

The Factors That Influence Social Science Student Achievement
of Class VII of State Junior High School in Subdistrict Tampan
Pekanbaru

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Abstract

This study aims to analyze the factors that influence student learning achievement. The population of this study is students of class VII State Junior High School in the Sub district of Tampan, Pekanbaru City as many as 1,091. Sampling using Proportional Random Sampling to obtain 296 students. Data collection using questionnaires and documents with a Likert scale both for exogenous variables namely learning achievement and for endogenous variables namely self-concept, learning facilities, and discipline of learning, as well as intervening variables that are motivational learning. The data analysis technique used is path analysis. The analysis showed that self-concept, learning facilities, learning discipline had direct and significant influence on learning motivation. Self concept, learning facility, learning discipline and learning motivation have direct and significant effect on learning achievement. Self concept, learning facility, learning discipline have indirect effect on learning achievement through learning motivation. This shows that learning achievement can be improved if the quality of self-concept, learning discipline, learning facilities and learning motivation are improved.

Keywords: Learning Achievement, learning discipline, learning facilities

Introduction

Good quality of education lies in good human resources, where all parties involved in the education process must try to develop their potential, this is in accordance with the basis, function and purpose of national education in Law No. Article 3 of Law No. 20/2003 states that national education aims to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation, aiming at developing the potential of learners to become people of faith and devotion to God Almighty, of good character, of good health, of knowledge , competent, creative, independent and be a democratic and responsible citizen.

One indicator of the achievement of learning objectives can be known by looking at the level of achievement achieved. By students, learning achievement is a reflection of learning outcomes achieved after following the teaching and learning process. By paying attention to learning achievement, it can be seen the ability and quality of students. High and low learning achievement will contribute to achieving students' future success. Good learning achievements will facilitate the path to achieve goals, both in continuing studies and entering the desired workforce. Therefore every student needs to try to achieve the maximum possible achievement.

Social studies student achievement is one indicator that can show the quality of student learning. To get a good learning achievement, students must achieve good grades. Based on observations made by researchers at State Junior High Schools (SMPN) in the Tampan Sub District of Pekanbaru, that the learning achievement achieved by students in social studies subjects is not optimal.

This is known through the midterm exam scores in Social Sciences at SMPN in the Tampan Sub District Pekanbaru, which are SMPN 20, SMPN 23, SMPN 40 and SMPN 42 Pekanbaru which are in Appendix 1. have not reached the minimum completeness criteria (KKM) that has been set, where 69% is still a new level of completeness that can be achieved by students while 31% of students have not yet reached KKM. This means that there are still problems regarding student achievement, especially in social studies subjects.

The learning process is said to be successful if student performance has increased and changed. The achievements of the students varied, some were high, medium and low. The conditions of learning outcomes above are influenced by various factors. In general, learning achievement is influenced by factors originating from within the student (internal) and factors originating from outside the student (external).

Slamet (2010) suggests the factors that influence learning achievement, namely: Internal factors (originating from within) which include health, intelligence, self-concept, attention, talent, maturity, motivation, interests, habits, learning independence, discipline and ways study. External factors (originating from outside the self) which include family, school, community, and the surrounding environment.

According to Dalyono (2007) factors that affect learning achievement in general can be divided into two, namely internal and external factors. Internal factors are factors that originate from within students, which consist of health, intelligence, talent, interest, motivation and ways of learning. While external factors are factors originating from outside students themselves consisting of family, school, community and the surrounding environment.

Based on the two opinions above, there are two factors that influence student achievement, namely internal factors (factors originating from within students) consisting of health, intelligence, self-concept, attention, talent, maturity, motivation, interest, habits, learning independence, discipline and ways of learning and external factors (factors originating from outside students) consisting of family, school, community and the surrounding environment.

Among the various factors that have a high contribution are self-concept, learning discipline, learning facilities and learning motivation. Research on the high influence of self-concept on learning achievement that has been studied by Wayan (2008) and Muhammad (2016). The results of their research were 18.2% and 20% self-concept, respectively, influencing learning achievement. Research on the effect of learning discipline on learning achievement that has been studied by Arga (2012) and Anwar et al (2016) respectively with results of 24.4% and 26.4%. This means that learning discipline influences learning achievement.

