

The Effect of Student Ability, Learning Motivation and the School Environment on Student's Learning Achievement Banjarmasin High School

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Abstract

This study aims to analyze the effect of ability, learning motivation and school environment on student achievement at State Junior High School 17 Banjarmasin. The research method used is analytic survey. The type of research is explanatory research. A sample of 75 students. Data collection techniques using questionnaires, documentation, interviews and observations. Validity and reliability tests were carried out on the research instrument. Data were analyzed by multiple linear regression analysis.

The results showed that the ability of teachers, students' learning motivation and the school environment partially and simultaneously had a significant effect on student achievement at State Junior High School 17 Banjarmasin. The contribution of the independent variable's influence on the ability of teachers, students' learning motivation and school environment on learning achievement is 64.50%. Of the three independent variables, the school environment has a dominant influence on student achievement.

Keywords: Ability, Motivation, Environment, Achievement

1. Introduction

One of the factors that affect the quality of education is the instrumental input from the teacher on how much the teacher's teaching ability is so that it can provide good quality for the students. Teachers are educators who are specially prepared to carry out learning in primary, general or secondary education who have intellectual, professional, and social abilities. Therefore, every decision maker regarding the educational mission must fully involve teachers at the primary, secondary and secondary education levels. Educational progress lies in large part in the quality and creativity of teachers who are directly involved in the teaching and learning process in education. The quality of education depends on the creativity of teachers and creativity also depends on the abilities of the teacher, the school environment around the school and how satisfied the teacher has been in carrying out education and how much enthusiasm or encouragement to improve the quality and creativity in teaching. National Education Goals according to Law no. 20 of 2003 Article 3 concerning the national education system states that: National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

Learning will produce changes in a person. To find out how far the changes have occurred, an assessment is needed. Likewise, what happens to a student following an education is always an assessment of his learning outcomes. Assessment of a student's learning outcomes to determine the extent to which they have achieved learning objectives is what is referred to as learning achievement. Improving the quality of education in schools is directly related to teachers as educators. The success of education in schools can be seen from student achievement in learning. Student success can be influenced by several factors from students, especially the school environment and student activity in the classroom.

Abu Ahmadi (2008:138), student learning achievement is influenced by factors that come from within the student and from outside the student. Factors that come from within students include intelligence, motivation, interests, talents, physical conditions, thinking, attitudes, and habits of students. While those from outside the students are social, economic, environmental, facilities and infrastructure, security, discipline, parental attention and so on. Student learning achievement determines the success or failure of education, therefore achievement has an important function for students in the learning process. The achievement function can also determine a quality in the world of education, because with achievement it will be known how much quality and quality possessed by students and schools. Learning achievement is basically influenced by many interrelated factors both from within students and from outside students. Factors from within the students include learning motivation, student learning attitudes, student intelligence and student activity in learning. External factors include the learning environment, student association, learning facilities, intensity of parental guidance, community environment, classroom management and so on.

The ability of teachers, especially in improving the quality of their students, teachers need to be sensitive and responsive to changes in renewal as well as science and technology, for that when the learning process takes place a teacher can create interesting learning and have a high spirit so that students are well motivated and more creative and innovative thinking to support their lives in the future and in facing the challenges of the current era of globalization. So that it can produce quality Human Resources and can improve teacher competence to show the performance of a teacher. Performance as the level of execution of tasks that can be achieved by a person by using existing capabilities and established limits to achieve organizational/institutional goals. Performance is also an achievement achieved by a person in carrying out his duties or work for a certain period according to the standards and criteria that have been set from the job. Teachers in the learning process in the classroom are seen as being able to play an important role, especially in helping students to build positive attitudes in learning, arouse curiosity, encourage independence and accuracy of intellectual logic, and create conditions for success in learning. Samsudin (2006: 16) explains that performance is the level of task implementation that can be achieved by a person using existing capabilities and established boundaries to achieve organizational goals. In other descriptions of performance as a result of the implementation of a job. (Nawawi, 2005:27). This explanation provides an understanding that performance is an act or behavior of a person that can be directly or indirectly observed by others. A teacher has achievements in carrying out his duties or work. To achieve achievements that have been used as benchmarks by someone in an organization, it is necessary to improve

