

FACTORS THAT INFLUENCE STUDENT'S ACHIEVEMENT

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Abstract

This research aims to determine which factors were the most influential aspects to contribute to students' learning achievement based on the students' perceptions. The factors were grouped into four scales: teacher's role, school culture, learning facilities, and parental involvement. The study used a quantitative descriptive method at four Junior High Schools in Gowa district, with a total population of 1428 students and research samples were 160 students. The results showed that each indicator affected the student's learning achievement, as the order is: the teacher's role is the most influential factor (85.18%), followed respectively by school culture (81.48), learning facilities (80.625%), and parental involvement (78.33%). Therefore, schools should develop and improve these factors to maximize the impact on student learning achievements. This research recommends to the school principals as the leader of learning process to simply pay attention to the teacher's learning method, the ambiance of school culture, learning facilities, and always hand-in-hand with the parents to nurture the students.

Keywords: Learning Achievement, School Education, Students' Perception.

INTRODUCTION

Numerous factors that influence students' learning achievement (Ali, Haider, Munir, Khan, & Ahmed, 2013) including the role of the teacher, school culture, learning facilities, and parental role. Makovec (2018) argues that teachers have a very important role in creating the mindset, perception, motivation, and expectation of students in learning. The attitude and treatment of teachers to students will certainly affect the intellectual development of

the child and their motivation to learn. These days, in this disruption era, the role of teachers is even greater because they are dealing with the student expectations since students are no longer gaining the information from the teacher only. Rather, they can easily get the information from any sources (Kudryashova, Gorbatova, Rybushkina & Ivanova, 2016). Therefore, it should be noticed that the current role of teachers is not only to provide students the learning materials but also they must

demonstrate leadership, conducting deep analyzing, filtering the information and make appropriate decisions for students in learning activities (Chodasová and Tekulová, 2015).

Despite the teachers' role, Maslowski (2003) said that school culture is a determinant factor to affect student learning achievement in schools. If school culture is weak, the chances of making school to be more effective are very few. Conversely, if school culture is strong it can be a pathway to create an effective school. A successful school is a school that focuses on developing the culture, climate, and environment of its teaching method as it is the basic need to improve the morale of the teachers and student learning achievements (MacNeil, Prater, & Busch, 2009). Meanwhile, Carpenter (2015) argues that school culture is a reflection of the attitudes of the school personnel. Through good school culture, it can also generate good students' outputs in terms of behavior, attitude, and perception (Mylles, 2017).

Another factor that affects student learning achievement is learning facilities. Akomolafe & Adesua (2016) said with adequate learning facilities will encourage and stimulate students to be more active in learning. Teachers mainly need good learning facilities to make the ideal atmosphere and environment in working. The same case happened to the students, if the learning facilities are sufficient then there will be a good motivation in learning which in turn can increase the learning achievement. On the other hand, when the students do not have adequate facilities in learning such as lack of tables and chairs, a limited collection of books in the library, then it is strongly believed that it will ruin the learning achievement (Chonjo, 2018).

In addition to the three factors above, parents' involvement is also considered as a supporting factor to affect the student learning achievements. Parents' role is important because parents are first-hand educator who shapes the children's behavior, character, and morals. Parental involvement in fact can make the children have high confidence since they feel that the parents treat them in the best way.

As a result, it can automatically form a positive character and eventually create a tight emotional bond (Chaudhry, Khaliq, Agha, & Hassan, 2015). The study from Boonk, Boonk, Gijsselaers, Ritzen & Brand-Gruwel (2018) reported that parental involvement in children's education like having a discussion to the children's future in fact can generate a positive impact on children's learning achievements. In other words that the greater involvement of parents in their children's education, the greater the chances of their child to succeed in in academic careers. The role of parents is important because they also implicitly play a strategic role in the life of children. They might be able to be educators, role models, or negotiators (Fhonna, Fidyati & Suryani, 2019).

It is acknowledged that many researchers have discussed students' learning achievements in a variety of prescriptive such as Hung & Chen (2014), Prasertcharoensuk, Somprach, & Ngang (2015), Sun & Wu (2016), Hwang, El-Omari (2016). However, studies discussing the achievement of learning by using four independent variables (the role of teachers, school culture, learning facilities, and parental involvement) are still very few. Therefore, this research tries to dig deeper into the extent of the factors that influence students' learning achievements based on their perception so it can be known which factors are the most influential to the least influential.

