

The Influence of Korean Pop (K-Pop) Culture on Learning Motivation of Senior High School Students in Tulungagung Regency

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Abstract

The research aims are: (1) to determine level interest of senior high school students in Tulungagung Regency in Korean Pop (K-Pop) culture; (2) to determine level the learning motivation of senior high school students in Tulungagung Regency; (3) to determine the effect of the influx of K-Pop culture on the learning motivation of senior high school students in Tulungagung Regency. Research using quantitative descriptive with regression analysis technique. Sampling techniques using Simple Random Sampling were used in each school with a total sample of 187 students. Analysis techniques used are descriptive analysis techniques, prerequisite analysis tests, and hypothesis testing with Pearson Product Moment correlation through the help of IBM SPSS 20. Results of this research are: (1) the interest of senior high school students in Tulungagung Regency towards K-Pop culture is in high category; (2) the learning motivation of senior high school students in Tulungagung Regency is in high category; (3) there is a significant positive influence between K-Pop culture on the learning motivation of senior high school students in Tulungagung Regency.

Keywords: K-Pop culture; learning motivation; students

1. Introduction

Motivation is an important factor that influences the success of students in school (Saptono, 2016). So learning motivation is an important part and crucial in the implementation of the education process in schools. Learning motivation is the whole force of motion that comes from within or outside the learner that gives rise to learning activities, which ensures the continuity of these learning activities and also provides direction to learning activities so that the goals to be achieved by the learning subject can be achieved (Sardiman, 2018). Learning motivation is something that needs to be considered and also observed so that the implementation of teaching and learning activities can run and be carried out optimally. Because learning motivation encourages for students to be enthusiastic in seeking knowledge and vice versa, the lack of learning motivation will cause the spirit of learning to disappear and if this continues to happen it will have an impact on student learning outcomes (Nurmala, et al., 2014).

Learning motivation is an important responsibility for schools, which through motivation is used as a support for students in the success of the learning process at school. The role of motivation doesn't only come from within learners but requires encouragement as a driver or encouragement that plays a role in providing support for the successful implementation of learner learning. The encouragement or drive can come from within students or come from outside students. The existence of learning motivation will certainly have its own impact on the spirit of learning possessed by students (Rohaliya & Kuntari, 2023).

Of course, this is also related to the achievement of learning outcomes, if students have low learning motivation, it will undoubtedly affect the process of learning activities in the classroom, resulting in low learning outcomes and turning their aspirations into mere fantasies (Khuangga, 2021). As mentioned in the research conducted by Hayati (2021) in one of the State Senior High Schools (SMA) in Tulungagung Regency, namely SMAN 1 Boyolangu, the results show that the level of student learning motivation is still in the low category, the low level of student learning motivation is caused by the learning method applied by the teacher is monotonous or less varied, and only centered on the teacher, so that it gives a boring impression to students. The low level of motivation of students to learn is certainly a problem for schools, especially if this low motivation has an impact on the achievement of learning outcomes. So, based on this research, efforts are needed for the school or for the students themselves to be able to increase their learning motivation.

Along with the continued development of the era of technology and communication as a form of globalization in Indonesia brings various influences, especially in the world of education itself. The entry of various forms and also the variety of foreign cultures will also indirectly influence the popular culture that develops in Indonesia. One of the influences of the entry of globalization is the entry of foreign cultures that bring influence to a country. The foreign culture is Korean Pop (K-Pop) culture. The entry of K-Pop culture began with the Korean Wave buzz, which is defined as a term for the spread of K-Pop culture in various parts of the world, including Indonesia. This Korean Wave is a term given to the activity of spreading Korean pop culture that has spread in various countries in the world globally since the 1900s (Rohaliya & Kuntari, 2023). The entry of Korean Wave in Indonesia brings a new buzz, especially related to popular pop culture that attracts interest among the nation's young people. Korean Wave that is present in Indonesia can be in the form of lifestyle, fashion, drama, or music. The Korean Wave that is currently the latest trend and the center of attention and interest among Indonesians is the world of Korean pop music (Aisyah & Nasution, 2021). The type of music that is trending and in demand is called Korean Pop (K-Pop).

