

LEARNING ACHIEVEMENT AND OUTCOMES FROM HIGH SCHOOLS STUDENTS AT PROVINSI JAMBI

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ABSTRACT:

Purpose of research are to determine learning achievement, and outcomes, of high school at provinsi Jambi, and how to make the students interesting to follow the class and interesting to that teacher, using mix method. Using 371 samples sample using probability sampling.

After used Pearson Product Moment validity, with an error rate 5%, with obtained 95% confidence, used Alpha Crobach Formula, the research got 181 students to determine.

The results showed, (a) positive effect motivation on learning achievement, path coefficient $p_{13} = 0.422$. (b) positive effect of motivation on learning outcomes, path coefficient $p_{14} = 0.474$. (c) positive influence of learning interest on learning achievement, path coefficient $p_{23} = 0.529$. (d) positive effect of learning interest on learning outcomes, path coefficient $p_{24} = 0.548$. (e) direct effect of learning achievement on learning outcomes, path coefficient $p_{34} = 0.454$.

The concluded: Teacher must be able to foster (1) Learning motivation and (2) Learning Interest by by doing and applying interaction learning methods and doing a lot practice about the subject, so student can reach goal learning outcomes and learning achievement

KEYWORDS: Learning achievement, Outcome, High schools.

INTRODUCTION:

Teaching and learning school activities are very important place to support the achievement of educational goals. The school is an organization within an institution consisting of the principal, teachers, students and administrative staff. Achieved success in teaching and learning activities is the optimal learning outcomes. In line with the description above Vernon & Donal in Kompri (2016: 218) suggest that learning is a change in behavior, whereas behavior is an action that can be observed.

According to Ngalim Purwanto (1993: 85) suggests four kinds of understanding of learning, namely: (1) Learning is a change in behavior. Usually the change can lead to better behavior, possibly to worse. (2) Learning is a change that occurs through practice or experience. Changes caused by growth are not considered learning outcomes, such as changes that occur in a baby. (3) Learning is a relatively steady change over a long period of time. How long this period lasts is difficult to determine with certainty. (4) Behavior that changes, because learning involves several aspects of personality both physical and physical, such as changes in understanding, solving a problem, skills, and habits.

Learning outcomes are essentially changes in behavior after going through the teaching and learning process. According to Susanto (2013: 5) what is meant by learning outcomes is the ability obtained by children after going through teaching and learning

activities. In line with this opinion Suprijono in Thoboroni (2015: 20) defines that learning outcomes are patterns of actions, values, understandings, attitudes, appreciation, and skills. Meanwhile, according to Abdul Majid (2014: 8) learning outcomes are a peak of the learning process. The learning outcomes occur mainly thanks to the teacher's assessment.

LITERATURE REVIEW:

Learning outcomes are external and internal factors originating from within students that affect students learning abilities which include: (1) intelligence, (2) interest and attention, (3) motivation, (4)) perseverance, (5) attitude, (6) study habits, (7) physical and health conditions.

The desire to achieve goals optimally is what then drives him to optimize all his energy, mind and resources to achieve what he hoped for.

According to Danim and Suparno (2008: 33-34) each person tends to develop four specific motivational patterns as a result of his interactions with the socio-cultural environment in which the person lives. The four motivation patterns are: (1) Achievement motivation, encouragement in people to overcome challenges and obstacles in achieving goals. (2) Motivational affiliation, encouragement to connect with others on social grounds. (3) Competence motivation, drive to achieve work excellence. (4) Motivation of power, the drive to influence others and change situations.

The motivational theory developed by Gibson et al provides opportunities for organizations and individuals to positively relate to effectiveness. Content theory focuses on the factors that exist in a person, where these factors are factors that encourage, direct, maintain and stop behavior, or as factors that determine specific needs that can motivate. In other words motivation is interpreted as an impulse to carry out the tasks that must be done

in increasing the results of in order to achieve the expected goals of the work process. As a process of motivation is a condition of a work process that refers to the magnitude of the results obtained.

Schermerhorn et al (2011: 113) define "need for achievement is the desire to do better, solve problems, or master complex tasks. Achievement needs are defined as the desire to do a better job, overcome problems, or face a difficult situation.

Motivation is an expertise in directing people to want to work successfully, so that their desires are achieved. Motivation involves a psychological process to reach the peak of desire and intention of an individual to behave in a certain way. Mc Shane (2010: 132) defines motivation as, "a power that is in a person who has an impact on the direction (direction), intensity (intensity) and persistence (persistence) behavior". Someone who is motivated, willing to try to use a specific level of effort (intensity), for a definite time (persistence), and towards a certain goal (direction).