performance. In improving the quality of their students, teachers need to be sensitive and responsive to changes in renewal and science and technology, for that when the learning process takes place a teacher can create interesting learning and have a high spirit so that students are well motivated and think more creatively. and innovative to support their lives in the future and in facing the challenges of the current era of globalization. Teachers in the learning process in the classroom are seen to be able to play an important role, especially in helping students to build positive attitudes in learning, arouse curiosity, encourage independence and accuracy of intellectual logic, and create conditions for success in learning. Samsudin (2006: 16) explains that performance is the level of task implementation that can be achieved by a person using existing capabilities and established boundaries to achieve organizational goals.

The school environment is one of the most common places or vehicles used as a medium of learning in the teaching and learning process in Indonesia. A comfortable school environment encourages students to excel. Learning achievement at school is not only influenced by how active children are in learning and can understand lessons at school, but also the conditions of the supportive school environment. A comfortable and clean school environment can support optimal growth and development of children, children become healthier and can think clearly, so that they can become smart children and later become quality human resources. The activeness of students is something that needs to be considered by the teacher so that the teaching and learning process that is taken really gets maximum results.

The increasing ability of teachers does not stand alone, but will be formed by the school environment that is faced at all times, the pattern and ability of school leaders as motivators for teachers in addition to the teacher's own internal factors, namely motivation that grows from within the individual teacher. School facilities that can provide support for teachers to focus more on their duties and work so that teacher creativity will increase. Any kind of facility will at least have a positive or negative impact on the teachers. A clean, comfortable, pleasant school environment will affect teacher performance. The school environment can affect both teachers and students in the teaching and learning process as well as the duties and obligations that become their burden. Including good communication will provide conditions that support a teacher's performance because communication that occurs in the school environment is a fundamental mechanism with other teachers and students. School facilities that can provide support for teachers and students in supporting the teaching and learning process to focus more on their duties and work so that teacher creativity will increase. Before producing quality students, educators, namely teachers, must first get quality improvement priorities. This improvement starts from the state of the existing facilities around the school, the school atmosphere that supports it and the school environment where teachers are active all the time, whether it is adequate and sufficient when teachers carry out their duties and obligations, because in principle that education is always carried out with the hope that educators can adapting to changes in the ever-changing educational environment, especially in secondary education is the level of education when laying the foundations of education.

2. Literature Review

2.1. Learning Achievement

Tu'u (2004:75) states that learning achievement is the mastery of knowledge or skills developed by subjects, usually indicated by test scores or scores given by the teacher. Nasution (1996:17) defines learning achievement as perfection achieved by a person in thinking, feeling and doing. Learning achievement is said to be perfect if it meets three aspects, namely: cognitive, affective and psychomotor, otherwise the achievement is less than satisfactory if someone has not been able to meet the targets in these three criteria. Winkel (1996:162) defines learning achievement as evidence of successful learning or the ability of a student to carry out learning activities in accordance with the weights achieved. Learning achievement is the result obtained by students after going through the learning process to find out what they do not know and is a measure of the maximum level of success achieved by students after carrying out the learning process during a predetermined period of time in an educational institution. The achievement of student learning achievement can be seen through the implementation of the evaluation of learning outcomes carried out by the teacher on students which is proven and shown through the value of the results of tests or exams taken by students. Good learning achievement is the thing most coveted by students who are studying and is said to be achieved if students experience development and increase in expected behavior according to learning objectives. Success in learning depends on each individual, between students differ from one another in the achievement of learning achievement, but basically the expected result is high learning achievement.

