

ACHIEVEMENT OF SMP BATIK SURAKARTA STUDENTS IN ACADEMIC YEAR 2020 – 2021

Wening Widayati, Istiatin, Sudarwati

Program Studi Magister Manajemen, Program Pascasarjana, Universitas Islam Batik Surakarta, Indonesia

E-mail : wening.widyati@gmail.com

Abstract : *Student Achievement of SMP Batik Surakarta Academic Year 2020 – 2021, Post Graduate Management Study Program, Batik Islamic University Surakarta, 2021 Student achievement is closely related to teacher competence, learning methods, and school infrastructure accompanied by student learning motivation, so it is necessary to conduct research related to it. This study aims to analyze the influence of competencies, teachers of learning methods, infrastructure, and motivation of students on student achievement at SMP Batik Surakarta Academic Year 2020 – 2021. The research method uses multiple linear regression analysis quantifications. The research population of grade VIII students as many as 244 students of sampling techniques purposive sampling obtained a sample of 80 students ranked in the top ten schools. The results of researching teacher competence, learning methods, school infrastructure effect while the motivation of students' learning does not affect the learning quality of students of SMP Batik Surakarta Academic Year 2020 – 2021.*

Keywords: *teacher competence, learning methods, infrastructure, learning motivation, student achievement.*

1. Introduction

Students achieve learning achievements as a result of the final learning process in school with predetermined criteria. The results of student's achievements are poured in the form of a report card. However, not all students can achieve achievements such as school expectations because there are still students who have not obtained a minimum completion score in each lesson. Inayah, Martono, and Sawiji's research (2013) show students' achievements to reflect learning outcomes. The better the student's learning efforts, the more improved the learning achievements achieved.

Teacher competence is an essential factor in improving student achievement because it can score optimal student achievement. However, there is still a lack of optimal teachers in practice, resulting in students' value being still under the Minimum Completion Criteria. Hapsari and Prasetyo's research (2017) proves that teacher competence affects students' learning achievement. This proves that teachers are required to have the ability to master the subject matter in order to increase the achievement score of students.

According to Yuwanita, Dewi, and Wicaksono (2020), the method of learning fosters positive interaction between teachers and students to maximize the results of student achievement in learning in the form of the creation of an environment of educational value for the benefit of students. According

to Wulandari (2016), the acquisition of results is quite significant to the achievement of learning. Therefore, a study model that motivates active students is indispensable. Furthermore, the use of cooperative learning can be applied by teachers in improving the prism of students.

Adequate facilities and training are able to support the achievement of learning achievements, in using media or learning tools are maximized for teachers. For students, they should have a high sense of motivation, when participating in defense activities (Puspitasari, 2016).

According to Shah, Amin, and Gumay (2019), motivation to learn has a significant effect on student learning achievements. However, proving that students are eager to follow the defense, there are still students who do not want to find a way out in the face of difficulties, and there are still some students who are less eager to follow the learning.

Preliminary studies at SMP Batik Surakarta were reviewed from the results. There were findings of students' difficulties in learning, low learning rates, and lack of passion for learning in the classroom. Some students have not been proactive in completing teacher practice. The age of junior high school students criteria teenagers is still label development. There is difficulty in providing learningtivation, resulting in a decrease in students' level of learning and achievement. Achievements need to be improved in order to have a positive impact and be able to improve student achievements when attending KBM, in order to obtain maximum results (Bahar, 2020).

Based on the problem formulated:

- 1) Does the teacher's competence affect the prism of students at SMP Batik Surakarta?
 - 2) Does the learning mode affect the achievements of students at SMP Batik Surakarta?
 - 3) Does the school's infrastructure affect the achievements of students at SMP Batik Surakarta?
- Finally, does the motivation of students in learning affect the achievements of students at SMP Batik Surakarta?