Research on the effect of learning facilities on learning achievement that has been studied by Hasnah (2014) and Ridaul et al (2013) that learning facilities also influence learning achievement 6.77% and 28.1%, respectively.

Methodology

This research was conducted in the SMPN sub district of Tampan, namely SMPN 20, SMPN 23, SMPN 40 and SMPN 42 Pekanbaru and the time of the study was from January to May 2018. The data collection used a questionnaire with a Likert

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scale. Following the translation of the indicators of each variable can be seen in Table 1.

Table. 1 Research Variables and Indicators

Variable	Indicator
Self concept (X ₁)	a. Self-views that involve physical
	b. Self-views related to social
	c. Self-views that involve emotions
	d. Self-view which involves morals
	e. Self-views are cognitive
Learning Discipline (X ₂)	a. Discipline Learning. Tight in entering class
	b. Obedience in attending lessons at school
	c. Obedience in doing the task
	d. Obedience in obeying school rules
	e. Obedience to study at home
Learning Facilities (X ₃)	a. Ownership of learning facilities at home
	b. Ownership of learning aids
	c. Ownership of books
	d. Ownership of learning stationery
Motivation to learn (X ₄)	a. Diligently facing the task
	b. Tenacious faces difficulties
	c. Create an interest in various problems
	d. Prefer to work independently
	e. Can defend his opinion
	f. Happy to find and solve problems problems

Results And Discussion

Results

This study discusses the factors that influence the learning achievement of State Junior High School students in Tampan District. The factors are; first internal factors namely learning motivation, self-concept, learning discipline, secondly external factors namely learning facilities. The following diagram shows the pathway structure 1 in Figure 2.

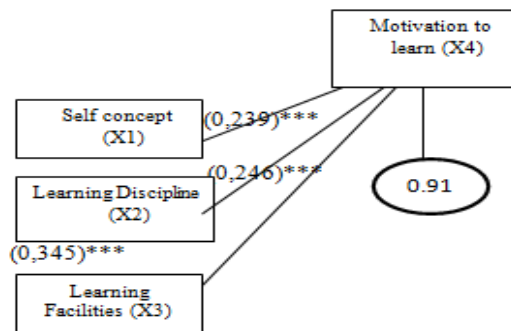


Figure 2. Effect of Self-Concept (X1), Learning Discipline (X2), Learning Facilities (X3) on Learning Motivation (X4)

From Figure 2, it can be seen the structural path equation 1 as follows: $X_4 = 0.239X_1 + 0.246 X_2 + 0.345X_3 + 0.91$

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The equation shows that (X1) gives a significant direct effect on (X4) of 0.239. (X2) gives a significant direct effect on (X4) of 0.246. Whereas (X3) gives a significant direct effect on (X4) of 0.345 received with an error of 0.91. The following diagram shows the pathway structure 2 in Figure 3.

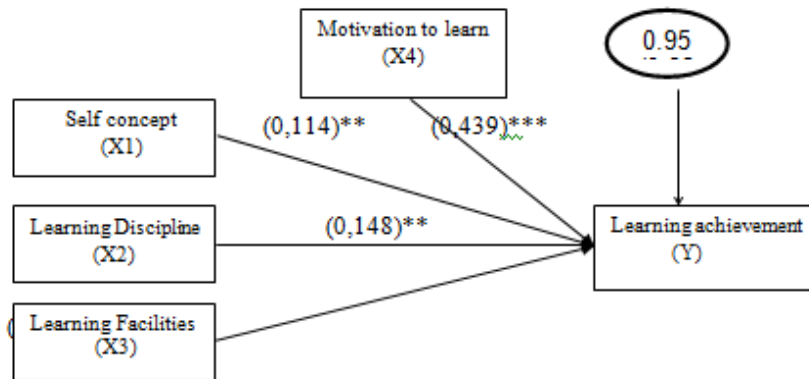


Figure 3 Self Concept (X1), Learning Discipline (X2), Learning Facilities (X3) and Learning Motivation (X4) Against Learning Achievement (Y)

From Figure 3, it can be seen the structural path equation 2 as follows: $Y = 0,114 X1 + 0,148 X2 + 0,160 X3 + 0,95 X4$

The equation shows that X1 gives a significant direct effect on learning achievement of 0.114X2 giving a direct effect on learning achievement of 0.148. X3 gives a direct effect on learning achievement of 0.160. Whereas X4 gives a direct influence on learning achievement of 0.439 with an error of 0.95. Next, a combination of structure 1 and path diagram 2 can be explained in Figure 4.