LITERATURE REVIEW

Learning Achievement

Caprara, Barbaranelli, Steca & Malone (2006) mention that the determinant factor in determining student's academic success is the teacher's role. Whereas MacNeil, Prater & Busch (2009) mentions school culture has an important role to improve and sustain student achievement. A different study conducted by Boese & Shaw (2005) and Nepal (2016) which mentions that good learning facilities will be positively correlated with student learning achievements. Other researchers related to the achievement of Vijaya, Vijaya, & Rajeshkumar (2016) argue that parent involvement in

children's learning is positively related to achievement. The more frequently parents are involved in their children's learning the more beneficial are the achievement effects.

Teacher's Role

It is believed that the role of teachers can make the students to have a good learning achievement while at the same time it also can make the students to be underachievement (Ngware, Oketch & Mutisya, 2014). Chapman, Burton, & Werner (2010) reveals that whatever the change of the education today, really depends on what the teacher thinks and what the teacher does. Meanwhile, Heinz (2015) argues that good teachers are those who can encourage their students to discover their inner abilities. Cooper, et al. (2011) added that effective teachers know that one of their primary tasks is to involve their students in the learning process. Meanwhile, according to Evans (2011), teachers have three main functions which are the planners, the practitioner, and the evaluators. In addition, Jimerson and Handock (2015) argued that professional teachers are those who can guide and direct students, appreciate and motivate students, keep the class always conducive, demonstrate students' talents and interests, establish good emotional relationships with students and detect students' shortcomings. The same thing is also expressed Krishnaveni & Anitha (2007) who believes that to become a teacher people need to hold some important skills, which are pedagogy skill, broader knowledge especially in teaching, ability to transfer knowledge to learners, good communication skills, and the ability to always up to date and lifelong learning.

School Culture

School culture can have a positive impact on the learning process. It is because it can seriously jeopardize the achievement of the academic mission of the school (Brankovic, Rodić & Kostović, 2012). In addition, Brankovic, Rodić & Kostović (2012) argue that good school culture is built by some important aspects. The culture of the school is mostly influenced by history and tradition and its

success depends on the behavior of teachers, staff, and all school employees. Culture will give meaning to teachers on how to behave in the entire educational process while students are to develop a positive climate in the classroom (Brankovic, Rodić & Kostović, 2012). Meanwhile, Melesse & Molla (2018) argues that the elements contained in school culture generally include beliefs, perception, relationships, attitudes, written and unwritten rules that can affect all aspects of the school. Meanwhile, Charoon (1991) considers that school culture can be interpreted as the truths, values, norms, and goals that people come to share in interaction over time. Allen (2003) said the school culture refers to the system of values, beliefs, and norms, which are accepted publicly, implemented with awareness in the form of action and attitudes, and supported by the environment that creates the same understanding among all school personnel. The first major purpose of the school is to create and provide a culture that is hospitable for humans to learn (Barth, 2001). To find out the measurable indicators of school culture, Staničić (2006) said it could be known from how the school promotes interaction among employees, active communication among teachers, teacher collegiality and partnership of parents and students. There are diverse groups of students, teachers are open to students suggestions, students have opportunities to participate in decision-making, teachers and students are trained to prevent and resolve conflicts, teachers are aware of the common goal, there is collegiality among the school members, professional development and hard work, the student success is celebrated by the community. Also, there is joy and humor in it.

Learning Facilities

Without adequate facilities, the learning process becomes ineffective. A good Infrastructure facility always supported the educational enterprise (Nepal, 2016). Earthman & Lemasters (2011) say the availability of learning facilities is very important to achieve effectiveness in delivering the material to the students. The learning facilities are important to meet since it relates to the main media used to achieve educational objectives (Hoy, Bayne-

Jardine, & Wood 2000). Research conducted by Boese & Shaw (2005) found the fact schools with better building conditions have up to 14 percent lower student suspension rates. Similar research was also done by Blincoe (2008) which found the fact that students' achievement scores tend to decline in line with the school building's age. Meanwhile, Revathy Kumar & Johnston, (2008) reveals the fact that the substandard learning facilities are closely related to the level of the students' truancy and some other issues relating to student behavior.

