

# Effect of Curiosity and Self-Esteem on Motivation and Student Learning Result

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**Keywords:** Curiosity, Self-Esteem, Learning Motivation, Learning Outcomes.

**Abstract:** This research is driven by the decreasing of student learning outcomes in Public Senior High School Bandung seen from the average of National Exam of academic year 2015/2016. This study aims to determine the effect of curiosity and self-esteem on learning motivation and its implications on student learning outcomes on economic subjects. The research method used is an explanatory survey. The population of XI Social Science Class of Public senior high school in Bandung is 1,771 students, using random sampling technique and proportional random sampling obtained by 326 students. Data analysis using path analysis. The results showed that: curiosity and self-esteem in addition to the influence of learning motivation also affect student learning outcomes while learning motivation does not affect student learning outcomes in the economic subjects. Therefore, teachers while teaching in the class are expected to use a learning model that can lead to the attitudes or curiosity of learners, for example, using a problem-solving learning model, Inquiry or group investigation.

## 1 INTRODUCTION

Referring to the results of international surveys, the quality of education in Indonesia is still ranked 64th out of 120 countries, this data is reported from the annual report of UNESCO Education for All Global Monitoring Report 2012, while based on data obtained from the education development index, EDI Indonesia ranks 69th out of 127 countries in 2011. The high or low quality of human resources in education can be seen from the high or low learning outcomes. Learning outcomes point to learning achievement, while student learning achievement is an indicator of the extent and degree of student behavior change (Hamalik, 2010).

Reality shows that student learning outcomes are not always good and do not match what Coveted, as seen in the average score of national examinations on economic subjects of State Senior High School in Bandung during the last three years experiencing fluctuations. In the academic year 2014/2015 the average value of national exam on economic subjects increased and in the academic year 2015/2016, there was a significant drop in the average score of national examinations on economic subjects.

This condition indicates that the value of national exam on economic subjects of State Senior High School in Bandung is still low, which means that students in following the learning process have not been able to achieve the established competencies. Several factors influence student's learning process one of them is an internal factor that is learning motivation.

Syah (2010) explains that motivational factors are divided into two parts: intrinsic motivation and extrinsic motivation. Yau Hon-keung, et al (2012) explains that there are three factors that influence one's motivation is curiosity, goal, and external regulation. While Katz (in Zoabi, 2012) suggests that there are two factors that affect one's motivation of self-esteem and psychological need for achievement and success. Of the factors that influence the motivation, suspected factor curiosity and self-esteem is a factor that affects motivation. Bandura (in Dahar, 2011) explains that every learning process related to social learning occurs in several instances, one of which is the motivation phase. One's motivation is influenced by curiosity and self-esteem (Yau Hon-Keung, et.al.2012; Katz (in Zoabi, 2012).

Berlyne (1954) suggests that curiosity causes an increase in perception and curiosity is the main fruit

of knowledge. So it can be concluded that curiosity is a very central thing in the development of thought and knowledge so as to generate the motivation to learn something high. Then Coopersmith (in Mruk 2006) states that self-esteem is an individualized evaluation and habits of self-regarded primarily about acceptance or rejection and an indication of the magnitude of individual beliefs in their abilities, meanings, successes, and rewards. So it can be concluded under the self-esteem becomes a factor that can affect one's motivation through internal himself. Therefore this research is aimed to know: Influence of curiosity to motivation and result of student learning; the influence of self-esteem on students' learning motivation on economic subjects, and the influence of learning motivation on student learning outcomes

## 2 METHODS

Objects in this study are the results of learning, curiosity, self-esteem, and motivation to learn. Subjects in this study are students of class XI Social Science State Senior High School in Bandung City Year 2016/2017. The method used explanatory survey. The population of 1,771 students, using simple random sampling and proportional random sampling technique, obtained a sample of 326 students. Data collection in the study was done by Cuisinart, and data analysis using path analysis technique.