K-Pop stands for Korean Pop or pop music originating from South Korea. K-Pop is defined as a culture in the form of music, songs, and also dance or dance performed by someone called an idol, be it a boy band, girl band, or solo (Yenti, et al., 2022). Along with the continued development of the digital world and the ease for everyone to access the internet, this provides an opportunity for K-Pop to be recognized by many people. This is evidenced by the increasing number of fans from various ages, and even many K-Pop fans have created communities on various social media tailored to the idols they love (Zakiyah, et al., 2022). The entry of K-Pop culture is followed by more and more famous artists and music groups that are able to penetrate the world music market and spread widely to various countries in the world. K-Pop has become a very popular culture even since the 2000s until now. With the enormous influence of the arrival of K-Pop into the domestic market such as Indonesia today, it has caused various young people who are still in school age to be interested and fond of the culture.

If connected to the world of education, the entry of globalization has its own impact, which has a positive impact and also has a negative impact. K-Pop culture is included in the type of popular culture that is currently trending and is in great demand among the nation's youth. The entry of popular culture will certainly have a direct or indirect effect on everyday life. Moreover, enthusiasts of popular culture are dominated by young people who are still in school, of course this will have its own impact, both negative and positive impacts on the

implementation of the world of education. Based on research conducted by the Korean Culture and Information Service (KOCIS) in Juwita (2018), it is stated that more than 66% of K-Pop culture fans come from adolescence and early adulthood, namely 15-20 years old, followed by 18% of K-Pop fans are in the 30s, 8% are in the 40s, 6% are in the 50s, and 2% of K-Pop fans are over 60 years old. This is also supported by the demographic results conducted by Almada, et al. (2021) showing that the percentage of K-Pop fans in Indonesia is dominated by women with a total percentage of 92.1%. This is in line with the opinion of Widjaja & Ali (2015), which states that early adulthood is the time when a person's love for their idol begins. This proves that students who are in adolescence towards early adulthood have a tendency to be interested and like the cultural diversity that is displayed, both the nation's own culture and other cultures as a result of the impact of globalization, one of which is K-Pop culture.

K-Pop culture that enters the lives of students certainly has its own influence felt by students. This love and high interest in K-Pop culture will provide its own impetus for students to increase their learning motivation. The love and love for K-Pop idols can provide encouragement for fans to follow and imitate positive things that are exemplified. One aspect of K-Pop culture that has an impact on learning motivation is the dedication and success achieved by K-Pop idols, through which fans learn about hard work, dedication, and also perseverance in carrying out activities to achieve their aspired goals (Jung, et al., 2019). This is in line with research conducted by Rohaliya & Kuntari (2023) which states that through the love of K-Pop culture among fans, it gives them the tendency to participate in learning foreign languages such as English and Korean, besides that it is supported by the motivation of the K-Pop idols they love, making fans motivated to continue to hone and develop their ability to learn foreign languages, the purpose of learning foreign languages is done by fans to be able to understand what their idols say. Another thing is also stated in the research of Supriyatin et al. (2023) which states that K-Pop has a positive impact by providing enthusiasm for life so that it provides motivation for students to continue their enthusiasm for learning, and motivates them to work harder in studying so that one day they can continue their education or study abroad. The various encouragements generated and obtained through the existence of K-Pop culture certainly have their own impact in increasing students' learning motivation. Therefore, from some of these encouragements can also produce encouragement that has a positive impact or vice versa in the form of a negative impact, this is of course a separate issue of how each student responds to the influence of the K-Pop culture.

Based on this background, the researcher is interested in conducting research related to the research title, namely "The Influence of Korean Pop (K-Pop) Culture on Learning Motivation of Senior High School Students in Tulungagung Regency".

2. Method

This research uses a quantitative approach method with descriptive research design. The analysis technique used in this study uses regression analysis techniques. Descriptive quantitative is a type of research that is used as a form to determine the value of an independent variable, either one variable or more without making comparisons, or connecting it to other variables (Sugiyono, 2018). Meanwhile, regression analysis is one type of analysis in quantitative research that is used to obtain a relationship or influence, either positive or negative, from the research variables, namely the dependent variable and the independent variable (Nawawi et al., 2021). This regression analysis is carried out to obtain the research objectives, namely to determine whether or not there is an influence between Korean Pop (K-

Pop) culture on student learning motivation in senior high schools in Tulungagung Regency. The population in this study were grade X students in senior high schools in Tulungagung Regency, with the criteria that students have an interest or are interested in K-Pop culture. The selection of the population of students in class X was carried out by researchers through the calculation of the results of a questionnaire on the level of students' liking for K-Pop culture conducted at one of the Senior High Schools in Tulungagung Regency. The total population in this study was 350 students. The sampling technique used the Simple Random Sampling technique. This is done by researchers by taking the number of samples randomly without involving certain strata in the population. After calculating with the Slovin formula, the number of samples in this study was 187 students.