2. Research Methods

The research used a quantitative method with multiple linear regression analysis, and the observation location was conducted at SMP Batik Surakarta. The research population of SMP Batik Surakarta in the 2020 – 2021 school year, namely grade VIII students amounted to 244 students. Therefore, the sample determination uses Purposive sampling of 80 students from 244 students, with the criteria of ranking the top 10 each class, each grade 1-10 in the 2020-2021 school year. Data analysis techniques used in the research model of multiple linear regression analysis, t-test, F test, and coefficient of determination (R^2).

3. Results And Discussion

A. Respondent Description

Respondents to this study were batik Surakarta junior high school students, eighth grade (VIII), numbering 80. Based on the results of data collection from questionnaires that have been shared, the results of the respondent's description are obtained as below:

1. Gender

Table 1.
Gender Respondent Table

Gender	Count (N)	Persentase (%)
Male	25	31
Female	55	69
Total	80	100

According to the data processing results, the number of respondents to the gender of grade VIII students in this study was primarily female. The number of 55 students (69%), and men amounting to 25 (31%). The number of female students dominates because female students are more diligent in learning than male students. The following is presented a description of the gender chart of students of SMP Batik Surakarta.

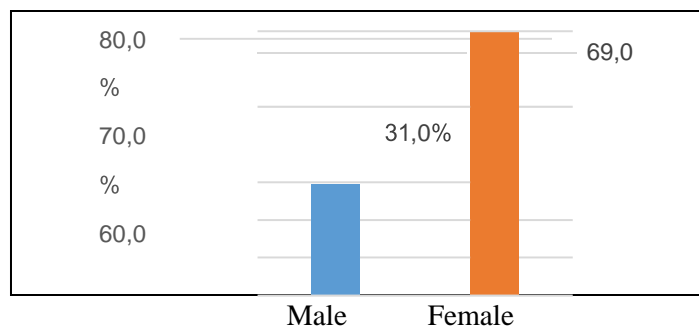


Image. 1
Student Gender Graph

Based on figure above, it appears that the highest chart is that 69% are students of the female gender. However, at the same time, 31% of the 80 students were sampled in the study. This is because, at the time of distribution of students from the total students received by SMP Batik Surakarta in the previous school year, most of them were women.

2. Age

Table 2.
Respondent Table

Age	Count (N)	Persentase (%)
Less than 13 years old	5	6
13 – 14 years	70	88
More than 14 years old	5	6

Based on the results of data processing, the number of respondents for the age of grade VIII students in this study, most of the 13 - 14 years old as many as 70 (88%) students, less than 13 as many as 5 (6%), and over 14 years as many as 5 (6%) student. The age of students is mainly in the range of 13 - 14 years. This is due to Indonesia's primary and secondary education system to be accepted when the school children are primarily aged seven years and above (PPDB, Permendikbud No. 44 the year 2019). Graphically the results of the respondent's age study can be observed in the picture below

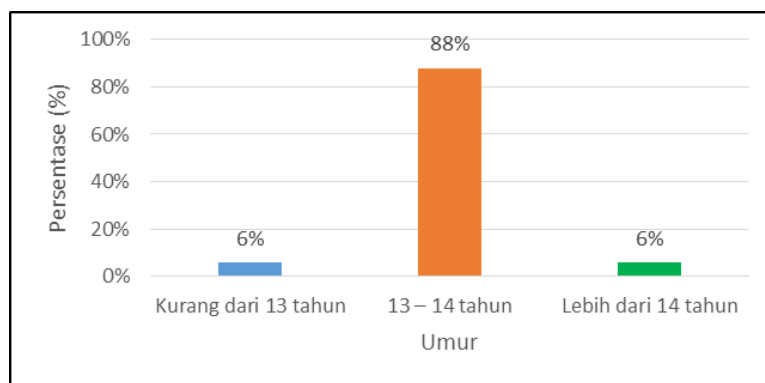


Image 2
Student Aged Graph

According to figure 2 above, it appears that the most prominent chart age 13-14 years on a scale of 88%. This shows that most students in the age range of 13 - 14 years.