## 3 RESULTS AND DISCUSSION

### 3.1 Research Result

#### 3.1.1 Sub-structure 1 Effect of Curiosity and Self-Esteem on Learning Motivation

Based on the result of data processing, we get the regression coefficient model and Sub-structures 1 coefficient

$$X3 = 0,410X1 + 0,559X2 + 0,233 ei$$

Based on hypothesis test result, the coefficient value of curiosity variable path to learning motivation variable with t value counted 11,959 > T Table of 1.649 with a significance value of 0,000 < 0.05 then Ho rejected and Ha accepted, meaning that the coefficient of variable path curiosity to the variable of

learning motivation can be stated significant. So it can be concluded that the variable curiosity affects the motivation variable. Then, based on the hypothesis test results also obtained the coefficient value of the self-esteem variable path to the variable of learning motivation with the value of t arithmetic of 16.299 > T Table of 1.649 with a significance value of 0,000 < 0.05 then H0 rejected and Ha accepted, meaning that the coefficient of self-esteem variable path to the variable of learning motivation can be stated significant. So it can be concluded that the variable self-esteem effect on student motivation variable.

#### 3.1.2 Sub-structure 2 the Effect of Curiosity, Self-Esteem, and Motivation Learning on Learning Outcomes

Based on the results of data processing, obtained a model of regression coefficient and coefficient of Sub-structure 2:

$$Y = 0.181X1 - 0,215X2 + 0,114X3 + 0,965ei$$

Based on hypothesis test result, the coefficient value of curiosity variable path to learning result variable with t count value 2,161 > T Table of 1.649 with a significance value of 0.031 < 0.05 then H0 is rejected and Ha accepted, meaning that the coefficient of variable path curiosity to learning result variable can be stated significant. So it can be concluded that the variable curiosity effect on student learning outcomes on economic subjects.

Furthermore, the coefficient value of the self-esteem variable path to the learning result variable with the value of t arithmetic of  $|2.281| > T$  Table of 1.649 with a significance value of 0.023 < 0.05 then H0 is rejected and Ha accepted, meaning that the coefficient of self-esteem variable path to learning result variable can be stated significant. So it can be concluded that the variable self-esteem effect on student learning outcomes on economic subjects but has a negative relationship.

It was concluded that the variable of learning motivation had no effect on student result variable on economic subjects.

#### 3.1.3 Results in Sub-structure 2 Effect of Curiosity and Self-Esteem on Learning Outcomes after Trimming

Sub-structure 2 sub-structural analysis after trimming was used to improve the influence model of curiosity and self-esteem on the learning outcomes of students of class XI social studies at State Senior High School

in Bandung. Based on the results of data processing, obtained a model of regression coefficient and coefficient of Sub-structure 2:

$$Y = 0.228X_1 - 0.152X_2 + 0.968e_i$$

Based on hypothesis test result, the coefficient value of curiosity variable path to learning result variable with t value count  $3.264 > T$  Table of 1.649 with a significance value of  $0.001 < 0.05$  then  $H_0$  is rejected and  $H_a$  accepted, meaning that the coefficient of variable path curiosity to learning result variable can be stated significant. So it can be concluded that the variable curiosity effect on student learning outcomes on economic subjects.

Furthermore, also obtained the coefficient value of self-esteem variable path to learning result variable with t value counted  $|2.168| > T$  Table of 1.649 with a significance value of  $0.031 < 0.05$  then  $H_0$  is rejected and  $H_a$  accepted, meaning that the coefficient of self-esteem variable path to learning result variable can be stated significant. So it can be concluded that the variable self-esteem effect on student learning outcomes on economic subjects but has a negative relationship.

Based on data analysis of sub-structure model 1 and sub-structure model 2, it is known that direct and indirect influence, as shown in Table 1.

Table 1: The decomposition of influence of intervals.

