. Attendance, which is the percentage of students who show up for class or school, is an important metric. Regular attendance and few absences from class are characteristics of a motivated student. Focus and concentration, where motivated students can concentrate well on the task at hand and are less easily distracted by external distractions. Learning satisfaction, where motivated students are happy with their progress and achievements in their academic endeavors. Perseverance, where motivated students are able to continue working hard in the face of challenges or setbacks(Hasanah, Uswatun, Citriadin, Yudin and Mizriaty, 2022)

### III. Research Methods

The research method used is a quantitative descriptive research method, where a precise description of the nature, connection or distribution of variables in the population studied is provided by quantitative descriptive research.(Liriwati, 2023). The data collection techniques are carried out using observation, interviews and documentation studies, where these three data collection techniques are very necessary to answer the problems in the research. Data analysis was carried out using validity and reliability tests, classic assumption tests consisting of normality tests, multicollinearity tests and heteroscedasticity tests, and simple linear regression tests and hypothesis tests (t tests). The population in this study was Deli Murni Bandar Baru High School students, totaling 432 students, where the sampling technique was carried out using the accidental sampling method, where this method is a method that is taken when the respondent is at the research location. This sample is calculated using the Slovin formula which is as follows:

$$n = N / (1 + N e^2) = 432 / (1 + 432 \times 0.05^2) = 399.08 = 399$$

So the sample size is 399 students at SMA Deli Murni Bandar Baru.

### IV. Result and Discussion

#### 4.1 Validity Test of the Literacy Ability Variable in the Teaching and Learning Process

**Table 1.** Valid Test Results for Literacy Ability in the Teaching and Learning Process.

Question Items	Calculated r value (Corrected Total Item Correlations)	r value Table	Information
X.1	0.551	0.381	Valid
X.2	0.625	0.381	Valid
X.3	0.639	0.381	Valid
X.4	0.720	0.381	Valid
X.5	0.746	0.381	Valid
X.6	0.628	0.381	Valid
X.7	0.525	0.381	Valid
X.8	0.383	0.381	Valid

Source: SPSS data processing results, 2023

The table above can be explained that the corrected total item correlations (r test) value is greater than the table r value of 0.381 (df = nk = 399-2 = 397). This explains that all the distribution of questions for the literacy ability variable in the teaching and learning process data is valid and suitable for further testing.

#### 4.2 Validity Test of Student Achievement Motivation Variables

**Table 2.** Valid Test Results for Student Achievement Motivation

Question Items	Calculated r value (Corrected Total Item Correlations)	r value Table	Information
Y.1	0.516	0.381	Valid
Y.2	0.751	0.381	Valid
Y.3	0.627	0.381	Valid
Y.4	0.553	0.381	Valid

Y.5	0.797	0.381	Valid
Y.6	0.669	0.381	Valid
Y.7	0.402	0.381	Valid
Y.8	0.711	0.381	Valid

Source: SPSS data processing results, 2023

The table above can be explained that the corrected total item correlations (r test) value is greater than the r table value of 0.381 ( $df = nk = 399 - 2 = 397$ ). This explains that all the distribution of questions for the student achievement motivation ability variable data is valid and suitable for further testing.

### a. Reliability Test

**Table 3.** Reliability Test Results

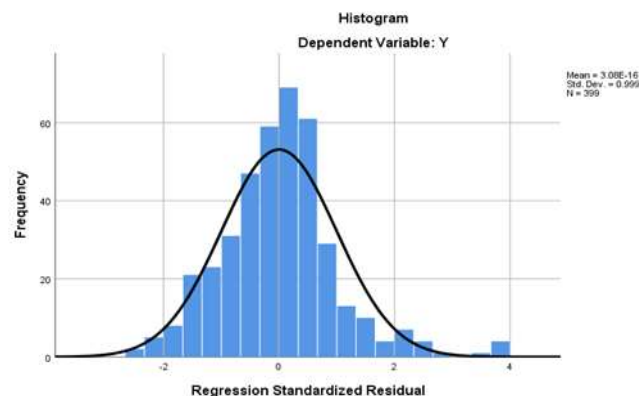
Variable	Cronbach Alpha	N of Items	Information
Literacy Ability in Teaching and Learning Process (X)	0.783	8	Reliable
Student Achievement Motivation (Y)	0.868	8	Reliable

Source: SPSS data processing results, 2023

From the table above, the Cronbach Alpha value of the existing variables has a value greater than the significance level of 0.05, so it can be said that the distribution of data from the existing variables is reliable and worthy of being submitted for further testing.