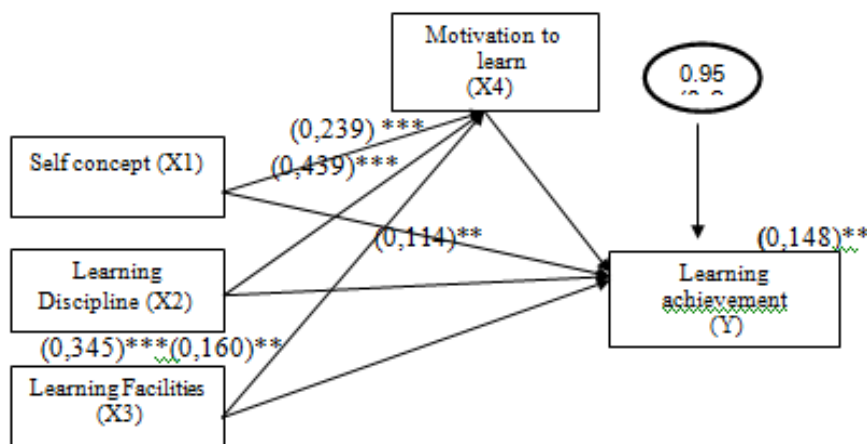


Figure 4. Combined Structure Analysis 1 and Structure Analysis 2

Information:

- *** = significant effect at 1% level
- ** = significant effect at 5% level
- * = significant effect at the 10% level

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Source: Processed Data, 2018

Based on Figure 4 it is known that self-concept, learning discipline, learning facilities, and learning motivation have a significant effect on learning achievement directly or indirectly. For simultaneous contributions can be seen in Table 3.

Table 3 Coefficient Analysis of Path Structures 2

Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.554 ^a	.307	.297	7.34733

a. Predictors: (Constant), X3, X2, X1, X4

Source: Processed Data, 2018 (Appendix 8)

Based on Table 3 obtained simultaneously (X1), (X2), (X3) and (X4) affect learning achievement (Y) with an R Square value of 0.307 or 30.7%.

Discussion

Effect of XI on X4

Based on data analysis there is a significant influence between self-concept on learning motivation. This is in accordance with the opinion of Hutagalung (2005) "Within each individual there is always a conflict between expectations of success that causes a person to be motivated to seek or approach the achievement of goals, while fear of experiencing failure causes people to be motivated to stay away or avoid achieving goals. Students with high learning motivation will only achieve high academic achievement if the fear of failure is lower than their desire to succeed.

This statement is also in line with the opinion of Sardiman (2014) that fostering awareness for students to feel the importance of the task and accepting it as a challenge so working hard by risking self-esteem is one of the important forms of motivation. Someone will try with all his energy to achieve good performance by taking care of himself. Completion of tasks well is a symbol of pride and pride. Students will study hard because of their pride. So someone who dares to risk his self-worth means he has a positive self-concept and this is an important motivation in conducting learning activities.

Effect of X2 on X4

Based on data analysis, there is a significant influence between learning discipline on learning motivation. The results of this study are in accordance with the opinion of Hutagalung (2005) that learning discipline has a role in student motivation. Discipline learning can lead to encouragement, desire and willingness

to succeed, have encouragement from within to obtain maximum results and have high hopes and ideals. Conversely, in the absence of students' discipline of learning, students will tend not to have the drive, desire and willingness to succeed, and are easily discouraged. So it can be concluded that the discipline of learning affects student motivation.

Effect of X3 on X4

Based on data analysis there is a significant influence between learning facilities on learning motivation. According to Ginting (2012) that educational facilities and infrastructure must be planned and managed well so that they are always ready to use in the learning and teaching process. Thus, the existence of complete learning facilities will facilitate and motivate students to be more active in learning and obtain better achievements (Arikunto, 2009; Hutagalung, 2005; and Slameto, 2013).

Effect of X1 on Y

Based on data analysis there is a significant influence between self-concept on learning achievement. According to Hurlock's opinion (Rasdini, 2011) that someone with high achievement motivation has the characteristics of completing the task as well as possible, enthusiastic and hard working, and someone with a positive self-concept will able to think about himself, assess and perfect himself. Individuals who are said to have mature emotions can exercise self-control that can be socially acceptable. The same thing also expressed by Slameto (2010) that self-concept can affect student learning achievement.

