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Improving Motivation to Perform in Learning: A Study of The Influence of Two-Dimensional Media, Interest in Learning and The Value of Hard Work Character

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Abstract. Achievement motivation can be formed, developed and improved through learning. The aim of this research is to reveal the influence and contribution of the independent variable to the dependent variable using associative quantitative methods. The research population was all students of the Indonesian language and literature education study program FKIP Nias University and the sample was drawn by purposive sampling as many as 44 people in semester IV. The data collection instrument was a closed questionnaire and analyzed using inferential statistics using multiple linear regression techniques. The research results reveal that: (1) there is a partially significant influence of two-dimensional learning media ($X1$) on increasing achievement motivation in learning (Y) and every increase in $X1$ of 1.00% will be followed by an increase in Y of 0.728%; (2) there is a partially significant influence on interest in learning ($X2$) on increasing Y and every increase in $X2$ of 1.00% will be followed by an increase in Y of 0.329; (3) there is a partially significant influence of the hard work character value ($X3$) on the increase in Y and every increase in $X3$ of 1.00% will be followed by an increase in Y of 0.627; and (4) there is a significant influence together of the variables $X1$, $X2$, and $X3$ on Y and every increase in $X1$, $X2$, and $X3$ of 1.00% will be followed by an increase in Y of 1,684%. It is recommended for lecturers to use this two-dimensional learning media in organizing learning, arousing and developing interest in learning, and increasing the value of students' hard work character in order to achieve achievement motivation in learning.

Keywoerds: Achievement motivation, media, interest in learning, hard working character

1. Introduction

Achievement motivation in learning is a desire, tendency and strong will to overcome or defeat a challenge from someone to try to achieve success and have a clear goal orientation and activities in learning (Juita et al. 2024; Kristian et al. 2024). Also as encouragement related to achievement, namely mastering, managing the social or physical environment, overcoming obstacles, and maintaining high quality work in learning, competing to exceed the past and outperforming others (Suleman, 2024; Telaumbanua, 2024). It is also defined as effort accompanied by hard work to achieve success which aims to succeed in competence with a measure of excellence and as a driving force within the individual to achieve the highest possible level of achievement, in accordance with what is determined by the individual himself (Alkhawaldeh, 2024; Gea, 2024).

Achievement motivation can also be explained as a positive tendency or desire within an individual which basically has a reaction to a goal that one wants or must achieve in order to complete something, in

order to achieve a standard of success and make efforts with the aim of achieving success in learning (Alsswey et al. 2024). Achievement motivation can also be explained as an individual's need to complete tasks more successfully in order to achieve high achievement in learning (Ibrahim et al. 2024). It is also a specific internal condition and encourages a person's behavior to overcome obstacles, to strive to do something difficult as well and as quickly as possible in learning. This achievement motivation makes achievement a goal in itself, which has a high drive for achievement and generally likes to create risks (Januarti 2024).

The need for achievement is divided into five parts, namely: (1) to complete something difficult, in order to master, use or organize physical targets or ideas in learning; (2) to do as quickly and as well as possible in learning; (3) to overcome obstacles and achieve high standards in learning; (4) to match and surpass others; and (5) to increase self-esteem by successfully honing talents in learning (Nam, 2022; Ziliwu et al. 2023).

This achievement motivation is a need that is acquired and developed from childhood as a result of encouragement and belief in oneself (A et al. 2024; Gulo et al. 2023). From the definitions above, it can be stated that achievement motivation is the drive that exists within an individual to carry out certain activities with maximum effort and overcome existing obstacles and is oriented towards the goal of success in learning. Motivation for achievement in learning is created and developed within individuals through two-dimensional learning media, increasing high interest in learning and forming the hard working character of each individual student, to achieve high and optimal learning outcomes. It is also an encouragement to carry out learning activities, in order to achieve the goals that will be achieved in the future (Tambunan, 2024). Students who have achievement motivation in learning, they are enthusiastic about learning, have a sense of comfort, are serious, earnest and vice versa.

TWO-DIMENSIONAL LEARNING MEDIA

Learning media is a tool used by educators to transfer abstract knowledge into concrete, so that it is easy for students to understand. Just one image from the media can represent a thousand words. There are at least three features of using learning media (Harditya 2023). Firstly, media has the ability to capture, store and display an object or event again. Both media have the ability to reproduce objects or events in various ways according to needs. All three media have the ability to display objects or events that contain meaning. The learning media used by educators in learning will help motivate students to learn (Holly, 2023; Famahato, 2022).