The research instrument was carried out using the help of a questionnaire with Google Form media as a tool. Instrument making is carried out with reference to the Likert scale with 5 alternative answers. The calculation of the validity of the instrument was carried out using the Pearson Correlation Product Moment technique with the help of data processing using SPSS 20. The validity test of a research instrument can be said to be valid if $R_{hitung} > R_{tabel}$ with a significant level determined at 0,05, namely R_{tabel} 0,325 with $N = 35$. Based on the results of the validity test of the research instrument variable X (K-Pop culture) there are 21 valid statement items and 2 invalid statement items, while in variable Y (learning motivation) there are 21 valid statement items and 6 invalid statement items. The next stage is the reliability test carried out on valid statement items for each variable. The Crombach's Alpha value on the research instrument is known to be $0,894 > 0,600$ for variable X (K-Pop culture) and $0,838 > 0,600$ for variable Y (learning motivation). Based on this, it can be said that the research instruments are valid and reliable. The data analysis technique in this study used descriptive statistical analysis, classical assumption test, and hypothesis testing. In the research, data analysis was carried out with the help of the IBM SPSS Statistic 20 program.

3. Results and Discussion

3.1 Result

Description Data of K-Pop Culture

The description of data related to students' interest in K-Pop culture is obtained through the results of a questionnaire submitted to 187 respondents from 11 senior high schools in Tulungagung Regency. Description of K-Pop culture interval class data can be seen in Table 1 below:

Table 1. Interval Class Criteria for K-Pop Culture (X)

Interval Class	Category	Frequency	Percentage
$\geq 89 - 105$	Vey High	88	47%
72 - 88	High	92	49%
55 - 71	Medium	7	4%
38 - 54	Low	0	0%
$\leq 21 - 37$	Very Low	0	0%
Total		187	100%

Source: SPSS Output Results (2024)

Based on the results of Table 1, it is known that 187 respondents, 88 respondents or 47% stated that K-Pop culture was in the very high category, 92 respondents or 49% stated that K-Pop culture was in the high category, 7 respondents or 4% stated that K-Pop culture was in the medium category, and 0 respondents for the low and very low categories. Furthermore, the mean value obtained from the K-Pop culture variable of 87,28 is in the interval value range 72-88 with a high category. So based on the data exposure and the results above, it can be concluded that students' interest in K-Pop culture in senior high schools in Tulungagung Regency according to respondents is in the high category. The following descriptive analysis results of K-Pop culture are presented in the form of a bar chart in Figure 1.

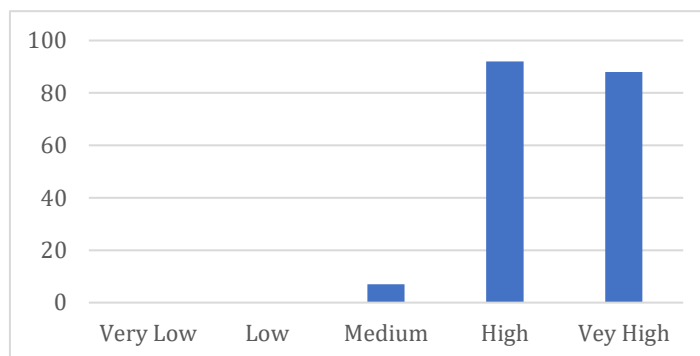


Figure 1. Results of Descriptive Analysis of K-Pop Culture Variables (X)

Description Data of Learning Motivation Students

The description of data related to learning motivation students is obtained through the results of a questionnaire submitted to 187 respondents from 11 senior high schools in Tulungagung Regency. The data description of the learning motivation interval class can be seen in Table 2 below:

Table 2. Interval Class Criteria for Learning Motivation (Y)

Interval Class	Category	Frequency	Percentage
≥ 89 - 105	Very High	101	54%
72 - 88	High	84	45%
55 - 71	Medium	2	1%
38 - 54	Low	0	0%
≤ 21 - 37	Very Low	0	0%
Total		187	100%