### b. Classic Assumption Test

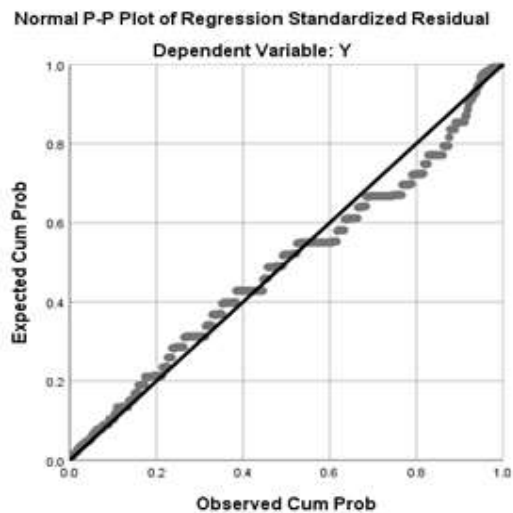
#### 1. Data Normality Test



**Figure 1.** Histogram diagram

Source: SPSS Data Processing Results, 2023

Based on the image above, it can be explained that the distribution of data is not left and right, where it can be concluded that the distribution of data is normal and has fulfilled the assumption of data normality.



**Figure 2.** P-Plot Diagram

Source: SPSS data processing results, 2023

Based on the figure above, the data distribution for each variable is still around the horizontal line, where the data distribution is normal and meets the data normality assumptions.

### 2. Multicollinearity Test

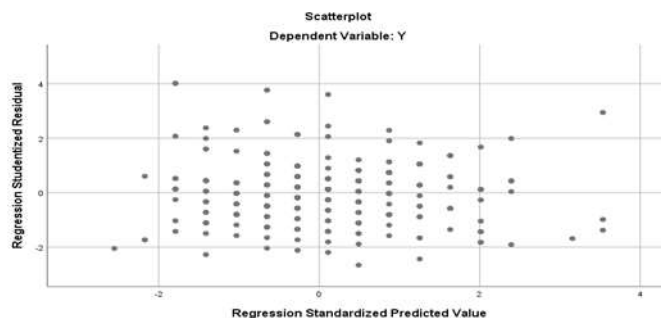
**Table 4.** Multicollinearity Test Results

Model	Cilinearity Statistics	
	Tolerance	VIF
(Constant)	22,777	1,424
Teaching and Learning Process Literacy (X)	0.203	0.049

Source: SPSS data processing results, 2023

According to the table above, the VIF (Variance Inflation Factors) value is no more than 10 and the tolerance value is less than 10. This can explain that there is no multicollinearity or no significant relationship between independent variables.

### 3. Heteroscedasticity Test



**Figure 3.** Scatterplot diagram

Source: SPSS data processing results, 2023



The image above explains that the distribution of data from several variables is evenly distributed. This situation can be explained by the fact that there is no equal variance in the existing regression model, so it can be concluded that there is no heteroscedasticity between the variances of the existing regression model

#### 4. Simple Linear Regression Test

**Table 5.** Simple Linear Regression Test Results

Model	Unstandardized Coefficients	
	B	Stand. Error
(Constant)	22,777	1,424
Teaching and Learning Process Literacy (X)	.203	,049

Source: SPSS data processing results, 2023

From the simple regression results stated above, the simple linear regression equation is as follows:  $Y = 22.777 + 0.203X$

Where the results of the explanation of the output above are as follows:

The constant is 22.777, which means that if the value of variable  $Y = 0$ , then variables other than variable  $X$  can increase student achievement motivation by 22.77%. The teaching and learning process literacy variable ( $X$ ) is 0.203, where this can be explained that if the literacy of the teaching and learning process at Deli Murni private high school is increased by one unit, the achievement motivation of Deli Murni private high school students will be 0.203 or 20.3%.

#### 5. Hypothesis Test (t Test)

**Table 6.** Hypothesis Test Results (t Test)

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	22,777	1,424		15,996	,000		
	X	.203	,049	,202	4,116	,000	,700	,800

a. Dependent Variable: Y

Source: SPSS data processing results, 2023

The results of the t test above can be explained that the calculated t value of 4.116 is greater than the t table value ( $df = nk - 1 = 399 - 1 - 1 = 397$ ) of 1.652. This situation can be seen that the literacy variable of the teaching and learning process at SMA Deli Murni Bandar Baru ( $X$ ) has a positive and significant influence on the variable capable of motivating achievement for Deli Murni private high school students.

#### 4.3 Discussion

According to the research results, it can be stated that the calculated t value of 4.116 is greater than the t table of 1.652, where The literacy variable of the teaching and learning process at SMA Deli Murni Bandar Baru ( $X$ ) has a positive and significant influence on the variable capable of motivating achievement for Deli Murni private high school students.

This is in accordance with research (Irwan, Andi Pratiwi, Usman and Amin, 2020) which states that literacy possessed by students in a school will be able to increase understanding in reading, writing and explaining learning material well, so it will increase their abilities in existing subjects, so it is estimated that these students will be able to improve their existing achievements. This situation is in line with research (Rusdiana, Goessera Putri, Sumaryoto, 2023) which states that literacy skills in children will have an impact on increasing children's learning motivation in order to achieve achievement and can increase understanding to help with problems that plague society.

## V. Conclusion

Based on the research results, it can be explained that literacy in the teaching and learning process at the Senior High School of Deli Murni Bandar Baru has a significant influence on the achievement motivation of students at the Senior High School of Deli Murni Bandar Baru

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