One learning media that is easy to obtain and is not expensive is two-dimensional learning media, namely media which is basically visual media that has length and width. This two-dimensional learning media includes graphics, board-shaped media, and print media whose content appearance is classified as two-dimensional, which is basically visual media that has length and width (Rachmadtullah et al. 2023; Masyarakat, 2022).

Two-dimensional media is media that is often used in learning activities, because apart from its simple form, the price is also quite economical, the materials are easy to obtain, without requiring special equipment and it is easy to place or does not require a large and large space (Wijayanto et al. 2023; Lase 2022). This media includes graphics, board-form media, and print media whose content appearance is classified as two-dimensional. So it can be concluded that two-dimensional learning media is learning media that uses a two-dimensional plane, where this media is used to convey information by using a screen that is length times width (Lase et al. 2020; Abidin et al. 2023).

Various types of two-dimensional media include graphic media consisting of: pictures or photos, sketches, charts, diagrams, graphs, posters, board media. Meanwhile, whiteboard, flannel, bulletin, magnetic board and print media. Graphic media includes visual media with two dimensions, using the visual sense channel and the messages contained are expressed in visual communication symbols. Everything functions to attract attention, clarify the presentation of ideas, illustrate or decorate facts that might be quickly forgotten or ignored if they were not graphic (Rachman, 2024; Lase 2022). Characteristics of two-dimensional media include the appearance of printed objects, including paintings, photographs, textbooks, teacher handbooks, student manuals and work aids; using visual sense reception channels; The contained message is expressed in visual communication symbols, and so on (Putra, 2024;Konseling, 2021).

INTEREST TO LEARN

Students' interest in learning is a tendency and high enthusiasm or a great desire for learning activities and plays a major role in educational success (Nzaramyimana 2021; Halawa 2020).. Interest in learning is an

aspect of personality, which describes the presence of a will, an urge that arises from within the individual or the desire/desire of students accompanied by deliberate attention and activity, which ultimately gives rise to a feeling of pleasure in changing behavior in choosing objects for learning (Lase 2022). This is related to the style of movement that encourages a person or feelings of curiosity to learn something to face or deal with people, activities, objects and experiences stimulated by the activity itself (Harefa et al. 2023). It can be emphasized that student interest in learning means a high inclination and enthusiasm or a great desire for something, in this case, carrying out learning activities.

Students who have a high interest in learning feel attracted or interested in carrying out learning activities, such as being diligent and tenacious in carrying out learning activities, even for a long time, active and creative in carrying out learning activities and completing many and difficult learning tasks. Does not know fatigue or boredom, is happy and engrossed in learning, activities and can be considered as a hobby and part of life (Khasawneh, 2024; Lase 2022). They enjoy learning activities with full passion, enthusiasm, or pleasure in learning. This shows that students' interest in learning is a person's mental inclination towards an object, usually accompanied by feelings of pleasure, therefore they feel there is an interest in something, in this case learning (Smith et al. 2023; Zebua, 2023).

It can be emphasized that students' interest in learning does not arise suddenly or spontaneously, but rather arises as a result of habits when studying. It is a very important factor in supporting the achievement of an effective learning process. All of this will influence and contribute to student learning outcomes (Rashid 2023; Lase et al. 2020). So in the learning process, educators need to generate, develop and further strengthen students' interest in learning, in order to obtain an optimal learning experience (Saha, 2023).

There are various conceptual learning interests of students, namely into three large dimensions. First, personal interest, namely interest that is closely related to attitudes and motivation regarding certain subjects, whether he is happy, interested or not, has a strong drive from within him to master these subjects. Personal interests are identical to students' intrinsic interests, which lead to special interests in social sciences, sports, science, music, literature, computers and so on (Patta, 2024; Halawa, 2019). Second, situational interest, namely interest that leads to student interest, which is unstable and relatively changing, depending on external stimulation factors. For example, a comfortable classroom atmosphere, the teacher's interesting and challenging way of teaching, and encouragement from the family (Guo, 2024). Three, psychological interest, namely interest that is closely related to the existence of an interaction between personal interest and situational interest, which is continuously ongoing (Sukowati, 2024).