Interest is an impulse in a person like and want to know something that happens both internal and external. Furthermore Kompri (2016: 268) said that interest is a sense of preference and curiosity in a matter or activity, without anyone asking. Interest is the acceptance of a relationship between oneself and something from outside oneself. The stronger or closer the relationship, the greater the interest.

Gibson et al (2012: 308) explain that empowerment individuals means granting them permission to use their talents, skills, resources and experience to make decisions about customer relationship management, investments hiring people, just-in-time inventory management, total quality control, computer purchases, and forming alliances. Empowerment is defined as giving them the

opportunity to use their talents, skills, resources and experience to make decisions, so that empowerment can encourage and enable individuals to carry out personal responsibility for their interests in carrying out tasks and giving to the achievement of institutional desires.

From some of the above description interest can be synthesized is the acceptance of a relationship between oneself and something from outside the self includes: (1) interests, (2) talents, (3) skills, (4) resources and (5) experience. Furthermore, learning achievement is one indicator of success in the education process, although there are many other indicators such as skills, levels of faith, levels of character, levels of sense of responsibility, and so forth. Every teaching and learning activity carried out certainly expects good and maximum learning achievement.

Based on the description above it can be synthesized what is meant by learning achievement is success in the educational

process, namely the achievement of a student in specific teaching and learning activities in the form of knowledge and skills including: (1) skills, (2) faith, (3) character, (4) and responsibilities.

METHODOLOGY:

Using mix method between path analysis and casual approach, and collect data using survey method using a questionnaire as a research instrument.

181 respondent as a student from 15 high schools from Jambi Provinsi, as a sample member.

DISCUSSION / ANALYSIS:

Analysis requirements includes descriptive statistics, normality tests and homogeneity tests. For normality using Kolmogrov-Smirnov, the results obtained that learning achievement, learning achievement are normally.

Table 1: Summary of Descriptive Statistics

Adjective	Motivation (X ₁)	Learn Interest (X ₂)	Learning Achiefment (X ₃)	Learning Outcomes (Y)
Number of Examples (n)	181	181	181	181
Mean	65,81	65,60	62,64	65,36
Median	65,33	65,39	62,32	65,38
Modus	65	60	59	62
Standard Deviation	5,469	5,467	5,539	5,709
Variance	29,909	29,886	30,677	32,589
Minimun Score	53	51	51	50
Maximum Score	80	80	80	80
Range	27	29	29	30
Total	11912	11873	11337	11831

Table 2: Summary of Normality Test

Number	Variabel	n	a absolute	a _{tabel} α=0,05	Conclusion
1	Learning Achievment	181	0,051	0,10	Normal
2	Motivation	181	0,078	0,10	Normal
3	Learn Interest	181	0,076	0,10	Normal
4	Learning Outcomes	181	0,098	0,10	Normal

Information: (X₄) = Learning Outcome, (X₁) Motivation, (X₂) Learn Interest (X₃) Learning Achievment.

The next step is to test the homogeneity contained in this model. This is absolutely

necessary because path testing can only be done if the homogeneity test is homogeneous Bartlett test variant. Based on the analysis of homogeneity test data for each path to be tested can be seen in the following tabel:

Tabel 3: Summary of Homogenitas Variants Bartlett Test

Group	Dk	X ² _t	X ² _{table} α = 0,05	dk	Information
1	X ₃ Atas X ₁	28,78	189,73	155	Homogen
2	X ₄ Atas X ₁	14,57	189,73	155	Homogen
3	X ₃ Atas X ₂	31,43	189,73	155	Homogen
4	X ₄ Atas X ₂	15,90	189,73	155	Homogen
5	X ₄ Atas X ₃	18,39	202,13	157	Homogen

Then the linearity test and the significance of the regression coefficients and correlations of each variable are then performed as follows:

1. Learning Achievment

The regression equation X₃ to X₁ is: X₃ = 31.05 + 0.48 X₁. The results of calculations and

analysis of the regression equation Learning Achievement of Motivation. Results of data analysis the regression coefficient for X₃ to X₁ are in the following table:

Table 4: Anava Meaningfulness to Linearitas X_3 dan X_1 with Coefisien (a) equation regression $X_3 = 31,05 + 0,48 X_1$