Source: SPSS Output Results (2024)

Based on the results of Table 2, it is known that 187 respondents, 101 respondents or 54% stated that learning motivation was in the very high category, 84 respondents or 45% stated that learning motivation was in the high category, 2 respondents or 1% stated that learning motivation was in the medium category, and 0 respondents for the low and very low categories. Furthermore, the mean value obtained from the learning motivation variable of 88,55 is in the interval value range of 72-88 with a high category. So based on the data exposure and the results above, it can be concluded that learning motivation in senior high schools in Tulungagung Regency according to respondents is in the high category. The following

descriptive analysis results of learning motivation are presented in the form of a bar chart in Figure 2.

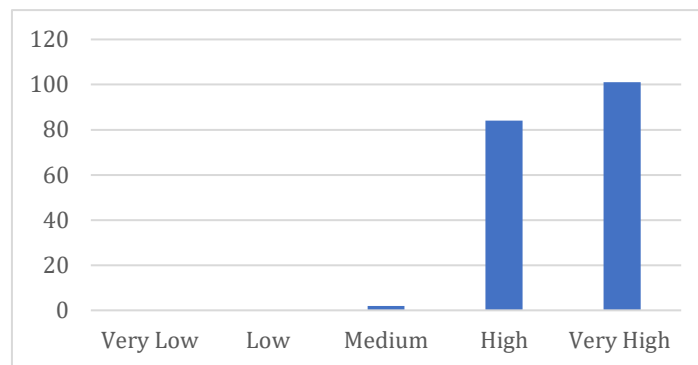


Figure 2. Results of Descriptive Analysis of Learning Motivation Variables (Y)

Classical Assumption Testing

Assumption testing in this study was carried out using normality test, linearity test, and heteroscedasticity test. The three types of assumption tests are used as requirements in carrying out parametric statistical analysis tests. Normality testing in this research data was carried out using the Kolmogorov-Smirnov test and processed with the help of the SPSS Statistic 20 application. Research data can be said to be normally distributed if it has a significance result above 0.05. The following are the results of the normality test calculation as shown in Table 3.

Table 3. Normality Test Calculation Results

		K-Pop Culture	Learning Motivation
N		187	187
Normal Parameters ^{a,b}	Mean	87.28	88.55
	Std. Deviation	9.145	7.717
	Absolute	.068	.084
Most Extreme Differences	Positive	.043	.059
	Negative	-.068	-.084
Kolmogorov-Smirnov Z		.932	1.154
Asymp. Sig. (2-tailed)		.351	.139

Source: SPSS Output Results (2024)

Based on Table 3, it can be seen that the significance value of the K-Pop culture variable (X) is $0,351 > 0,05$. Then the significance value of the learning motivation variable (Y) is $0,139 > 0,05$, so it can be concluded that this research data is normally distributed.

The second test is the linearity test as a requirement to determine whether each independent variable and also the dependent variable used as predictors in the regression analysis have met the assumption of linearity in order to be analyzed with a regression model or not. The management of the linearity test in this study was carried out using SPSS Statistic 20. Research data can be said to be linear if the significance value is > 0.05 . The following linearity test results can be seen in Table 4.

Table 4. Linearity Test Calculation Results

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Learning Motivation	Between Groups	(Combine) Linearity	5633.121	39	144.439	3.901	.000
* K-Pop Culture		Deviation from Linearity	3896.817	1	3896.817	105.239	.000
			1736.304	38	45.692	1.234	.189
	Within Groups		5443.146	147	37.028		
	Total		11076.267	186			

Source: SPSS Output Results (2024)

Based on Table 4, it can be seen that the results of the linearity test on the two variables, namely variable X (K-Pop Culture) and variable Y (Learning Motivation) are $0,189 > 0,05$, it can be concluded that there is a linear relationship between K-Pop culture and learning motivation.

The next test is the heteroscedasticity test. The management of the heteroscedasticity test is carried out using the Spearman's Rho correlation coefficient test technique, which is carried out by correlating the independent variables with the research residuals. If the significance value between the dependent variable and the residual is more than $0,05$, the research data can be said to have no heteroscedasticity problem. The following heteroscedasticity test results can be seen in Table 5.