If students have sufficient knowledge about the subject, and also have the opportunity to explore it in structured or classroom activities, or personally outside the classroom, and have a high assessment of the subject, then it can be stated that the student has a psychological interest in the subject. these lessons (Sitopu, 2024).

Students' interest in learning can be divided into two types, namely interest that comes from innateness, arises automatically from each individual and is usually influenced by hereditary factors or natural talent. Interest that arises due to influences from outside the individual, this interest is greatly influenced by the environment, encouragement from parents, and habits or customs (Halawa, 2022; Aljermawi et al. 2024).

Based on the direction, students' learning interest is divided into two types, namely: intrinsic interest is interest that is directly related to the activity itself, and this is a more basic interest or genuine interest. For example, someone learns because they are interested in science or because they enjoy reading, not because they want to get praise or awards (Halawa 2022). Then extrinsic interest is interest that is related to the final goal of a particular learning activity and if the goal has been achieved, there is a possibility that interest will disappear, for example someone who studies with the aim of becoming top of the class or passing an exam (Lase et al. 2020; Fitria 2023).

Meanwhile, based on group, students' learning interests are classified into three types. Firstly, voluntary interest is an interest that arises from within the student without any influence from outside. Second, involuntary interest is interest that arises in students due to the influence of situations created by the teacher. The third non-voluntary interest is interest that arises from within students by force or is eliminated (Febrianti, 2022). Based on the understanding above, it can be emphasized that students' interest in learning needs to be developed by each student themselves. Others only strengthen and grow interest or maintain it (Lase et al.

2020). This interest in learning is very influential and makes a huge contribution to motivation for achievement in learning and this will contribute to achieving high learning outcomes (Muhammad et al. 2023).

THE VALUE OF HARD WORK CHARACTER

The character value of hard work is behavior that shows serious effort in learning and overcoming various obstacles experienced (Lase, 2021). Intelligent character education is an effort to educate students so that they can make wise decisions and practice them in everyday life, so that they can make a big and positive contribution to their environment (Nirwana 2018; Famahato 2020). Character is something unique and distinctive, which is the distinguishing element between one nation and another, and is a combination of the characters of all its citizens. In 2010, the Ministry of National Education developed and implemented character building values through operational programs for each educational unit consisting of 18 values, sourced from religion, Pancasila, culture and national education goals. These character values are: (1) religious, (2) honest, (3) tolerance, (4) discipline), (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love of the country, (12) respect for achievements, (13) friendly or communicative, (14) love of peace, (15) likes reading, (16) cares about the environment, (17) social care, and (18) responsibility. Researchers chose the intelligent character value number 5, namely "the character value of hard work" because it is a form of a person's persistence in trying to obtain what they want to achieve (Neviyarni, 2020; Munthe, 2022; Halawa, 2022).

Instilling the value of the character of hard work in each individual is very important to increase achievement motivation in learning, which then has a huge influence and contribution to the achievement of optimal learning outcomes for each student (Lase et al. 2023). Hard work does not mean working until completion and then stopping, the term character in question refers to a big view of the future that must be achieved, in this case achievement motivation in learning, which will produce optimal learning achievement (Lombu, 2023).

The character value of hard work is the characteristic of someone who does not give up easily, accompanied by a strong will to try, in order to achieve their goals and aspirations. Hard work is the ability to devote or exert all your effort and sincerity, your potential, until the end of a business until the goal is achieved (Shivadekar et al. 2023; Lase 2017). The indicators of hard work character education are working sincerely and seriously, working beyond targets, and being productive. Thus, the character of hard work is very influential and makes a huge contribution to increasing achievement motivation in learning, all of which will result in high and optimal learning achievement (Adiyono, 2024; Lase 2020).

Various efforts have been made to increase the achievement motivation of students from various parts of the world, some of which are revealed below. The results of research in Amsterdam concluded that students who have a growth mindset and high goals have higher learning outcomes or achievements and vice versa (Altikulac et al. 2024); In Selangor, Malaysia, it was concluded that students' social achievement was significantly positively correlated with emotional intelligence and achievement motivation and that emotional intelligence had significant predictive power for social achievement (Yang and Yang 2024); in Palembang Indonesia concluded that achievement motivation has a direct influence on athlete performance (Pelatih, 2024); in Arak Iran concluded that adaptability, psychological resilience, and academic achievement motivation, have a direct and significant influence on mental health, and social adaptability, psychological resilience, academic achievement motivation, and mental health, have a significant influence on teacher interaction styles (Esmaeilzadeh et al. 2021).