3. Parent Profession

Table 3.
Parent Profession

Profession	Count (N)	Persentase (%)
PNS/TNI-POLRI	15	19
Private Employee	49	61
Other	16	20
Total	80	100

Based on the results of data processing, the number of respondents for the work of parents of grade VIII students according to this study, the priority of having private employees' jobs as many as 49 (61%) students, civil servants / TNI-POLRI as much as 15 (19%), and others as much as 16 (20%) student. Obtained data of most private employees. This is supported by the history of the establishment of SMP Batik pioneered by batik entrepreneurs in Surakarta, most of the teachers, employees, and students from the family of batik entrepreneurs. Graphically described as follows:

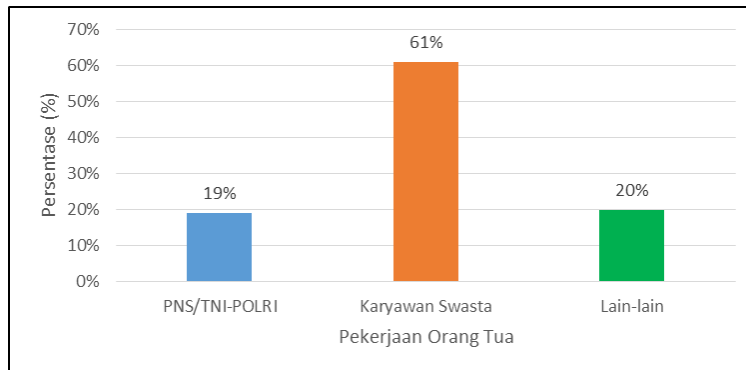


Image 3
Parent Profession Graph

Based on the graph above, most parents of students (61%) are private employees. Due to the history of the establishment of SMP Batik pioneered by batik entrepreneurs in Surakarta, most teachers, employees and students from the family of batik entrepreneurs.

4. Data Analysis

Table 4.
Regression Test Results

Variable	Regression Coefficient	t count	p-value	Description
Constant	-1,361			
Studnt Achievement (X ₁)	0,436	2,738	0,008	take effect
Learning Methods (X ₂)	0,374	3,359	0,001	take effect
Facilities (X ₃)	0,360	3,419	0,001	take effect
Motivation to Learn (X ₄)	-0,138	-0,790	0,432	no effect

Table 4 Regression Test Results.

Multiple linear regression results based on regression coefficient show the magnitude of the estimated regression, i.e., by equation:

$$Y = -1,361 + 0,436X_1 - 0,374X_2 + 0,360X_3 - 0,138X_4$$

The results of multiple linear regression tests based on regression tests, as shown in Table 4

are explained as follows:

- 1) A constant of -2,193 means a fixed or constant value for an independent variable in this study. If no factors affect student achievement, then the constant score is a negation of -1,361.
- 2) Teacher commitment of 0.436 means that if there is a variable influence of teacher commitment, for example, there is an increase of 1 unit, so that student achievement also increases by 0.436 units.
- 3) Learning Method of 0.374 means, if there is a variable influence of Learning Method, for example, there is an increase of 1 unit, so that student achievement will decrease by 0.374 units.
- 4) Infrastructure Facilities of 0.360 means, if there is a variable influence of Infrastructure Facilities, for example, there is an increase of 1 unit, so that student achievement will also increase by 0.360 units.
- 5) Learning Motivation by -0.138 means is if there is an influence of learning motivation variables. For example, there is an increase of 1 unit, so student achievement will also increase by 0.352 units.

Hypothesis Test

A. T – Test

The Influence of Teacher Competence on Student Achievement

The influence in part (t-test) for teacher competency variables on student achievement is known t count worth 2,738 > compared to t denial table 1.99 (p 0.008 smaller 0.05). Thus rejecting the nil hypothesis (Ho), and it is concluded that teachers' competence significantly affects students' achievement.