Table 5. Spearman's Rho Heteroscedasticity Test Calculation Results

			K-Pop Culture	Unstandardized Residual
Spearman's rho	K-Pop Culture	Correlation Coefficient	1.000	.014
		Sig. (2-tailed)	.	.850
		N	187	187
	Unstandardized Residual	Correlation Coefficient	.014	1.000
		Sig. (2-tailed)	.850	.
		N	187	187

Source: SPSS Output Results (2024)

Based on the results of Table 5, it can be seen that the results of the heteroscedasticity test using the Spearman's Rho test, show the results of the significance value of the independent variable, namely K-Pop culture, of $0,850 > 0,05$. So it can be concluded that the results of the heteroscedasticity test using the Spearman's Rho test did not find any heteroscedasticity problems.

Hypothesis Testing

Hypothesis testing is carried out as proof of the truth of the hypothesis or research conjecture which is still temporary. The implementation of this hypothesis test was carried out using the Pearson Product Moment correlation test, simple linear regression, and the coefficient of determination. The following are the results of the research hypothesis test.

Pearson Product Moment Correlation Test

Pearson's Product Moment correlation analysis is used to determine or see the degree of linear relationship between the two variables studied in the research This correlation

analysis management was carried out using the help of IBM SPSS 20. This analysis aims to determine the relationship or influence between K-Pop culture (X) on student learning motivation (Y). The results of the Pearson Product Moment correlation test can be seen in Table 6.

Table 6. Pearson Product Moment Correlation Test Calculation Results

		Correlations	
		Budaya K-Pop	Motivasi Belajar
Budaya K-Pop	Pearson Correlation	1	.593**
	Sig. (2-tailed)		.000
	N	187	187
Motivasi Belajar	Pearson Correlation	.593**	1
	Sig. (2-tailed)	.000	
	N	187	187

Source: SPSS Output Results (2024)

Based on the results of the hypothesis calculation with the Pearson Product Moment correlation test in Table 6, the significance value is $0,000 < 0,05$, and the Pearson Correlation value is 0,593 which means that there is a fairly strong level of correlation or influence between the K-Pop culture variable and learning motivation. So the research hypothesis, namely H1 is accepted, so it can be concluded that overall there is an influence between K-Pop culture on student learning motivation in senior high schools in Tulungagung Regency, besides that the two research variables have a positive relationship because the Pearson Correlation value is positive.

Simple Linear Regression Test

This simple linear regression test is conducted to determine whether or not there is an influence of the independent variable, namely K-Pop culture (X) on the dependent variable, namely student learning motivation (Y). The management of simple linear regression tests in this study was carried out using the help of SPSS Statistic 20. The results of the simple linear regression equation can be seen in Table 7.

Table 7. Simple Linear Regression Test Calculation Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	44.865	4.383		10.235	.000
1 K-Pop Culture	.501	.050	.593	10.021	.000

Source: SPSS Output Results (2024)

Based on the simple linear regression test results from Table 7, the significance result between the K-Pop culture variable and learning motivation is $0,000 < 0,05$, so it can be interpreted that there is an influence between the K-Pop culture variable (X) on the learning motivation variable (Y). With the results of the linear regression equation, the constant value (α) of 44,865 shows the meaning that the consistent value of the dependent variable of learning motivation is 44,865. And the regression coefficient value on the K-Pop culture variable (X) of 0,501 with a positive value indicates that every 1% increase in the value of the K-Pop culture variable (X), the value of the learning motivation variable will increase by 0,501.

The regression coefficient is positive, indicating that the direction of the influence of variable X on variable Y is positive.

Coefficient of Determination (R²)

The coefficient of determination (R Square) is used to measure the percentage of influence between the independent or independent variables on the dependent or dependent variable in the form of percent units in the regression model of a study. The results of the coefficient of determination test in this study can be seen in Table 8.

Table 8. Coefficient of Determination Test Calculation Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593 ^a	.352	.348	6.230

Source: SPSS Output Results (2024)

Based on the results of coefficient determination (R²) test in Table 8, it can be seen that the R² (R Square) value shows a result of 0,352 or 35,2%. This shows that K-Pop culture has an influence of 35,2% on student learning motivation. Meanwhile, the rest is influenced by other variables not examined in this study.