The results of research at Bojnord Iran concluded that there was a significant difference between the impact of help-seeking training and self-compassion training on academic achievement motivation (Branch and Branch 2024); students who have high learning motivation, have a good achievement index, as many as there are no students who have high motivation and a sufficient achievement index, have high motivation and a good learning achievement index, with the majority being female (Yusuf, 2024); and in Surabaya Indonesia concluded that there was a significant difference between the motivation and learning achievement of students who used the blended learning model and students who used the face-to-face learning model (Rahman et al. 2020). The novelty of this research lies in the implementation of learning which is directly carried out by educators using two-dimensional learning media, generating, developing and increasing interest in learning and awakening intelligent character values in students.

1. 1. Statement of the Problem

Achievement motivation is a positive tendency or desire within an individual, which basically has a reaction to a goal that one wants or must achieve in order to complete something, in order to achieve a standard of success and make efforts with the aim of achieving success in learning. Achievement motivation can be increased through learning using two-dimensional media. This media has the ability to capture, store and display an object or event again, display an object or event again in various ways according to needs, and display objects or events that contain meaning. Interest in learning is a tendency and high enthusiasm or a great desire for learning activities and plays a major role in educational success. Students who have a high interest in learning feel attracted or interested in carrying out learning activities, such as being diligent and tenacious in carrying out learning activities, even for a long time, active and creative in carrying out learning activities and completing many and difficult learning tasks. The character value of hard work is behavior that shows genuine effort in learning and overcoming various obstacles experienced and is the characteristic of someone who does not give up easily, accompanied by a strong will to try, in order to achieve their goals and aspirations. Hard work is the ability to devote or mobilize all one's efforts and sincerity, one's potential, until the end of a task until the goal is achieved, in this case it is the result of learning.

1.2. Purpose of Study

The aim of this research is to see, as follows.
1. To reveal the partially significant influence of two-dimensional learning media (X1) on achievement motivation in learning (Y).
2. To reveal the partially significant influence of interest in learning (X2) on achievement motivation in learning (Y).
3. To reveal the partially significant value of the character of hard work (X3) on achievement motivation in learning (Y).
4. To reveal the jointly significant influence of X1, X2, and X3 on Y.

1.3. Research Questions

The aim of this research is to reveal the following.
1. What is the partial significant influence of two-dimensional learning media (X1) on achievement motivation in learning (Y).
2. What is the partially significant influence of interest in learning (X2) on motivation achievement in learning (Y).
3. What is the partially significant influence of the character value of hard work (X3) on achievement motivation in learning (Y).
4. What is the joint significant influence of X1, X2, and X3 on Y.

1. 4. Hypotheses

Based on the background of the problem and theoretical study above, the formulation of this research problem is formulated in the form of a research hypothesis, as follows.
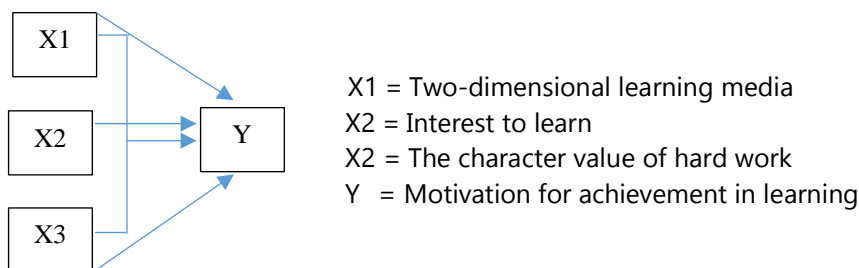1. Ho: There is a partially significant influence of two-dimensional learning media (X1) on achievement motivation in learning (Y).
2. Ho: There is a partially significant influence on interest in learning (X2) on motivation achievement in learning (Y).
3. Ho: There is a partially significant influence on the character value of hard work (X3) achievement motivation in learning (Y).
4. Ho: There is a significant influence together between X1, X2, and X3 on Y.

The aim of this research is to reveal the following.
1. What is the partial significant influence of two-dimensional learning media (X1) on achievement motivation in learning (Y).
2. What is the partially significant influence of interest in learning (X2) on motivation achievement in learning (Y).
3. What is the partially significant influence of the character value of hard work (X3) on achievement motivation in learning (Y).
4. What is the joint significant influence of X1, X2, and X3 on Y.