The Method of Learning on Student Achievement

The influence of the part (t test) of the variable learning method of the student can be calculated by 3,359 > from the table t worth 1.99 (p 0.001 < 0.05). Thus rejecting the nil (Ho) hypothesis and the conclusion of the learning method significantly affects student achievement.

The Effect of Infrastructure on Student Achievement

The influence in part (test t) for infrastructure variables on student achievement is known t calculates 3,419 > from the table t of 1.99 (p. 0.001 < 0.05). Thus rejecting the nil hypothesis (Ho), it was concluded that infrastructure significantly affects student achievement.

The Influence of Learning Motivation on Student Achievement

The influence in part (t test) for learning motivation variables on student achievement is known t count of -0.790 < t table of -1.99 (p 0.4321 > 0.05). Thus accepting the nil hypothesis (Ho), it is concluded that learning motivation does not significantly affect student achievement.

B. Determination Coefficient Test (R^2)

The magnitude of the variation in dependent variable changes is student loyalty due to changes in variations. Independent variables are Student Achievement, Learning Methods, Sarano Prasorana, and Learning Motivation together.

Table 5.
Coefficient of Dettermination (R Square)

Coefficient of dettermination	<i>R Square</i>	<i>Adjusted R Square</i>
Dependent variable changes due to variations independent variable	0,599	0,578

Data processing is known as R Square worth 0.599 or worth 59.9% variation in student learning achievement due to the influence of teacher competency variables, learning methods, infrastructure, and learning motivation. The remaining 40.1% (from 100%-59.9%) was influenced by side factors not categorized in this study, such as the school's geographical location, parental support, student talents, and others.

Discussion

1) Teacher Competency Pangaruh limited student achievement.

SPSS calculation results in $t_{hit} = 2,738 > t_{tab} = 1.99$ or $sig. = 0.008 < 0.05$. So rejected the hypothesis of nil (H_0) and accepted the H_1 hypothesis that reads that the teacher's company influenced SMP Batik Surakarta's achievements. It is proven that the company of teachers is influential in the learning achievements of students of SMP Batik Surakarta in the 2020-2021 school year.

By Hapsari and Prasetyo (2017), previous research stated that teacher competence significantly affects students' learning achievement. If there is an improvement in the competence of teachers, then the student's learning achievements are also improved. Previous research by Syaidah, Suyadi, and Ani (2018) said that teacher competence significantly influences students' learning outcomes.

This condition demonstrates the ability of teachers in online learning activities. Since implementing the distance learning system (PJJ) held at SMP Batik Surakarta, classroom learning activities that were previously face-to-face online have changed learning patterns. Therefore, teachers' skills are needed in using learning tools and learning media used during online learning.

2) The Effect of Learning Methods on Student Achievement.

SPSS calculation results in $t_{hit} = 3,359 > t_{tab} = 1.99$ or $sig. = 0.008 < 0.05$. So the nil hypothesis (H_0) refused and accepted the H_2 hypothesis that reads method learning there is a significant influence for the achievements of students of SMP Batik Surakarta—proving that the learning method has a significant effect on the learning privileges of students of SMP Batik Surakarta in the 2020-2021 school year.

The appropriate previous research, conducted by Ikhsan (2019), stated that satisfactory learning achievements, only a tiny percentage of students, students who have achievements are far from the expectation of learning the number is more dominant. There is also research conducted by Yuwanita, Dewi, and Wicaksono (2020) that expository learning methods of interacting with conventional learning can improve students' achievement in visual learning style.

Distance learning (PJJ) conducted at SMP Batik Surakarta using Microsoft teams 365. In the learning submission description of the material described in the form of learning videos, ppt, and

youtube from each teacher's learning videos, each subject is as scheduled.