2.2. Teacher's Ability

The ability or competence of teachers can be defined as the knowledge, skills and attitudes that are displayed in the form of intelligent and responsible behavior that is owned by a teacher in carrying out his profession, Sagala (2008). It is clear that a teacher is required to have competence or ability in the knowledge he has, the ability to master subjects, the ability to interact socially both with fellow students and with fellow teachers and principals, even with the wider community. In this case, this is in line with Makmun's view (Usman, 2007: 262) that: each competency basically has 6 elements of indicators, namely: (1) performance: appearance according to the field of profession; (2) subject components; mastery of material/substance of knowledge and technical skills according to their professional field; (3) professionals; substance of knowledge and technical skills according to the field of profession; (4) process: intellectual abilities such as logical thinking, problem solving, creative, decision making; (5) adjustment: self-adjustment; (6) attitude: attitude, personality values. Self-management is very necessary for educators to be able to make themselves as qualified and useful personnel in carrying out their duties as designers in class management and must become professional personnel and have strong character who will become role models for their students (Arya Sunu, 2015).

Indicators of teacher ability can refer to the opinion of Nana Sudjana et al, (2004:107) about the ability of teachers, namely: 1) Mastering the material to be taught. 2) Manage teaching and learning programs. 3) Manage class. 4) Using media/learning resources. 5) Mastering educational foundations. 6) Manage teaching and learning interactions.

2.3. Motivation to Learn

Learning motivation is generally applied in various activities, including learning. How important motivation is in learning, because the position of its existence is very meaningful for the act of learning. In addition, motivation is also a guide for learning actions to clear goals, which are expected to be achieved. Because, in learning activities, children need motivation so that the learning objectives to be achieved can be achieved.

Sardiman (2011: 75), suggests that "learning motivation is a non-intellectual psychological factor. His distinctive role is in terms of cultivating passion, feeling happy, and eager to learn. Students who have strong motivation will have a lot of energy to carry out learning activities. Meanwhile, Uno (2012:23) suggests that "learning motivation is an internal and external encouragement to students who are learning to make changes in behavior. In demand. The factors that influence student learning motivation according to Muhibbin Syah (2005:108) are student learning motivation is influenced by two factors, namely internal factors are factors that exist within humans themselves in the form of attitudes, personality, education, experiences and ideals and factors External factors are factors that come from outside the human self which consists of the social environment, which includes the community, neighbors, friends, parents/family and school friends and the non-social environment includes the state of the school building, school location, distance from residence to school, learning tools, parents' economic conditions and others. Motivation to learn that arises from within a person is physiological such as hunger, thirst, sex and there are impulses that relate to humans with other humans in society such as aesthetic impulses, the urge to always do good (ethics) and so on. So the two groups of motives are related to each other.

Hamzah B. Uno (2007: 23) adds that the indicators of learning motivation can be classified as follows: the desire and desire to succeed, the drive and the need for learning, the hopes and aspirations in the future, the appreciation in learning, the existence of activities interesting in learning, and the existence of a conducive learning environment that allows a student to learn well.

If someone has the characteristics as above, it means that person always has a strong enough motivation.

2.4. School Environment

The school environment plays an important role in the development of student learning, the school environment will affect the motivation of each student in the learning process. Nana Syaodih Sukmadinata (2005:164) divides the school environment into two parts, namely "1) the physical school environment such as learning facilities and infrastructure. 2) The social environment concerns students' relationships with their friends, teachers, other school staff, school atmosphere and implementation. A person's character or personality is not only determined by the basic potential it has but is also determined by the environment. School is an educational institution in improving the quality of education for the nation's children. Therefore, every citizen has the right to obtain education according to their abilities.

According to Muhibbin Syah (2005:108) the dimensions or indicators of the school environment in addition to student internal factors also consist of the school's social environment which includes the community environment near the school, school friends, relationships with teachers, and non-social environment including the state of the school building, school location, distance a place to live with schools, learning tools, the economic conditions of parents and the economic conditions of school friends and school rules.