Influence of variables	Causal Influences		Total
	Direct	Indirect	
$X_1$ to $X_3$	0,410	-	0,410
$X_2$ to $X_3$	0,559	-	0,559
$X_1$ to $Y$	0,228	$(0,410 \times 0,114) = 0,047$	0,275
Influence between variable	Causal Influences		Total
	Direct	Indirect (by $X_3$ )	
$X_2$ to $Y$	-0,152	$(0,559 \times 0,114) = 0,064$	-0,088
$X_3$ to $Y$	0,114	-	0,114

Based on Table 18 it is known that the direct effect of  $X_1$  to  $X_3$  is 0.410, whereas for direct effect  $X_2$  to  $X_3$  is 0,559. For  $X_1$  to  $Y$  its direct effect is 0.228 while its indirect effect is 0,047 so its total influence is 0,275. For  $X_2$  to  $Y$  its direct effect is -0.152 while its indirect effect is 0,064 so its total influence is -0,088. For  $X_3$  to  $Y$  its direct effect is 0.114.

### 3.2 Discussion

The results of research and hypothesis testing known that simultaneously independent variables affect the dependent variable, this is indicated by the value of Fcount of 531,169 and FTable 1,200 (with significant level &  $\alpha = 0.05$ ). Thus, since F count is greater than F Table, it means has is accepted and  $H_0$  is rejected. This shows that curiosity and self-esteem influence simultaneously to student's learning motivation on economic subjects.

Furthermore, from the research results can be seen that the partial variable curiosity and self-esteem influence on student learning motivation on economic subjects. Curiosity is a curiosity that comes from within a person. Curiosity encourages how one sees or experiences something that will motivate them to keep searching for information. As Zelick expresses (in Yau Hon-ken et al., 2012) that curiosity is defined as the intrinsic desire to know, to see, or to experience something, which motivates. (Ardiyanto in Puspitasari et al, 2015) reveals that curiosity will make students become active thinkers, active observers so that the situation will motivate students to learn more deeply that they do not know and negate the boredom to keep learning.

From the above expression confirms that with good curiosity will also from a good learning motivation. Based on the results of research and hypothesis testing, it can be seen that the curiosity owned by the students of class XI Social Studies in state Senior High School as Bandung influence on students' learning motivation on economic subjects and have a positive relationship.

The results of this study are in line with research conducted by Yau Hon-keung, et.al (2012) in Hongkong Education stating that curiosity has a significant relationship with intrinsic motivation. Self-Esteem is a view or an assessment of oneself. Self-Esteem has an excellent influence on one's learning motivation. Harter (in Novarindhini & Latifah, 2012) states that the element that can build a child's self-esteem is a motivation, whether intrinsic or extrinsic. More Novarindhini Latifah (2012) reveals that the better one's self-esteem will form a good motivation as well.

Based on the results of research and hypothesis testing, it can be seen that self-esteem owned by students of class XI Social Studies in state Senior High School as Bandung influence on students' learning motivation on economic subjects and have a positive relationship. The results of this study are in line with research conducted by Novariandhini Latifah (2012) which states that self-esteem has a

positive and significant relationship with students' learning motivation. This is because respondents have self-esteem and learning motivation in the medium category.

From the results of this study, learning motivation can be explained by curiosity and self-esteem variables of 76.7% and the rest of 23.3% influenced by other factors that are not in the research model. Based on the results of research and hypothesis testing known that simultaneously independent variables affect the dependent variable, it is shown with the value of F count of 3.897 and F Table 1,200 (with significant level & alpha = 0.05). Thus, since Fh count is greater than F Table, it means Ha is accepted and Ho is rejected.

This shows that curiosity, self-esteem, and learning motivation simultaneously affect student learning outcomes on economic subjects. Furthermore from the research results can be seen that the partial variable curiosity and self-esteem influence on student learning outcomes on economic subjects, while the motivation to learn does not affect student learning outcomes on economic subjects. Curiosity is one of the internal factors that can affect the high-low student learning outcomes. Puspitasari, et al (2015) revealed that with good curiosity, it will have an impact on student learning outcomes.

#### 4 CONCLUSIONS

Curiosity affects the students' motivation and learning outcomes, the higher the curiosity and self-esteem the more motivation and student learning outcomes will be higher. While self-esteem has a positive effect on learning motivation and negatively affect the learning outcomes, meaning that the higher self-esteem the lower the learning outcomes. Motivation to learn no effect on student learning outcomes, meaning that maximal learning motivation may not necessarily reflect high learning outcomes. This can happen because there are other factors that have a greater effect on student learning outcomes.

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