The Determinants of Student Learning Achievement : Case Study in Class X of Bukittinggi Public High School

Dwi Ania Lola, Idris, Yulhendri
[1]Universitas Negeri Padang, Padang, Indonesia, ✉anida0306@gmail.com
[2]Universitas Negeri Padang, Padang, Indonesia, ✉idrisunp@yahoo.com
[3]Universitas Negeri Padang, Padang, Indonesia, ✉yulhendriunp@gmail.com

Abstract

This study aims to look at the factors that influence student achievement in class X IPS in the academic year 2017/2018 of State High Schools in the City of Bukittinggi. This type of research is descriptive causative research. The results of the study show that environmental factors have a significant effect on student achievement in class X IPS with a coefficient of 0.266. Parental attention factor has a significant effect on student achievement in class X IPS with a coefficient of 0.267. Interest factors have a significant effect on student achievement in class X IPS with a coefficient of 0.214, then the talent factor has no significant effect on student achievement in class X IPS with a coefficient of 0.092. Motivation factors have no significant effect on student achievement in class X IPS with a coefficient of 0.102. As well as learning methods, there is no significant effect on student achievement in class X IPS with a coefficient of 0.108.

Keywords: talents, interests, motivations, ways of learning, environment and parents attention.

Introduction

One of the searches for national identity is in the field of education. Towards an ideal national education system for all Indonesian people is a hope and challenge for all parties, Of course this requires a continuous process and quite a long time. In the current era of digital, it is highly demanded that specialized, competitive and quality human resources can compete in the digital era. In the current digital era, global challenges that are quite severe can only be faced by competitive human resources. To achieve competitive and quality human resources, of course a good and quality classroom teaching and learning process is needed and adapted to the interests and talents of students.

Education is a system designed for humans with a specific purpose and is a conscious human effort to develop abilities and personality. The education process is focused on increasing the mastery of knowledge, abilities, skills, development of attitudes and values in the framework of the formation and self-development of students. The success of learning in school can be measured by the learning outcomes that have been obtained by students during the learning process. The achievement of this goal is shown by the learning outcomes after the learning process activities as a manifestation of basic competencies. Learning outcomes are abilities that students have after they receive their learning experience. Learning success is characterized by achieving a standard level. These competencies are developed by taking into account the characteristics of students, initial abilities, and characteristics of a subject ".

Economic subjects include important subjects in a series of subjects in the Social Sciences (IPS) group. In the IPS group these subjects are among the most sought after by prospective students. This is due to Economics including the Science used in society. Economic subjects are subjects that can be applied in all areas of life. Factors that determine student learning achievement are basic competencies of economic learning Because a student is said to successfully master the subject matter if he has mastered 60% more than the existing material. This opinion is supported by Djamarah (2008:18) "If the subject matter taught is less than 60% controlled by students, the percentage of

student success in these subjects is low. Learning achievement is learning outcomes after participating in a learning program which is stated in the form of scores or grades. Learning achievement focuses on the values or numbers achieved in the learning process of Economics subjects. The minimum completeness criteria (KKM) required for economic subjects is 75.

But based on preliminary observations, not all students obtain satisfactory learning outcomes. Only a small percentage of students' learning achievements in economic subjects achieve scores above the Minimum Completeness Criteria (KKM). This can be seen in the percentage of economic learning achievement that gets 75 and below by 83%. This means that most students have low learning achievement or no learning achievement is achieved. List of X IPS students' learning achievement in State High Schools in Bukittinggi City in the form of even semester final grades as seen in table 1.

Table 1. Percentage of even semester examinations of class X IPS students of State Senior High Schools in Bukittinggi Academic Year 2017/2018

Learning achievement	Student	Percentage (%)
≥ 86	9	3%
76 – 85	15	14%
66 – 75	68	48%
56 – 65	46	27%
00 – 55	13	8%
Total	151	100%

Source: Administration and Eye Teacher Economic Education Lessons SMA N 1,2 and 3 Bukittinggi City, 2017

Based on the above table, it can be seen that the achievement of Economics in the Social Sciences class of SMA Negeri in Bukittinggi City indicates that students have difficulty in mastering the concept of learning social studies in Economics. Factors of student achievement that have not optimally influenced students in the teaching and learning process in schools. The success of student learning processes is influenced by two factors, namely internal factors and external factors. Internal factors include the talents, interests, motivations, and ways of learning students themselves. External factors include, family, environment, teacher, community, school and learning equipment or learning facilities.