3. Research Methodology

This research was conducted at State Junior High School 17 Banjarmasin, the sample in this study were students at State Junior High School 17 Banjarmasin and the sampling technique used probability sampling with random sampling technique through the Slovin formula with a sample of 75 students. Data analysis using multiple linear regression which serves to determine the effect/relationship between the independent variable and the dependent variable. Data processing using SPSS version 25 program with multiple regression equations $Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$

4. Result

4.1. Simultaneous Test

There is a significant effect of teacher ability, student learning motivation and school environment simultaneously on student learning achievement in 17 Banjarmasin Junior High School. This is evidenced by F count 42,942 with a degree of accuracy of 5% with a significance level of 0.000.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35,582	3	11,861	42,942	,000 ^b
	Residual	19,611	71	,276		
	Total	55,193	74			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

From the results of the calculation of the F statistical test, it shows that the independent variables of Work Ability (X₁), Student Learning Motivation (X₂), and School Environment (X₃) simultaneously have a significant influence on the dependent variable, namely student achievement at State Junior High School 17 Banjarmasin, with an F count value of 42,942 which is greater than the value of F table of 2,730 at a significance level of 5% or less than 0.05.

4.2. Partial Test

Table 1. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,418	,330		1,269	,208
	X1	,298	,087	,283	3,418	,001
	X2	,452	,084	,477	5,411	,000
	X3	,243	,088	,226	2,759	,007

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

The calculated t value on the Teacher Ability variable (X1) is 0.298, the Learning Motivation variable (X2) is 0.452 and the School Environment (X3) is 0.243 and is greater than the t table of 1.6666 with a significance level less than 0.05, so it can be stated that partially the independent variable has an influence on the dependent variable.

4.2.1. Multiple Linear Regression Equation and Coefficient of Determination

This equation describes changes in the independent variable followed by changes in the dependent variable, while the coefficient of determination shows how much the independent variable contributes to the dependent variable.

Table 2. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,418	,330		1,269	,208
	X1	,298	,087	,283	3,418	,001
	X2	,452	,084	,477	5,411	,000
	X3	,243	,088	,226	2,759	,007

Based on the results of multiple regression processing shown in the table above, the following multiple regression equation is obtained:

$$Y = 0,418 + 0,298 X1 + 0,452 X2 + 0,243 X3 + e$$

In the regression equation has the following meaning:

1. The constant of 0.418 states that if there are no variables of Teacher Ability (X1), Learning Motivation (X2) and School Environment (X3) then Student Learning Achievement at State Junior High School 17 Banjarmasin has a certain unit value of 0.418 units with the assumption that the variable other constant.

2. The X1 regression coefficient of 0.298 indicates that each addition of one unit of Teacher Ability (X1) will increase Student Achievement (Y) by 0.298 units assuming other variables are constant.
3. The regression coefficient X2 = 0.452 indicates that each addition of one unit of Student Learning Motivation (X2) will increase Student Learning Achievement at State Junior High School 17 Banjarmasin (Y) by 0.452 units assuming other variables are constant.
4. The regression coefficient X3=0.243 indicates that each addition of one school environment unit (X3) will increase student learning achievement (Y) by 0.243 units assuming other variables are constant.

4.2.2. Coefficient of Determination

Tabel 3. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,803 ^a	,645	,630	,52555	2,316

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

The ability of teachers who have an influence on student achievement at SMPN 17 Banjarmasin. The magnitude of the effect indicated by the regression coefficient of 29.8%. Therefore, to improve student learning achievement, efforts must be made to improve teacher abilities, so that they can contribute to The coefficient of determination shows that the contribution of the independent variable to learning achievement is 64.50%, while the remaining 35.50% is a contribution from other factors that are not known in this study or research is not carried out in the object of this research.

5. Discussion

Improving student learning achievement. The results of the study provide an understanding that the ability of teachers must be a concern for school leaders at SMPN 17 Banjarmasin, to always maintain the ability of teachers, especially in teaching and educating students in the classroom and outside the classroom. Because with increased ability, student learning achievement will also increase. Improved Teacher Ability will have an impact on the understanding of learning materials, student learning behavior and ultimately will provide good learning achievement. Furthermore, teachers are required to understand and master educational insight, understanding of student development, curriculum and syllabus development, educational and dialogical learning between teachers and students and the development of student potential, as well as being able to evaluate student achievement.