3.2 Discussion

Korean Pop (K-Pop) culture that is present and growing among teenagers today continues to experience rapid development. The rapid development among teenagers is due to the influence of globalization and advances in technology, making it easier for people to access this culture. K-Pop culture is a famous culture originating from South Korea which is growing rapidly and has become a culture that is in demand and favored by various age groups due to the style of music and dance it presents. The popularity of K-Pop culture of course also spread among teenagers who are in school age, causing the number of K-Pop fans to continue to increase until it became the latest trend among young people. Based on the research results listed in the descriptive analysis, the results show that the level of interest of students in K-Pop culture in senior high schools in Tulungagung Regency is included in the high category. In addition, it is proven that out of 187 respondents, it is known that 92 respondents (49%) stated that K-Pop culture interest was in the high category. As a description of data related to respondents, it is known that 180 respondents are female, and the remaining 7 respondents are male. The reason for the dominance of K-Pop fans among women is because K-Pop culture more often emphasizes attractive visual aspects, such as clothing styles, make-up styles and attractive idol displays. In addition, many K-Pop idols create personalities or characters that are able to captivate fans with a positive and romantic image. Supported by the demographic results carried out by Almaida, et al. (2021) stated that the percentage of K-Pop fans in Indonesia is dominated by women with a total percentage of 92,1%. So it can be concluded that the level of interest of students in K-Pop culture in senior high schools in Tulungagung Regency is in the high category and is dominated by women.

The results of this study show that the level of interest of students in K-Pop culture is measured through 5 sub variables starting from the highest to the lowest order, namely: (1) role model, (2) attractiveness, (3) love for K-Pop culture, (4) knowledge and consumerism, and (5) imitation. Of the five sub variables, the role model or role model sub variable shows the

highest level. This means that students in senior high schools in Tulungagung Regency make K-Pop a role model or role model who is able to provide changes in behavior or actions and even attitudes. Changes in behavior or actions to changes in attitude can occur because of the real example or example set by the K-Pop idol figure favored by students. In line with research conducted by Amalia & Tranggono (2022), it is stated that changes in the attitude or behavior of fans can occur due to the existence of idol artist figures who are used as role models to be imitated, where imitation occurs a lot among teenagers, which is their age of self-discovery.

The second is the attractiveness of K-Pop culture. Students in senior high schools in Tulungagung Regency believe that the attractiveness presented or displayed by K-Pop culture is in the high category and is able to attract their interest to get to know more deeply. The attractiveness of K-Pop culture can be seen in several aspects such as cultural displays in the form of fashion, songs, music, dances, to the food served. As the results of research from Sakinah, et al. (2022) state that there are key factors that can influence a person to become an enthusiast/fan of K-Pop culture, namely the performance of idols of interest on an attractive stage, songs/music, as well as the visual aspects of idols, the behavior of idols, and also the influence of Korean dramas. In line with the results of research by Almaida, et al. (2021), it is stated that the aspects that underlie a person starting to like K-Pop are due to aspects of idol music and idol visuals, which then continue by exploring and seeking further information related to the idol group that sings the music.

The third is the love of K-Pop culture, which means that students in senior high schools in Tulungagung Regency who are interested in and like K-Pop culture have a high level of cultural love. This high love for K-Pop culture must of course be balanced with an increase in the spirit of nationalism to their own nation. The emergence of feelings of love for this culture is due to feelings of empathy and also high obsession which causes the emergence of fanaticism behavior among fans who are basically teenagers who are still at school age. In line with the results of research by Almaida, et al. (2021) which shows that the higher the level of intensity of a fan in reading, listening, seeing, and even learning about their favorite idols can lead to feelings of empathy and obsession.

Fourth, there is knowledge and consumerism. Students in senior high schools in the district who have a fondness for K-Pop culture have knowledge related to K-Pop culture at a moderate level and consumerism behavior at a low level. Knowledge related to K-Pop culture occurs because of cultural novelty and is supported by easy access for fans to keep up to date related to K-Pop culture. Interest and fondness for K-Pop culture among students occurs due to technological advances that allow students to easily access the K-Pop culture. This is in line with the opinion of Shofa (2017) which states that the existence of various information obtained from social media causes fans to feel more familiar with their favorite idols, starting in terms of idol appearance, body language, idol lifestyle, even to the words conveyed by their idols even though these fans have never visited or even had direct contact with the idols they like.