One of the searches for national identity is in the field of education. Towards an ideal national education system for all Indonesian people is a hope and challenge for all parties, Of course this requires a continuous process and quite a long time. In the current era of digital, it is highly demanded that specialized, competitive and quality human resources can compete in the digital era. In the current digital era, global challenges that are quite severe can only be faced by competitive human resources. To achieve competitive and quality human resources, of course a good and quality classroom teaching and learning process is needed and adapted to the interests and talents of students.

Talent is a potential or ability if given the opportunity to be developed through learning, will be a real skill. If the learning material that students learn in accordance with their talents, then the learning outcomes will be better because he likes to learn and surely he will be more active in learning. Another factor that influences learning achievement is motivation. The motivational function that should be the driving, driving, and steering of learning actions is not played well. Learning motivation can arise due to intrinsic factors, in the form of desire and successful desires and encouragement of learning needs, hopes for dreams. While extrinsic factors are the existence of awards, a conducive learning environment, and interesting learning activities.

Another thing that affects student learning achievement is how to learn. Basically the way of learning is a way or strategy applied by students as a learning effort in order to achieve the desired results. The better students in knowing how to learn well, the better the results will be. Then another factor is the Environment. Conducive school environment conditions will create calm and comfort for students in learning and students will more easily achieve maximum learning outcomes. School environmental factors that influence learning include teaching methods, curriculum, teacher relations with students, student relations with students, school discipline, lessons and school time, learning standards, building conditions, learning methods and homework

The family environment includes parents as companion children in the learning process at home. There are several factors that influence, among others: How to educate children Parents who pay little attention to the education of their children, the relationship of parents and children, affection from parents, attention or appreciation to their children create a healthy mental for children, economic conditions of people old. Then another determining factor is the attention of parents. Parents are responsible for creating fun learning situations. Educators can only supervise in the school environment. Outside of school, parents need to foster children's learning interest. This is one of them is by giving attention to children. High attention from parents makes children feel not alone and has support so that it is easier to learn.

Methods

The type of descriptive causative research. According to Sugiono (2010:145) this study aims to see the influence between variables. This research will be completed using a quantitative approach and SEM-PLS (Partial Least Square) analysis. The latent construct in this study consisted of exogenous latent constructs and endogenous latent constructs. Exogenous latent constructs consist of talents, interests, motivations, ways of learning, the environment and the attention of parents. Whereas the endogenous latent construct is the learning achievement of the social studies class X students' achievement on the basic competencies of economic subjects. Sampling technique by proportional random sampling. To determine the number of samples in accordance with this study, the authors used the Slovin approach to obtain a sample of 97 students of Social Sciences in Public High Schools 1, 2 and 3 in Bukittinggi in the 2017/2018 school year. Data collection tools are questionnaires that use a Likert scale. This study was analyzed using a quantitative approach and SEM-PLS analysis.

Results and Discussion

SEM-PLS Analysis and Hypothesis Testing

Table 2 Path Coefficients

	Original Sample (O)	Mean (M)	(STDEV)	T Statistics (|O/STDEV|)	P Values
Talent -> Learning Achievement	0,092	0,089	0,091	1,012	0,312
Interest -> Learning Achievement	0,214	0,225	0,091	2,364	0,018
Motivation -> Learning Achievement	0.102	0.095	0,104	0,981	0,327
How to Study -> Learning Achievement	0.108	0,101	0,144	0,745	0,456
Environment -> Learning Achievement	0,266	0,263	0,069	3,863	0,000
Parents attention -> Learning Achievement	0,267	0,285	0,078	3,435	0,001