Source Variation	db	JK	RJK	F_h	F_t	
					$\alpha = 0,05$	$\alpha = 0,01$
Total (T)	181	715619	-	-	-	-
Regression (a)	1	710097	710097	-		
Regression b/a)	1	1105,70	1105,70	44,82**	3,90	6,80
	179	4416,20	24,67			
Gallat	24	146,04	6,08	0,21 ^{ns}	1,58	1,89
	155	4562,24	29,43			

Information:

** : regression sangat signifikan ($F_h = 44,82 > F_t = 3,90$)

ns : regression linear ($F_h = 0,21 < F_t = 1,58$)

The results are $F_h = 44,82$, at $\alpha = 0,01$ $F_t = 6,80$ and $\alpha = 0,05$ $F_{table} = 3,90$. Because $F_h > F_t$ the results are very significant. At linearitas test to the regression linear, the results are $F_{hitung} = 0,21$ dan F_t 1,89 at $\alpha = 0,01$, and 1,58 at $\alpha = 0,05$.

Because $F_h < F_t$, the results show $F_h = 0,21$ and F_t 1,89 at $\alpha = 0,01$, and 1,58 at $\alpha = 0,05$. Because of $F_h < F_t$ it will be Learning achievement (X_3) to Motivation (X_1) are significant.

2. Learning Outcome

Regression equation are X_4 to X_1 is : $X_4 = 41,01 + 0,37 X_1$. And the results between X_4 to X_1 shown on the following table:

Table 5: Anava to Meaningfulness and Linearitas X_4 and X_1 with coefficient (a) regression equation $X_4 = 41,01 + 0,37 X_1$

Source Variation	db	JK	RJK	F_{hitung}	F_{table}	
					$\alpha = 0,05$	$\alpha = 0,01$
Total (T)	181	779195	-	-	-	-
Regression (a)	1	773329	773329	-		
Regression b/a)	1	985,46	985,46	36,14**	3,90	6,80
	179	4880,48	27,27			
Gallat	24	782,84	32,60	0,23 ^{ns}	1,58	1,89
	155	4880,48	26,44			

Information:

** : regression very significant ($F_h = 36,14 > F_t = 3,90$)

ns : regression linear ($F_h = 0,23 < F_t = 1,58$)

The results are $F_h = 36,14$, at $\alpha = 0,01$ $F_t = 6,80$ and $\alpha = 0,05$ $F_t = 3,90$. Because $F_h > F_t$ significant regression. In the linearity test of simple linear regression equations, the results are $F_h = 0,23$ and $F_t = 1,89$ at $\alpha = 0,01$, and $1,58$ at $\alpha = 0,05$. The results are $F_h < F_t$, the results show $F_h = 0,23$ and $F_t = 1,89$ at $\alpha = 0,01$, and $1,58$ at $\alpha = 0,05$. Because $F_h < F_t$ then the regression

equation model are Learning outcome (X_4) to Motivation (X_1) is linear and significant.

3. Learning Achievement and Learning Interest

Regression equation X_3 to X_2 are : $X_3 = 31,05 + 0,48 X_2$. Results of calculations and analysis of the regression equation Learning Outcomes of Learning Interest. Based on the results of data analysis the regression coefficient for X_4 to X_1 shown by the following table:

Tabel 6: Anava List for Meaning and Linearity X_4 and X_1 with coevission (a) Regression equation $X_3 = 31,05 + 0,48 X_1$

Source Variation	db	JK	RJK	Fhitung	Ftabel	
					$\alpha = 0,05$	$\alpha = 0,01$
Total (T)	181	715619	-	-	-	-
Regression (a)	1	710097	710097	-		
Regression b/a)	179	4017,24	22,44	67,05**	3,90	6,80
Galat	25	514,16	20,57	0,70ns	1,58	1,89
	154	4017,24	29,42			

Information:

** : regression very significant ($F_h = 67,05 > F_t = 3,90$)

ns : regresi linear ($F_h = 0,70 < F_t = 1,58$)

From the above calculation results are obtained $F_h = 67,05$, at $\alpha = 0,01$ $F_t = 6,80$ and $\alpha = 0,05$ $F_t = 3,90$. Because $F_h > F_t$ then the regression is very significant. In the linearity test of the simple linear regression equation, the calculation results indicate the value $F_h = 0,70$ and $F_t = 1,89$ at $\alpha = 0,01$, and $1,58$ at $\alpha = 0,05$. Because $F_h < F_t$ then linear is simple, the

calculation results show the value $F_h = 0,70$ and $F_t = 1,89$ at $\alpha = 0,01$, and $1,58$ at $\alpha = 0,05$. Because $F_h < F_t$ the regression equation model Learning achievement (X_3) towards Learning Interest (X_2) is linear and significant.