The fifth is imitation. Students in senior high schools in Tulungagung Regency who like K-Pop culture have a tendency to imitation at a low level. Imitation behavior among these students can be seen from a positive perspective that provides encouragement for individuals to behave. As the opinion of Amalia & Tranggono (2022) states that this imitation behavior can be in the form of learning Korean language activities, following the fashion style of Korean

artists who are popular, trying Korean cuisine, even to the imitation of language styles or speech styles.

The high distribution of K-Pop culture among students can certainly have its own impact, both positive and negative impacts. This impact can certainly be felt by students in learning activities at school. The implementation of learning in schools can be carried out optimally, it is necessary to have learning motivation from the students themselves. Learning motivation is a form of effort or process carried out by students, both those that come from within or those that come from outside students when carrying out certain learning activities that have properties as a driving force in bringing up the spirit of learning (Rohaliya & Kuntari, 2023). This learning motivation has two types including learning motivation that comes from within or intrinsic motivation, and learning motivation that comes from outside students or extrinsic motivation. Both types of learning motivation have their respective roles and functions, so it is important for students to have learning motivation in order to optimize learning activities and become a driving force in providing enthusiasm for learning at school.

Based on the research results listed in the descriptive analysis, it shows that the level of student learning motivation in senior high schools in Tulungagung Regency is in the high category. The motivation of students to learn in this high category is certainly influenced by several factors measured in sub-variables ranging from the highest to the lowest, namely: (1) hopes and ideals in the future, (2) learning situations, (3) interesting activities in learning, (4) encouragement and needs in learning, (5) appreciation in learning, and (6) desire to succeed. Expectations and goals in the future rank highest in the aspects of students' learning motivation. It means that students in senior high schools in Tulungagung Regency have high confidence or hopes and dreams in the future. The desires and hopes possessed by students and supported by the ideals to be achieved make students motivated to try to improve the achievement of learning outcomes when at school optimally. As research conducted by Rahiem (2021) states that the existence of hopes and ideals to be realized in the future can make students more motivated and strive to carry out all means to be used as a support for success and improve the quality of learning such as by improving results or achievements, maximizing the learning process, and diligently doing the assignments given.

The second is the learning situation. The results showed that students in senior high schools in Tulungagung Regency had a learning situation at a high level. A conducive, comfortable, and pleasant learning situation can help students to optimize learning activities whether at school or at home. With this conducive learning situation, students can further increase their concentration on learning so that they are motivated to study hard. Creating a conducive learning situation is an important role for both teachers and schools and parents to help optimize the quality of students' learning. As the opinion of Megawati & Kahar (2017) states that both teachers and parents must continue to establish good relationships and communication so that the implementation of learning can be carried out optimally and students get maximum learning in class.

The third is interesting activities in learning. The results showed that students in senior high schools in Tulungagung Regency had conditions for interesting activities in learning in the high category. Teacher creativity to create an interesting and memorable learning atmosphere for students is the key to the success of growing learning motivation. As Uruk (2021) states, a learning atmosphere that is inserted with interesting activities or games makes the learning

process in the classroom more meaningful, something that is meaningful will continue to be remembered, understood, and appreciated by students.

The fourth is the encouragement and desire of needs in learning. It means that students in senior high schools in Tulungagung Regency have the drive and desire for learning needs in the high category. Students who have encouragement both from within and outside themselves make themselves more enthusiastic and motivated in carrying out learning activities diligently both at school and at home. As Uruk's opinion (2021) states that students who have a high drive and desire for learning needs are able to provide optimal motivation and critical thinking skills, supported by the awareness of students of the desire to achieve success, making students eager to learn more optimally.

Fifth, namely the existence of awards in learning. The results of the study state that the sub-variable of appreciation in learning in students in senior high schools in Tulungagung Regency is in the moderate category. Awards in learning are not only related to the existence of gifts but also from the aspect of verbal statements given by teachers or parents of students can be an encouragement and motivate students to study harder. In line with the opinion of Saptono (2016), it is stated that verbal statements or giving awards in other forms to the success of learning outcomes and good behavior of students are effective actions in increasing students' learning motivation.