Talent Influence on economic learning achievement has a coefficient value of 0.092, t-statistic value of 1.012 <t-table 1.98 and P-Values value of 0.312> α = 0.05. It can be concluded that H0 is accepted. This means that there is no significant influence between Talent on student learning achievement. The influence of interest on economic learning achievement has a coefficient value of 0.214, a t-statistic value of 2.364> t-table 1.98 and a P-Values value of 0.018 <α = 0.05. It can be concluded that H0 is rejected. This means that there is a significant influence between interest in student learning achievement. The greater the interest of students learning economic subjects, the better the student's learning achievement.

Motivation towards economic learning achievement has a coefficient value of 0.102, t-statistic value of 0.981 <t-table 1.98 and P-Values value of 0.327> α = 0.05. It can be concluded that H0 is accepted. This means that there is no significant influence between motivation on student learning achievement. Learning methods on economic learning achievement have a coefficient of 0.108, t-statistics value of 0.745 <t-table 1.98 and P-Values value of 0.456> α = 0.05. It can be concluded that H0 is accepted. This means that there is no significant influence between Learning Methods on student learning achievement.

The environment towards economic learning achievement has a coefficient value of 0.266, t-statistics value of 3.863> t-table 1.98 and P-Values value of 0.000 <α = 0.05. It can be concluded that H0 is rejected. This means that there is a significant influence between the environment on student achievement. The greater the positive environmental influence on students, the better the student's learning achievement.

The attention of parents to economic learning achievement has a coefficient of 0.267, t-statistics value of 3.435> t-table 1.98 and P-Values value of 0.001 <α = 0.05. It can be concluded that H0 is rejected. This means that there is a significant influence between parents' attention to student learning achievement. The greater the attention of parents to their children both physically and spiritually, the better their learning achievement will be.

Discussion

The Influence of Environmental in Learning Achievement Based on the results of the inner model analysis test, it was obtained the coefficient of influence between environmental factors and student learning achievement of 0.266. Hypothesis testing shows that the environment has a significant effect on student achievement in class X IPS 1.2 and 3 State High School in the City of Bukittinggi. Environmental factors influence students' learning achievement, namely factors that come from the community and family. Factors of the community greatly affect students especially the conditions of living in cities that are close to the market crowd. This can make students enjoy spending time going home from school by going to the market or crowd. Then family factors are the main factor. Parents should create and maintain a comfortable and conducive home situation for their children so that children can concentrate fully on studying at home

Parents who lack / do not pay attention to their children's education, for example they are indifferent to their children's learning, do not pay attention to their children's interests and needs in learning, do not regulate their study time, do not provide / complete their learning tools, do not pay attention to Learning children or not, do not want to know how their children's learning progress, difficulties experienced in learning and others can cause children not / less successful in learning. So that in this case it is parents who have more role in creating an environment in the family that is safe, comfortable and conducive to student learning.

The Influence of Parents' Attention in Learning Achievement

Based on the results of the inner model analysis test, it was obtained the influence coefficient value between the Parental Attention factor and student learning achievement of 0.267. Hypothesis testing shows that parental attention has a significant effect on student achievement in class X IPS 1.2 and 3 State High Schools in the City of Bukittinggi. Attention factors of parents affect student achievement.

The attention of parents in learning difficulties, parents' priorities and attention to their child's final grades will affect student achievement. Parents who lack / do not pay attention to their children's education, do not pay attention to their children's interests and needs in learning, do not regulate their learning time, do not provide learning facilities, do not pay attention to whether children learn or not, what difficulties are experienced in learning and others can cause children not / less successful in learning.

Based on the results of descriptive analysis, the attention of parents of X IPS class 1.2 and 3 State High School in Bukittinggi City was considered very good. For parents who have good financial conditions will be more able to provide moral and material support so as to increase children's learning motivation. However, there are still some students who experience economic difficulties. Based on the results of the above tests the attention of parents has a significant effect on learning achievement. The greater the attention of parents to learning activities their children will have high learning outcomes and conversely the smaller the attention of parents will have low learning outcomes.