Akomolafe & Adesua (2016) said that learning facilities including the school buildings, classrooms, libraries, laboratories, toilet facilities, offices, and other materials and infrastructures that would likely motivate and support students towards learning. Earthman, G. I. (2002) revealed that the learning facilities include school buildings, classrooms, libraries, laboratories, and recreational equipment that lead students feeling intriguing to learn. Meanwhile, Steve & Elaine (2005) argues that the meaning of learning facilities is a physical and non-physical aspect. Physical aspects include school buildings, laboratories, libraries, playgrounds, Internet, multimedia learning. While nonphysical aspects such as a safe environment, comfortable and clean air, and away from the noise of the vehicle.

Parental Involvement

Dolgova, Rokickaya, Volchegorskaya, Yemelyanova & Uvarina (2016) revealed education in schools is just a supplement, while primary education is at home. Meanwhile, Karibayeva (2014) argues that between education in schools and at home should have continuity, and the one that unites these two elements is the parent. Castro, et.al (2015) said that a good relationship between parent and teacher is a major aspect to improve student achievement. Previously, Park, Byun, & Kim (2011) had also researched the participation of parents in the child learning process and found the fact that there was a very significant influence between parental involvement and the achievement of child development tasks in both cognitive and other aspects of development.

Parental involvement in children's education has also been defined variably by some experts such as Simons-Morton, & Crump (2003), Pomerantz, Moorman, & Litwack (2007), Mo & Singh (2008). White & Coleman (2000) said that parents' involvement in children's education is the best collaboration between teachers and parents to support children's education. Parental involvement will also be able to help relieve the teacher's duties in school (Hughes & Kwok, 2007)

In terms of parents' contributions to child education, some experts have different views. Fulton & Turner (2008) said that parents should not only be responsible for the funding and learning facilities of children but also need to spare the time to attend children's activities in the schools, deliver and pick up children and attend regular school invitations. Meanwhile, Fan & Williams (2010) categorizes there are eight roles of parents to participate in children's education, which are 1) participation in extracurricular activities, (2) parental advising, (3) parent-school communication concerning students' school problems, (4) school-initiated contact with parents, (5) parent-initiated contact with school, (6) parent participation in school functions, (7) parental aspiration for students' post-secondary education, and (8) family rules.

METHOD

The research method used was a quantitative descriptive method. Data collection conducted in four public schools in Gowa district. The population of the research was 1428 students from all grade IX. Since the research population was huge, this study used purposive sampling by taking 40 students from each class so that the number of research samples was 160 students.

For the teacher role variables, the theories we used were the theories of Jimerson and Handock (2015) and Krishnaveni & Anitha (2007), variable of school cultures we used the theory of Staničić (2006), the variable of learning facilities, the theory we used the theory of Earthman, G. I. (2002), Akomolafe &

Adesua (2016), Steve & Elaine (2005), and the variables of parental involvement, the theory we used was the theory of Fan & Williams (2010).

The instrument was a pol in the form of a questionnaire using a Likert scale distributed through Google form. The poll consisted of 5 alternative answers that were never, rarely, sometimes, often, and always. The poll also came with several open questions given to respondents to support the results of the research. To determine the classification of the research results, it was determined by the following steps.

1. Number of the lowest score for each answer: $160 \times 1 = 160$
2. Number of highest scores for each answer: $160 \times 5 = 800$
3. Number of answer options: 5 (Being a large interval class)
4. Range of interval class

$$: \frac{\text{Number of Highest Score} - \text{Number of Lowest Score}}{5} = \frac{800 - 160}{5} = 128$$

Based on these measures, the following table of classification of research results as follows:

Table 1. *Table of Research Results Classification*

Score	Classification Criteria
160 – 288	No effect
289 – 417	Less influential
418 – 546	Quite influential
547 – 675	Influential
676 – 804	Very influential

Source: Data processing by researchers (2020)

From the results of the research data and the comparison with the classification table above, we were doing ranking starting from the most influential factors on student learning achievement to the less influential factors.