Children open their tasks through assignment, tasks in the form of office forms shared in the form of links per meeting with criteria kent completion of value achievement (KKM)70. If the student's score is less than KKM (70), it is required to follow the remedies on the remedy problem link that has been prepared.

3) 3. The Effect of Infrastructure on Student Achievement.

SPSS calculation results in $t_{hit} = 3,419 > t_{tab} = 1.99$ or $sig. = 0.001 < 0.005$. To reject the hypothesis of nil (H_0), and accept the H_3 hypothesis that reads facilities as there is a significant influence on the performance of students SMP Batik Surakarta. Proving that the school facilities have a significant influence on the achievements of students of SMP Batik Surakarta in the 2020-2021 school year.

The research is in line with research conducted by Suwahyo (2008), and Puspitasari research (2016) that there is an influence of learning facilities on students' learning achievement in IPS subjects.

Infrastructure facilities during online learning are done using media gadgets, either smartphones or laptop computers or desktops equipped with speakers and microphones. So that this infrastructure in online learning is very decisive (influential) to the learning process; thus, it can impact students' learning achievement if the facilities owned by one of both teachers and students are not available properly.

4) Influence of Learning Motivation on Student Achievement.

SPSS generates $t_{hit} = -0.790 > t_{tab} = -1.99$ or $sig. = 0.431 > 0.05$, so the nil (H_0) hypothesis was accepted, and the H_4 hypothesis was rejected. There is an influence of learning motivation for the achievements of students of SMP Batik Surakarta. This shows the motive of school learning the influence is not significant for the achievements of students of SMP Batik Surakarta school year 2020-2021.

The research is not in line with the results of Bahar (2020), and the research results of Shah, Amin, and Gumay, (2019). Nevertheless, in line with renggana research (2020), the results of his research mentioned there is a positive influence but not significant student learning activity. In addition, in line with the results of research conducted by Hamdu and Agustina (2011) suggests that learning motivation has no significant influence on students' learning achievements.

The motivation of learning during the online learning of students at SMP Batik Surakarta is relatively high. It can be seen from the daily attendance during the implementation of online defense that not many students ditch. Children's learning motivation decreases slightly if, during the implementation of online learning, students do not have enough available data for online internet or devices that are suddenly damaged and can affect student learning outcomes.

4. Conclusion

Obtained variable results that do not influence the form of student learning motivation. While the variables of teacher competence, learning methods, infrastructure facilities have a significant effect on students' learning achievements in the school of SMP Batik Surakarta school year 2020-2021, then, can be concluded if:

- Teacher competence significantly influences students' achievements at SMP Batik Surakarta school in the 2020-2021 school year.
- Method learning has a significant influence on students' achievement in the school of SMP Batik Surakarta school year 2020-2021.
- Infrastructure facilities significantly affect student achievement in SMP Batik Surakarta school in the 2020-2021 school year.
- The learning activity does not affect the students' achievement in SMP Batik Surakarta school in the 2020-2021 school year.

Implication

The results of this study are used as input for teachers in improving self-competence in line with the running of the defense implemented, and the Student achievement students have been achieved by applying the proper learning methods and motivation of students to learn to improve their achievements.

Suggestion

Based on the research, it is recommended some of the following:

- The increase in student achievement can be influenced by teacher competence, learning methods, and learning infrastructure and schools. Therefore, developing and training teacher competencies and learning methods to improve student's learning skills is necessary.
- Motivation can be directed in reason that can encourage student achievement, although the results of the study are less supportive because the encouragement of learning has no significant effect, however, because without the willingness to learn in this case intrinsic will especially for the motivation of students to be able and able to improve their achievements not only in learning but also in other fields so that they can perform better.

This research still needs to be developed better, such as adding factors that can increase students' learning motivation to improve student achievement when relevant supporting factors are possible.

Future similar research can use other methods or develop better case studies in improving the degree of trust and credibility of research results so that better scientific work and comprehension can be produced.

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