The Influence of Interest in Learning Achievement

Based on the results of the inner model analysis test, the influence coefficient value between interest factors and student learning achievement is 0.214. Hypothesis testing shows that interest has a significant effect on student achievement in class X IPS 1.2 and 3 State High Schools in the City of Bukittinggi. This means that the greater the interest of students to learn Economics lessons, the better the final grades obtained. Student interest is a factor that greatly influences learning outcomes, namely the personal state of the student himself. The ability to understand economic lessons and skills in solving problems given by the teacher. Student interest in learning economics will lead to satisfaction in students in the learning process. In order to obtain self satisfaction students will always be diligent to achieve good learning outcomes. According to Winkel (2009), someone who has a high interest will be diligent or earnest in achieving his goals, so someone who has a high interest in economics will get high learning outcomes.

Based on the results of the descriptive analysis, the overall condition of interest of students of class X IPS 1.2 and 3 State High School in the City of Bukittinggi was considered very good. Therefore overall students must continue to maintain and strengthen their interest to further improve their learning achievements. However, from several manifest variables that reflect latent constructs, student manifest manifest variables are still lower than other indicators, so students must be more active in improving their understanding of economic lessons. This means that students have an interest in economic learning oriented to their future to become successful entrepreneurs in their fields.

The Influence of Talent in Learning Achievement

Based on the results of the inner model analysis test, it was obtained the influence coefficient value between students' Talent factor and student learning achievement of 0.092. Hypothesis testing shows that Talent does not have a significant effect on student achievement in class X IPS 1.2 and 3 State High Schools in the City of Bukittinggi. Based on the results of the descriptive analysis, the overall condition of the talent of students of class X IPS 1.2 and 3 State High School in the City of Bukittinggi was considered good. Therefore, overall talent needs to be considered in the economic learning process, in order to achieve good learning outcomes. However, from a number of manifest manifests that reflect latent constructs, the manifest ability variable is still lower than other manifest variables, so students must be better able to communicate well in learning. Good with the teacher who delivered the subject matter or with friends in terms of discussion.

Based on the evaluation results of the outer model measurement model (measurement model) among the manifest variables of Talent Factors of X IPS class 1.2 and 3 State High Schools in Bukittinggi City, the BK3 manifest variable is Affecting people with the statement "I am happy to see traders who are bargaining" has the highest outer loading value of 0.999. It can be said that Affecting

students has the greatest correlation to Talent factors. This means that students who are happy in terms of bargaining in trade can be a strong foundation for deepening economic learning with a future orientation in work.

The Influence of Motivation in Learning Achievement

Based on the results of the inner model analysis test, it was obtained the coefficient of influence between Motivation factors and student learning outcomes of 0.102. Hypothesis testing shows that Motivation has no significant effect on student achievement in class X IPS 1.2 and 3 State High Schools in the City of Bukittinggi. Motivation is an individual's drive to act that causes the person to behave in a certain way that leads to the goal. Desire and desire to learn and a conducive learning environment can increase students' motivation to study economics diligently. This is expected to increase student achievement.

Based on the results of the descriptive analysis, the overall condition of Motivation for Class X IPS students of 1.2 and 3 State High Schools in the City of Bukittinggi was considered good. Therefore, the overall condition of student motivation needs to be maintained and improved, in order to produce good learning outcomes. However, from some indicators that reflect variables, indicators of "desire and desire to learn" are still lower than other indicators, so that the influence of the condition of students' personal self in learning must be considered more. It can be said that a conducive learning environment has the greatest correlation to motivation factors. This means that the learning atmosphere that is safe and comfortable in school will make students motivated to study hard so that they can improve their learning achievement in economics.