RESEARCH RESULTS

Teacher Role

Based on the results of the study, data obtained that the teacher's role reached an average amount of 681.46 with an achievement percentage of 85.18. The highest and lowest achievement indicators can be seen in the following table.

Table 2. *Teacher role Indicators*

Statements	Number	Average	Percentages	Criteria
Teachers gave gifts or rewards to students in front of the class	609	3,81	76,13	Influential
Teachers advise when there are students who behave irreverently	722	4,51	90,25	Very influential

Source: Data processing by researchers (2020)

The highest achievement was found in the statement "Teachers advise when a student behaves irreverent" with the number of achievements was 722 with a percentage of 90.25%. In this item, students who said very influential and influential respectively amounted to 50% and 64%. Meanwhile, the remainder as much as 3% stated no effect, 1%

stated less influential and 30% stated quite influential. While the lowest-scoring item was teachers gave the student a prize or award in front of the class (76.13%)

School Culture

School culture gained an average of 651.82 with a percentage of 81.48% achievement. Processed data of research results

for school cultural indicators in detail can be seen in table 8.

Table 3. *School cultural Indicators*

Statements	Number	Average	Percentages	Criteria
Principals and teachers apply strict discipline for students who violate school rules	699	4,37	87,38	Very influential
In this school, there are no cases of juvenile delinquency such as fights, drug involvement and promiscuity.	611	3,82	76,38	Influential

Source: Data processing by researchers (2020)

The highest score for school culture was found in the statement "Principals and teachers apply strict discipline for students who violate school rules." The total achievement score for this item was 699 with an 87.38% achievement percentage with a very influential category. For this Item, the number of students stating very influential and influential respectively was 51% and 43%. While the students who argued quite influential 3%. Furthermore, the remainder as much as 2% stated less influential and 3% stated no effect. The lowest score obtained in

the school statement, there were no cases of juvenile delinquency such as fights, drug involvement and promiscuity (76.38%)

Learning Facilities

The learning facilities in this study consisted of 7 items of statement. Based on the answers the research respondents obtained data that the learning facilities were in the category of "influential" with an average amount of 645. The achievement percentage for the Learning facility indicator is 80.62%. The results of research data processing can be seen in the following table.

Table 4. *Learning Facilities Indicator*

Statements	Number	Average	Percentages	Criteria
School building and classrooms conditions away from the noise	608	3,8	76	Influential
A convenient school library and a comprehensive collection of books	669	4,18125	83,625	Influential

Source: Data processing by researchers (2020)

The highest-scoring for learning facility indicator was found in the "comfortable school library and complete collection of books" statement with the number of achievements being 669. The achievement percentage for this item was 83.625%. The number of students stating it was very influential and influential for this item in sequentially was 41% and 46%. Meanwhile, the remainder as much as 3%

expressed no effect, 4% expressed infrequently and 8% expressed sometimes influential. The lowest score was in the school building conditions and classrooms away from the noise (76%)

Parental Involvement

Parental involvement was at an average score of 626.6 with an achievement percentage of 78.33%. Overall, the research results of individual statements on parental engagement indicators can be seen in the following table.

Table 5. *Parental involvement Indicator*

Statements	Number	Average	Percentages	Criteria
Parents are always motivating and advising on my future plans	685	4,28	85,63	Very influential
My parents provide additional courses outside of school hours	555	3,47	69,38	Influential

Source: Data processing by researchers (2020)

Statements that get the highest score "parents are always motivating and giving suggestions regarding my future plans". The number of achievements for this statement was 685 with a percentage achievement of 85.63%. A total of 48% of students stated very influential and 39% of students expressed influence. While the remaining 3% of students stated no effect, 3%

of students also stated less influential and as much as 8% of students stated less influential. The lowest score was in statement of my parents giving an additional course outside school hours (69.38%).

Based on the research findings above, it can be created a recapitulation table about each indicator that affects students' learning achievement. Here is the recapitulation table describing the overall achievement of each indicator.