Effect of X2 on Y

Based on data analysis there is a significant influence between learning discipline on learning achievement. This is in accordance with the phrase Suharsimi (2012) which says that learning achievement is not only influenced by motivation but also influenced by discipline, students who have strong motivation will be followed by the emergence self discipline.

Effect of X3 on Y

Based on data analysis, there is a significant influence between learning facilities on learning achievement. Suryabrata (2013) suggests that the tools used for learning and other factors must be regulated in such a way that they can help the learning process to the fullest. While Syah (2010) states that learning tools are factors that are seen to contribute to determining the level of student learning success.

Effect of X4 on Y

Based on data analysis, there is a significant influence between learning facilities on learning achievement. The results of this study are also consistent with the opinion of Djamarah (2015) that "Motivation influences learning achievement, motivation is always used as an indicator of good and bad student achievement. Students who are motivated in learning are always confident that they will be able

to complete every work done, he believes that learning is not a wasted activity. "Students who lose motivation will have a negative impact on learning achievement. Therefore, motivation to learn must always be improved in order to obtain high learning achievement.

Effect of X1 and X2 on Y Through X3

Based on data analysis, there is a significant influence between self-concept, learning discipline, learning facilities on learning achievement through learning achievement. The results of this study are also consistent with the opinion of Djamarah (2015) that "Motivation influences learning achievement, the level of motivation is always used as an indicator of good or bad achievement. student learning. Students who are motivated in learning are always confident that they will be able to complete every work done, he believes that learning is not a wasted activity. "Students who lose motivation will have a negative impact on learning achievement. Therefore, motivation to learn must always be improved in order to obtain high learning achievement.

Conclusions

Based on the results of processing and discussion of this study produces the following conclusions:

- a. Self-concept has a positive and significant effect on learning motivation in seventh grade students of SMPN in Tampan sub district. This shows that the higher the student's self-concept, the higher the student's motivation to learn and self-concept has a direct contribution to learning motivation. Self-concept has a direct influence on learning motivation by 23 ,,%
- b. Learning discipline has a positive and significant effect on learning motivation in grade VII students of SMPN in Tampan District. Learning discipline has a direct effect on learning motivation by 24.69%
- c. Learning facilities have a positive and significant effect on learning motivation in VII grade students of SMPN in Tampan District. This shows that the more adequate the learning facilities of students, the higher the motivation of students to learn in learning, and vice versa if the learning facilities are inadequate, the students' motivation will be low. Learning facilities have a direct effect on learning motivation by 34.5%.
- d. However, of the three variables that influence student learning motivation, learning facilities have the greatest effect because the path coefficient is the largest namely 0.345 (34.5%)
- e. Self concept has a positive and significant effect on learning achievement in grade VII students of SMPN in Tampan Subdistrict. Self concept has a direct influence on learning achievement of 11.4% while the indirect effect on learning achievement through learning motivation is 10.4%
- f. Learning discipline has a positive and significant effect on learning achievement in Grade VII students of SMPN in Tampan District. Learning discipline has a direct effect on learning achievement by 14.8% while the indirect effect on learning achievement through learning motivation is 10.8%
- g. Learning facilities have a positive and significant effect on learning achievement in Grade VII students of SMPN in Tampan subdistrict. Learning

- facilities have a direct influence on learning achievement by 16.0%, while the indirect effect on learning achievement through learning motivation is 15.1%
- h. Student motivation has a positive and significant effect on learning achievement in class VII students of SMPN in Tampan subdistrict. Learning motivation has a direct effect on learning achievement of 43.9%
 - i. There are four variables (self-concept, learning discipline, learning facilities and learning motivation) that have a significant influence on student achievement in class V SMPN, Pekanbaru, namely self-concept, learning discipline, learning facilities and student motivation. But the biggest influence on student achievement is learning motivation with an effect of 0.439 (43.9%). Self-concept, learning discipline, learning facilities have an indirect effect on learning achievement through the learning motivation of Grade VII students of SMPN in Tampan subdistrict. Students who have self-concept, learning discipline, high learning facilities will be motivated in learning so as to obtain high learning achievement. The total effect of 2.147

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