The Influence of Ways of Learning in Learning Achievement

Based on the results of the inner model analysis test, the influence coefficient value between the ways of learning and student learning achievement is 0.108. Hypothesis testing shows that the way of learning does not have a significant effect on student achievement in class X IPS 1.2 and 3 State High School in the City of Bukittinggi. Based on the results of the descriptive analysis, the overall condition of the class X IPS students' learning methods in 1.2 and 3 State High Schools in the City of Bukittinggi was considered good. Therefore, overall students must continue to improve the discipline of learning, both in terms of managing time and study schedules at home and at school. However, from several manifest variables that reflect latent constructs, Concentration manifest variables are still lower than other indicators, so that students of Class X IPS 1.2 and 3 State in Bukittinggi City should further increase their concentration of learning, both when the teacher provides learning material and in completing economic problems by more often honing the ability to analyze questions. It can be said that making a schedule has the greatest correlation to the factors of learning. This means students should make a study schedule well at home and try to implement the schedule with discipline. So that it can help students to prepare themselves optimally to face daily tests and final tests, so as to improve student learning achievement.

Conclusions

Of the six factors studied, environmental factors have the most significant effect on student achievement in class X IPS 1.2 and 3 State High Schools in the City of Bukittinggi. There are two indicators in this factor, namely the community and family. The indicator that has the greatest correlation is society. This means that environmental factors, namely the community becomes the strongest foundation in determining learning achievement. Parental Attention Factors have a significant effect on students' achievement in class X IPS 1.2 and 3 State High Schools in the City of Bukittinggi. There are three indicators in this factor, the indicator that has the greatest correlation is spiritual attention. this means the factor of attention of parents is that spiritual attention to their children is the strongest foundation in influencing learning achievement.

The third factor that influences the economic learning achievement of X IPS students of 1.2 and 3 State High Schools in the City of Bukittinggi is an interest factor. There are three indicators in this

factor, indicators that have the greatest correlation are feelings of pleasure. This means that the interest factor is feeling happy to be a strong foundation in influencing learning achievement. The fourth factor that can affect the economic learning achievement of students of class X IPS 1.2 and 3 State High School in the City of Bukittinggi is a talent factor. There are two indicators in this factor, the indicator that has the biggest correlation is affecting people. This means that talent factors that influence people become a strong foundation in influencing learning achievement.

The fifth factor that can affect the economic learning achievement of X IPS students of 1.2 and 3 State High Schools in the City of Bukittinggi is a motivational factor. There are two indicators in this factor, the indicator that has the greatest correlation is a conducive learning environment. This means that the motivation factor is a conducive learning environment which is a strong foundation in influencing learning achievement. The last factor that can affect the economic learning achievement of X IPS students of 1, 2 and 3 State High Schools in the City of Bukittinggi is a way of learning. There are three indicators in this factor, the indicator that has the greatest correlation is making a schedule. This means that the method of learning is making a schedule a strong foundation in influencing learning achievement.

Suggestion

For students to improve and maintain economic learning achievements in the following ways:

a. Give full attention to economic lessons both during the learning process at school and at home. Trying to further improve skills in completing economic studies by often honing the ability to analyze economic lesson questions and train the ability to solve economic lesson problems.

b. Pay attention to the state of the environment both school, community and family at home and try to better adjust the situation from within oneself so that it is not easily carried away by negative influences that can reduce learning interest and motivation.

For schools to improve student learning achievement in the following ways:

a. Increase teacher creativity in teaching. Because the creativity of teachers can create teaching and learning processes run well and fun so that they can be accepted by students easily. The better the teacher's creativity will further improve student learning achievement.

b. Paying attention to the condition of peers in the school environment, because the involvement of students with positive peers will open up opportunities for someone to evaluate and improve their understanding.

c. Improving facilities and infrastructure in schools to help students obtain information that will facilitate the learning process.

For parents to improve student learning achievement by:

a. Paying attention to the final grades of students' economic lessons, parental care for student learning outcomes is a form of good parental attention. If parents pay attention to the child's final value, then the child will feel controlled in carrying out their learning activities, so that they are expected to improve their learning achievement.

b. Pay attention to all the school needs of children in accordance with their abilities and to instill religious understanding in children that our efforts in learning must be accompanied by prayer. Hopefully what we plan is given guidance and convenience by Him.

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