2. Methodology

This research uses a quantitative method with an associative approach to see the significant influence and contribution of the independent variable to the dependent variable (Lase 2022). There are three independent variables and one dependent variable. The independent variables are: two-dimensional learning media (X1), interest in learning (X2), the character value of hard work (X3) and one dependent variable, namely achievement motivation in learning (Y). The research instrument used to collect data is a closed questionnaire, which is prepared based on the main research problem and the data to be collected. This questionnaire was circulated to a number of respondents as a data source. The research population was all students of the Indonesian Language and Literature Education Study Program, FKIP, Nias University, Gunungsitoli and the sample was drawn using purposive sampling, namely 52 people, namely all fourth semester students as respondents and research targets. Data were analyzed using inferential statistics using multiple linear regression techniques, to answer research questions as proposed by the hypothesis. The framework for this research can be described as follows.

X1 = Two-dimensional learning media
X2 = Interest to learn
X2 = The character value of hard work
Y = Motivation for achievement in learning

Information:

1. There is a partially significant influence on work motivation (X1) on increasing employee performance (Y).
2. There is a partially significant effect of sincerity (X2) on increasing employee performance (Y).
3. There is a partially significant influence of work discipline (X3) on increasing employee performance (Y).
4. There is a partially significant influence of the work environment (X4) on improving employee performance (Y).
5. There is a significant influence together of X1, X2, X3, and X4 on Y.

3. Results and Discussion

3.1. Results

The results of research findings regarding joint and partial contributions and influences: two-dimensional learning media, interest in learning, the value of the character of hard work on achievement motivation in learning, can be seen below.

Table 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,839ª	,702	,665	11,489

a. Predictors: (Constant), Two-dimensional learning media (X1) Interest to learn (X2), The character value of hard work (X3)

In table 1 above, the contribution of the influence of the independent variable on the dependent variable is obtained, namely the variables: two-dimensional learning media (X1), interest in learning (X2), and the character value of hard work (X3) on achievement motivation in learning (Y) of 0.702. R square (R^2) or the square of R, namely the coefficient of determination. This figure is converted into percent, which means the percentage contribution of variables X1, X2, X3 against Y and the R2 value is 72.2, meaning that the percentage contribution of the influence of the independent variables is 72.2%, while the remaining 27.8% is influenced by other variables that have not been studied.

Table 2 ANOVA[a]

	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	8539,091	3	2846,365	21,589	,000[b]
1	Residual	3824,255	29	131,875		
	Total	12363,346	32			

a. Dependent variable: Motivation for achievement in learning (Y)
b. Predictors: (constant), Two-dimensional learning media (X1), Interest to learn
(X2), The character value of hard work (X3)

The data in the table above shows that the results of the ANOVA test (F Test) or regression coefficients together were carried out to test the significance of the influence of several independent variables on the dependent variable, in this case to test the significance of two-dimensional learning media (X1), interest in learning (X2), and the character value of hard work (X3) on achievement motivation in learning (Y). This test is used to find out whether together the independent variables have a significant effect on the dependent variable. To find out, the test uses a significance level of 0.05. The following steps are formulated with a hypothesis.

Ho: Two-dimensional learning media, interest in learning, character values of hard work, overall together do not
    have a significant effect on achievement motivation in learning.
Ha: Two-dimensional learning media, interest in learning, hard work character values, overall together have a
    significant effect on achievement motivation in learning.

Next, the calculated F and F table are determined, namely based on the table above, the calculated F is 21.589 and the F table can be seen in the statistical table at a significance level of 0.05 with df 1 or number of variables-1 = 3, and df 2 is n-k- 1 or 33-3-1 = 30. n is the amount of data and k is the number of independent variables. The results obtained for the F table were 2.922. Test criteria, if calculated F > F table or calculated significance is smaller than 0.05 then Ho is rejected. Conclusion, because the calculated F is greater than the F table (21.589 > 2.922) or the calculated significance is smaller than 0.05 (0.00 < 0.05) then Ho is rejected. So it can be concluded that two-dimensional learning media, interest in learning, the character value of hard work, together have a significant effect on achievement motivation in learning.