Table 10. *Recapitulation of each indicator's factors affecting student learning achievement*

Factors	Average Achievements	Percentages	Criteria
Teacher Role	681,46	85,18	Very influential
School Culture	651,82	81,48	Influential
Learning Facilities	645	80,625	Influential
Parental Involvement	626,6	78,33	Influential
Average	651,22	81,40	Influential

Based on the above table, it can be known that the overall average factors affecting student learning achievement were 651.22. This achievement was at a percentage of 81.40% with "influential" categories. From this achievement, it can be interpreted that according to the students' opinions, each indicator examined in this study affects the learning achievement. From the students' opinions, the very influential factor in the learning outcomes was the role of teachers with a percentage of 85.18 achievements. This was as the open question given to students was informed that "teachers are very important in influencing student learning achievements because, without a teacher, students cannot study well because the teacher is a student's educator and mentor in the school" (W. S1).

Teachers also gave motivation in learning, guiding, and teaching us (students) to goodness and guiding us to become devoted and accomplished children (W. S2). Furthermore, students stated that the teachers and all the employees in the school supported the students for achievement. Based on the student's exposure through an open question given to students, it was obtained that the teachers and officers in the school were strongly supportive of them to be child achievers because with their achievement it can be used as a measure that teachers have successfully educated and guided the students to their path of success (W. S3).

Furthermore, the second factor in the opinion of the students who are based on their learning achievement is the school culture with a

percentage of 651.82% achievement. According to an answer expressed by a student in an open question, he stated that "school culture can make learning atmosphere conducive and comfortable to learn" (W. S4).

Meanwhile, the third factor that is based on student learning achievements was a learning facility with a percentage of 80.625. According to students, a complete learning facility can support students to learn lessons more easily and make students excited (W. S2). The complete facilities will also make students comfortable in learning (W. S3).

The last effect on learning achievement by student's view is the involvement of parents with an achievement percentage of 78.33%. As one student's phrase that parental involvement in achieving achievement was crucial because our parents were encouraging us to continue learning, praying for us to achieve satisfactory achievement and they were our advisers heading for the right path. They were also the ones who help us when we have problems in learning. They also often took the time to inquire about the circumstances when we were being schooled and they were the animator for us to achieve a very high achievement to boast of both the parent (W. S1).

In the graph, the achievement of each of these indicators can be seen in the following chart.

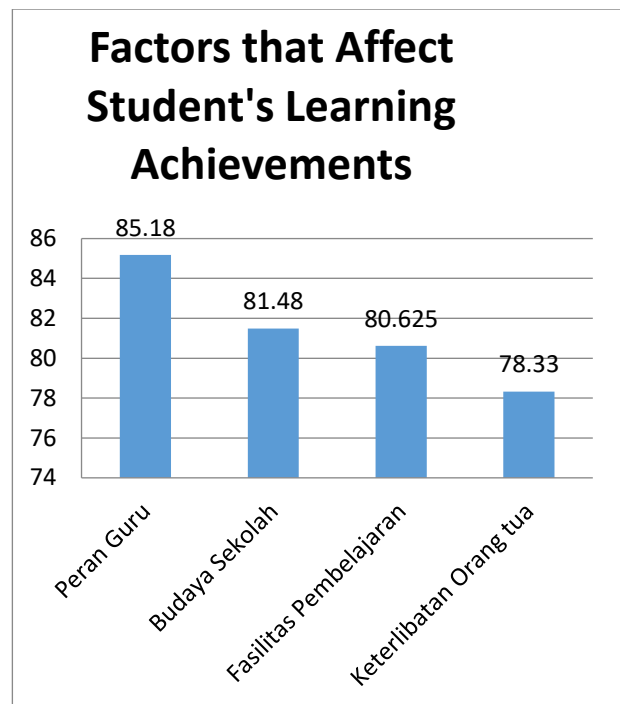


Figure 1. *Factors that Affect Student's Learning Achievements*

Discussion

From the figure above, it can be said that the most influential factors on student learning achievement based on the sequence are 1) the role of teachers, 2) school culture, 3) learning facilities and 4) parental involvement. First, the teacher role. Students believe that the teacher's role as a major factor affecting their learning accomplishments. The teacher's role can be optimal when the teachers are qualified. Good quality teaching is the main item of the teacher's role. Good quality teachers generate a qualified student. Scheerens and Blömeke (2016) said the quality of teachers is a multi-faceted construction, consisting of cognitive (knowledge) and non-cognitive aspects (beliefs, attitudes, etc.). Toropova, Johansson, & Myrberg (2019) explained that aspects of teacher quality such as knowledge, motivation competence, and teacher trust were related to student learning achievements. It was also explained by other researchers that the quality of teaching teachers can be conceptualized as an instructional behavior that can predict and/or explain the outcome of student education (Weinert, Schrader, & Helmke, 1989) and was

a crucial aspect in the success of students' learning. Therefore, as professional teachers, it should be considered to always take responsibility to improve the quality day by day.