The sixth is the desire to succeed. In general, students in senior high schools in Tulungagung Regency have a desire and desire to succeed in the moderate category. Students who have high learning motivation have the belief or desire and desire to succeed in learning. Learners who are motivated to achieve high learning enthusiasm are evidenced by actions and achievements to prove that they are always seen as successful students by the surrounding environment (Muhammad, 2017). The desire of students to succeed in achieving high achievement in learning activities at school is one aspect that causes the emergence of learning motivation. This is also reinforced by Mc Clelland's achievement motivation theory which states that when individuals have a strong need or desire, it can have a motivating impact to direct themselves in order to meet their needs (Andjarwati, 2015). So it can be concluded that it is important for all parties, both the students themselves and education implementers such as teachers, principals, and parents to always provide encouragement and support in order to motivate students to always learn, which of course will have a positive impact on the success of the students themselves.

Learning motivation is the key to successful learning at school, without the motivation to learn from students both from within and from outside the students, of course, it will have an impact and hinder students' learning activities when at school. According to Rohaliya & Kuntari (2023), learning motivation is an important aspect that can encourage students to learn in order to achieve the goals of the learning process. K-Pop culture is a form of motivation that comes from outside students or extrinsic motivation. This is in line with the opinion of Sriyolanda (2022), which states that the motivation obtained from interest in K-Pop culture can have an impact in terms of increasing achievement due to the spirit of learning.

This study was conducted with the aim of being able to determine whether or not there is an influence between K-Pop culture on student learning motivation in State High Schools in Tulungagung Regency. Based on the hypothesis assessment, the significance value is $0,000 < 0,05$, so it can be interpreted that K-Pop culture has a positive effect in providing student

learning motivation. In addition, it is supported by the Pearson Correlation value of 0,593 which means that there is a fairly strong level of correlation or influence between the K-Pop culture variable and learning motivation. This statement is supported by the regression coefficient value of the K-Pop culture variable of 0,501 which is explained that the direction of influence of variable X (K-Pop culture) on variable Y (learning motivation) is positive. In addition, referring to the calculation of the R Square value shows that this K-Pop culture has an influence of 35,2% on the learning motivation of students in senior high schools in Tulungagung Regency and the remaining 64,8% is influenced by other factors not included in this study. The results of this study indicate that there is a significant positive influence between K-Pop culture on student learning motivation in senior high schools in Tulungagung Regency.

The K-Pop culture that is present has the effect of being a means of motivating students to be enthusiastic about learning, where the influence is felt differently by each student. This influence can be in the form of a positive impact or a negative impact. The existence of a significant positive influence between K-Pop culture on student learning motivation in senior high schools in Tulungagung Regency shows that K-Pop culture is able to provide extrinsic motivation in the learning process at school. This is in line with the findings of previous research by Yenti, et al. (2022), which states that the development of K-Pop culture can have a positive impact in the form of increasing enthusiasm and motivating students to learn and achieve. The presence of K-Pop culture as a new culture and interest among students provides an example of how culture has an existence and plays an important role in the world of education. This is in line with research Neprializa's (2015) which states that culture within the scope of the school has its own existence, which plays an important role in efforts to improve the quality of educational institutions, this condition is associated with the culture that is present has a close relationship with the behavior and habits of school residents including students and is used as a means of providing a foundation and direction for learning in schools. Like the K-Pop culture that develops and is present in the scope of the world of education is able to provide positive motivation for students to optimize and provide enthusiasm for learning.

The motivation of students from the influence of K-Pop culture can be caused by the existence of real examples of K-Pop idols who are favored to have achievements and enthusiasm to continue pursuing education even in the midst of busy work and training, through the spirit of struggle from K-Pop idols who are favored to be able to provide motivation for their fans to emulate this positive attitude. This is also stated by the results of Mediatati's research (2019) which states that the way K-Pop idols encourage their fans to achieve higher learning achievements shows that K-Pop culture can have an influence on a person's learning motivation. Thus, it can be concluded that K-Pop culture can have a positive influence in the form of motivating students to be enthusiastic about learning, besides that this K-Pop culture can be an entertaining medium for students when they are tired of learning. However, it is still necessary to divide the time between learning activities and entertainment activities, so that students as students can remain focused on achieving optimal learning results followed by entertainment on the sidelines of these learning activities.

4. Conclusion

Based on the results and discussion, this research can be concluded as follows: (1) students' interest in Korean Pop (K-Pop) culture in senior high schools in Tulungagung

Regency is in the high category; (2) students' learning motivation in senior high schools in Tulungagung Regency is in the high category; and (3) there is a significant positive influence between K-Pop culture on students' learning motivation in senior high schools in Tulungagung Regency.

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