Student Learning Motivation has an influence on Student Achievement at SMPN 17 Banjarmasin. The magnitude of the effect indicated by the regression coefficient of 45.2%. The enthusiasm and willingness of students to learn needs to be encouraged at all times so that the desire to learn is always there, whether it is learning to understand the learning material that has been given or in behavior at school. Students who have the motivation to learn, means have the

drive to learn. This encouragement causes students to be active in learning and student achievement will increase. Students who feel they have the ability to do something will encourage themselves to do something to be able to realize the goals they want to get and vice versa who feel unable to feel lazy to do something. Students who have low motivation tend to be lazy to learn.

The school environment has an influence on student learning achievement at SMPN 17. The magnitude of the effect is indicated by a regression coefficient of 24.3%. The school environment has an important role in improving the quality of student learning so that learning will increase, because the teaching and learning process is comfortable, conducive and supports the occurrence of learning that forms deep understanding. The results of this study are in accordance with research conducted by Redi Indra Yudha and Idris (2016) on the influence of the School Environment, Peers and Learning Motivation on Student Learning Outcomes at the Business Management Vocational School, Marketing Department in Jambi Selatan District, Jambi City. The results of this study indicate the influence of the school environment, peers, and learning motivation on student learning outcomes at the Business Management Vocational School, Marketing Department, South Jambi District, Jambi City.

A good school environment in terms of good teaching methods, good curriculum applied in schools, good teacher-student relations, good student-student relations, good school discipline and good school facilities will improve student learning achievement, because students are always dealing with school environment. This is because the school is the main place where teaching and learning activities take place, science is taught and developed, so the school environment should not be ignored.

Teacher ability, student learning motivation and school environment simultaneously affect student achievement at SMPN 17 Banjarmasin. This is evidenced by the calculated F value which shows that the independent variables consisting of Work Ability (X1), Student Learning Motivation (X2), and School Environment (X3) together (simultaneously) have a significant influence on the dependent variable, namely Student Achievement at SMPN 17 Banjarmasin, with an Fcount value of 42,942, which is greater than the Ftable value of 2,730 at a significance level of 5% or less than 0.05. Based on the output of SPSS, the magnitude of R square is 0.645, this means that the dependent variable can be explained by the three independent variables. R Square of 0.645 indicates that the contribution of the independent variable to learning achievement is 64.50%, while the remaining 35.50% is the contribution of other unknown factors. Other elements such as, communication between students, communication with teachers, school location, distance between home and school and so on which in this research or not research in the object of this research.

The results of this study are expected can be used as a basis for determine policies in an effort to improve student achievement so that schools can optimize the learning process with more emphasis on pedagogical and professional competence teacher. In further research it is expected that the addition of a variable for repertoire of increasing student achievement comprehensively

6. Conclusion

Based on the analysis of the research results and changes and in accordance with the objectives of this study, namely to determine the influence of the factors that affect student achievement in the State Junior High School 17 Banjarmasin, the following conclusions can be drawn:

1. Teacher ability (X1) has a significant effect on Student Learning Achievement (Y) at SMPN 17 Banjarmasin, with t count 3.418 greater than t table 1.6666
2. Student Learning Motivation (X2) has a significant effect on Student Learning Achievement (Y) at State Junior High School 17 Banjarmasin, with t count 5.411 greater than t table of 1.6666.
3. School environment (X3) has a significant effect on Student Achievement (Y) at State Junior High School 17 Banjarmasin, with t count of 2.759 which is greater than t table of 1.6666.
4. Teacher's Ability (X1), Student's Learning Motivation (X2) and School Environment (X3) have a simultaneous effect on Student Achievement (Y) at State Junior High School 17 Banjarmasin. with the calculated F value of 42,942, which is greater than the F table of 2,730.

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