Tabel 3 Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-2,143	21,354		-,100	,921
	Two-dimensional learning media (X1)	,728	,345	,336	2,119	,039
	Interest to learn (X2)	-,329	,160	-,275	-2,074	,044
	The character value of hard work (X3)	,627	,155	,698	4,088	,000

a. Dependent Variable: Motivation for achievement in learning (Y)

The test uses a significance level of 0.05 and is 2-sided, and the steps for testing the coefficients of two-dimensional learning media variables and formulating hypotheses are as follows.

Ho: Two-dimensional learning media partially has no significant effect on achievement motivation in learning.
Ha: Two-dimensional learning media partially has a significant effect on achievement motivation in learning.

Next, the t count and t table are determined, that is, based on the data processing above, the t count is 2.119 and the t table is found at a significance of 0.05/2 = 0.25 (2-sided test) with degrees of freedom df = n-k-1 or 33 -3-1 = 29. The results obtained for the t table are 2.045 / -2.045. Test criteria, if t table < t count then Ho is accepted and if t count > t table then Ho is rejected. Make a conclusion, because the calculated t value > t table (2.119 > 2.045) or the calculated significance value is smaller than 0.05 (0.039 < 0.050) then Ho is rejected. So it can be concluded that two-dimensional learning media services partially have a significant effect on achievement motivation in learning. The regression coefficient value of the two-dimensional learning media variable (b1) is positive, namely 0.728. This means that every increase in two-dimensional learning media by 1.00% will be followed by an increase in achievement motivation in learning by 0.728% assuming the other independent variables remain constant.

Testing the coefficient of the variable interest in learning and formulating a hypothesis, as follows.

Ho: Partial interest in learning has no effect on achievement motivation in learning.

Ha: Interest in learning partially influences achievement motivation in learning.

The determination of t count and t table was carried out based on the data processing above and obtained t count of 2.074 and t table of 2.045 / -2.045. Test criteria; if t table < t count then Ho is accepted and if t count > t table or the calculated significance value is smaller than 0.05 then Ho is rejected. Make conclusions; because the calculated t value > t table (2.074 < 2.045) or the calculated significance is smaller than 0.05 (0.047 < 0.050) then Ho is rejected. So it can be concluded that interest in learning partially has a significant effect on achievement motivation in learning. The regression coefficient value of interest in learning (b2) is negative, namely 0.329. This means that every 1.00% increase in interest in learning will be followed by an increase in achievement motivation of 0.329% assuming the other independent variables remain constant.

Testing the coefficient of the hard work character value variable and formulating a hypothesis, as follows.

Ho: The character value of hard work does not partially have a significant effect on achievement motivation in

learning.

Ha: The character value of hard work partially has a significant effect on achievement motivation in learning.

The determination of t count and t table was carried out based on the data processing above and obtained a t count of 4.088 and a t table of 2.045 / 2.045. Test criteria; if t table < t count then Ho is accepted and if t count > t table then Ho is rejected. Make conclusions; because the calculated t value > t table (4.088 > 2.045) or the calculated significance is smaller than 0.05 (0.000 < 0.050) then Ho is rejected. So it can be concluded that the character value of hard work partially has a significant effect on achievement motivation in learning. The regression coefficient value of the variable hard work character value (b3) is positive, namely 0.627. This means that every increase in the value of hard work character by 1.00% will be followed by an increase in honest character by 0.627% assuming the value of other independent variables is constant.

3.2. Discussion

Motivation for achievement in learning needs to be awakened, developed and improved in every student. This is emphasized because no matter how good a lecturer is at teaching in front of the class, if the students do not want to learn, optimal learning results will be difficult to achieve (Adegboyega 2018). On the other hand, no matter how weak a lecturer teaches in front of the class, if students learn as well as possible, then high or even the highest learning outcomes will be easily achieved. The greatness of lecturers in organizing learning does not lie in their greatness in teaching in front of the class, but rather their greatness in making students have high achievement motivation in learning (Lase et al. 2022).

If students learn with high achievement motivation, then learning will be easy to implement. It is emphasized like this because it is the students who learn and not the educators. Educators only help their students to carry out learning activities well (Yilmaz, 2018). Achievement motivation is a positive tendency or desire within an individual, which basically has a reaction to a goal that one wants or must achieve in order to complete something, in order to achieve a standard of success and make efforts with the aim of achieving success in learning (Usman et al. 2021). This condition is a need for students to complete tasks more successfully to achieve high achievement in learning. It is also an internal condition, which specifically will encourage their behavior to overcome obstacles, to strive to do something difficult as well and as quickly as possible in learning (Aljermawi et al. 2024).