4. Learning Outcomes and Learning Interest

Regression equation X_4 to X_2 are : $X_4 = 31,05 + 0,48 X_2$. Results of calculations and analysis of the regression equation Learning Outcomes of Learning Interest. Based on the results of data analysis the regression coefficient for X_4 to X_2 can be seen in the table as follows:

Table 7: Anava List for Meaning and Linearity X_4 dan X_2 with coefficients (a) Regression equation $X_3 = 31,05 + 0,48 X_1$

Source Variation	db	JK	RJK	F _h	F _t	
					α = 0,05	α = 0,01
Total (T)	181	779195	-	-	-	-
Regression (a)	1	773329	773329	-		
Regression b/a)	1	861,45	861,45	30,81**	6,80	3,90
	179	5004,48	27,96			
Galat	25	589,28	23,93	0,84 ^{ns}	1,89	1,58
	154	4406,20	28,61			

Information:

** : regression very significant (F_h = 30,81 > F_t = 6,80)

ns : regression linear (F_h = 0,84 < F_t = 1,89)

From the above calculation results are obtained F_h = 30,81, at α = 0,01 F_{t_{table}} = 3,90 and α = 0,05 F_t = 6,80. Because F_h > F_t then the regression is very significant. In the linearity test of simple linear regression equations, the calculation results show the value F_h = 0,84 and F_t 1,58 at α = 0,01, and 1,89 at α = 0,05. Because F_h < F_t it's simple linear, the calculation results show the value F_h = 0,84 and F_t 1,58 at α = 0,01,

and 1,89 at α = 0,05. Because F_h < F_t regression equation model are Learning outcomes (X₄) towards Learning Interest (X₂) is linear and significant.

5. Learning Outcomes (X₄) Learning Achievement (X₃)

Regression equation X₄ to X₃ are : X₄ = 50,33 + 0,24 X₃. The results of calculations and analysis of the regression equation Learning Outcomes to Learning Achievement. Based on the results of data analysis the regression coefficient X₄ to X₃ can be seen in the table as follows:

Table 8: Anava List for Meaning and Linearity X₄ and X₃ with coefficients (a) Regression equation X₄ = 50,33 + 0,24 X₃

Source Variation	db	JK	RJK	F _h	F _t	
					α = 0,05	α = 0,01
Total (T)	181	779195	-	-	-	-
Regression (a)	1	773329	773329	-		
Regression b/a)	1	619,94	619,94	21,15**	6,80	3,90
	179	5246	29,31			
Galat	25	5291,13	1,88	0,06 ^{ns}	1,89	1,58
	155	4246	34,14			

Information:

** : regression very significant (F_h = 21,15 > F_t = 6,80)

ns : regression linear (F_h = 0,06 < F_t = 1,89)

From the above calculation results are obtained $F_h = 21,15$, and at $\alpha = 0,01$ $F_t = 3,90$ and $\alpha = 0,05$ $F_t = 6,80$. Because $F_h > F_t$ the regression is very significant. In the linearity test of the simple linear regression equation, the calculation results indicate the value $F_h = 0,06$ and $F_t = 1,58$ at $\alpha = 0,01$, and $1,89$ at $\alpha = 0,05$. Because $F_h < F_t$ then linear is simple, the calculation results show the value $F_h = 0,06$ and $F_t = 1,58$ at $\alpha = 0,01$, and $1,89$ at $\alpha = 0,05$. Because $F_h < F_t$ then the Learning Outcomes, regression equation model for Learning Achievement are linear and significant.

CONCLUSION:

Based on the results of data analysis and statistical testing using regression analysis conducted in this research are (a) interest in learning at high school students, will increase learning achievement; (b) learning interest will improve learning outcomes, and (c) learning achievement is effective, it will result in an increase in learning outcomes students at high school provinsi Jambi.

LIMITATION AND STUDY FORWARD:

The limitations of research on distance between schools that are so far that research cannot cover all schools in Jambi province. and the maximum achievement of learning does not include mathematics. research is still limited in learning in the social sciences, so that mathematics can be further investigated

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