Second, school culture. We realized that school culture was important to create an effective school because it significantly affected every aspect of it, such as stability, cohesion, unity, and ability (Marcoulides, Heck, & Papanastasiou, 2005). The results of our research showed that the school culture was the second variable that affected their learning achievements. One of the most aspects considered by the students was the culture of discipline implemented in the school. In addition, school culture was also based on the organizational cultural role that was needed significantly to improve the quality of the school and achieve success in implementing the change (Recepoglu, 2013; Zhu, Devos, & Li, 2011; Zhu, Devos, & Tondeur, 2014). Quin, Deris, Bischood & Johnson (2015) and Gruenert (2005) confirmed that there was a significant relationship between school culture and student learning achievement at school. It was also proposed by Leithwood & Louis (2002) stating that school culture was central to academic success. This opinion gave information that the school culture was important to achieving the success of the school (students excel). Same as stated by Gruenert & Whitaker (2015) that school culture is an integral part of school improvement. In particular, researchers; others have gathered some strong evidence to support the proposition that school culture affects the outcome of the school (Edmonds, 1979; Fyans and Maehr, 1990; Cheng, 1993).

Meanwhile, a third factor affecting student learning achievements based on student opinion was a learning facility. According to the students, the availability of a complete and convenient library was important in the achievement of its learning. This was as explained by Eathman (2002) and O'Neill & Oates (2001) that the condition of the facilities of the school has an important impact on student performance and student learning achievement. Lewis (2002) and Uline &

Tschannen - Moran (2008) also asserted that there was a relationship between the quality of the school facilities and student achievement. Picus, Marion, Calvo, & Glenn (2005) said that the quality of facilities also plays an important role in developing movements to ensure adequate resource levels for all school children so that children can excel, one of the availability of classrooms and school buildings. Earthman (1998) stated that the building did influence how well students and teachers were performing.

While the last factor affecting student learning achievement based on student's opinions was parental involvement. The role of parents in improving student learning achievement was very significant. The results of the study conducted by Kohl, Lengua & McMahon (2000) also proved that participating parents were active in the children's education at home, suggesting better results. Fan & Chen (2001) explained that the academic outcome of a child would be better when their parents showed an active involvement in their learning process. This form of involvement can be done in a variety of ways, as stated by Singh (1995) that revealed that parental involvement means that parents participate in one or more school activities, such as parent-teacher meetings, volunteering at school, stimulating their children with homework, encouraging children to improve their achievements and so on.

Based on the findings of the research, it can be concluded that there are several factors affecting student learning achievement. Therefore, it is important for every school to always improve and optimize the role of teachers, school culture, complete the availability of school facilities, and stimulate parents' involvement in student learning. It is assumed that if the factors that affect students' learning achievement can be optimized, then it was expected that student learning achievement will also increase. This enhancement was one of the responsibilities of the school principal. As described by Devos & Bouckenoghe (2009); Johnson (2008) and Watkins & Moak (2011) explained that the school principal are now facing with several challenges, for example, the principal needs to improve staff

and teacher quality, school improvement, structural change, teaching problems, budget cuts, and parental issues. Also, optimization factors that influence students' learning achievement through the role of leadership (Leithwood and Day 2008) and school quality (Leithwood and Riehl 2003).

Conclusion

All of the four factors that influence student learning achievements have been judged by the students. As it turns out, the most influencing factors that contribute to the students' academic success based on the order were 1) teacher's role, 2) school culture, 3) learning facilities and 4) parental involvement. This research gives the implication that every school should pay attention of these four factors and give the best effort to implement. Also, to the school principals, they may take more responsibility to optimize the role of teachers in the classroom, improve school culture, complete the learning facilities in the school and increase parental involvement in the student learning process.

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