Motivation for achievement in learning can be conditioned by educators in students through the learning they organize using two-dimensional media. Just one image from the media used by educators in learning, then it already represents a thousand words conveyed (Lase 2016). The specialty of using two-dimensional learning media lies in students' ability to capture, store and display an object or event again (Lase et al. 2023). Two-dimensional media has the ability to reproduce objects or events in various ways according to needs. Also, two-dimensional media has the ability to display objects or events that contain meaning, so that it really motivates students to excel in carrying out learning activities (Ansary, 2023).

Apart from that, interest in learning needs to be aroused, developed and improved by educators in the learning process. Students' interest in learning is a tendency, enthusiasm, high, strong and great drive to carry out learning activities. This condition needs to be formed and prioritized by educators from the beginning of

learning rather than educators teaching and students being indifferent, indifferent, and not responding to learning. Interest in learning is a large and strong power within individuals to carry out learning activities (Fasya, 2023). Like electricity with various cables, lights and other equipment that have been provided and have been installed properly, this is an example of the system used. However, if there is no power or generator turned on, none of the lights can come on. So the hard work carried out by educators is in vain (Prayitno 2019). However, if the system has been installed properly and the generator or learning power is generated, it will flow current to the lights and other equipment, so that they turn on and finally function. Learning power needs to be awakened first by educators and that power is thinking, feeling, behaving, acting and being responsible until completion (Prayitno 2017). Students who have high learning power feel attracted or interested in carrying out learning activities diligently and tenaciously, and are enthusiastic and able to overcome all the learning problems they experience (Primadi, 2023).

The value of the intelligent character of hard work also really needs to be raised, developed and improved by educators in learning. This is emphasized because the character value of intelligent hard work is behavior that shows genuine effort, loyalty, diligence, enthusiasm, enthusiasm for learning in order to achieve achievement motivation (Prayitno 2019). Smart character education and one of which is the character value of hard work is an effort to educate students so they can make wise decisions and practice them in everyday life, so that they can make a big and positive contribution to their environment.

Researcher chose the intelligent character value number 5, namely "the character value of hard work" among the 18 character values put forward by the Indonesian ministry of national education. The character value of hard work is a form of a person's persistence in trying to obtain what they want to achieve, in this case the motivation for achievement in learning. Instilling the value of the character of hard work in each individual is very important to increase achievement motivation in learning and this will have a huge influence and contribution to students' learning outcomes or achievements (Saragih, 2019; Lase 2022).

The character value of hard work is the strength or learning power that comes from within the individual to carry out learning activities. Hard work does not mean working until the end and then stopping, the term character refers to aiming at a big view of the future that must be achieved, in this case achievement motivation in learning which will produce optimal learning achievement (Prayitno 2015).. The character of hard work is the nature of a person who does not give up easily, accompanied by a strong will in trying to achieve his goals and aspirations (Syapal et al. 2022). Hard work is the ability to devote or exert all one's efforts and sincerity, one's potential until the end of a business until the goal is achieved. The indicators are hard work, working sincerely and seriously, working beyond targets, and being productive.

4. Conclusion

Based on the results of the research and discussion, it can be concluded that: (1) there is a partially significant influence of two-dimensional learning media (X1) on achievement motivation in learning (Y) and every increase in X1 of 1.00% will be followed by an increase in Y of 0.728 %; (2) there is a partially significant influence on interest in learning (X2) on achievement motivation in learning (Y) and every increase in X2 of 1.00% will be followed by an increase in Y of 0.329; (3) there is a partially significant influence on the character value of hard work (X3) on achievement motivation in learning (Y) and every increase in X3 of 1.00% will be followed by an increase in Y of 0.627; and (4) there is a significant joint influence of two-dimensional learning media, interest in learning, the character value of hard work on achievement motivation in learning and every increase in X1, %.

5. Recomendations

All study program lecturers at Nias University are advised to plan and organize learning to use this two-dimensional media. At the beginning of the learning process, students should arouse, develop and increase their interest in learning and also arouse, develop and increase the value of the character of hard work in themselves in order to obtain achievement motivation in learning. For researchers, the results of this research are useful as material for improving the quality of learning and preparing themselves well to become professional lecturers in organizing learning using two-dimensional learning media, increasing interest in learning and awakening the character value of hard work in students.

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