

THE INFLUENCE OF MOTIVATION, LEARNING DISCIPLINE, TEACHER COMPETENCE, AND PARENTAL SUPPORT ON ACADEMIC ACHIEVEMENT OF STUDENTS (STUDY ON GAMA ENGLISH COURSE SUKOHARJO)

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Abstract : Student achievement is very important to improve the quality of human resources. Each student's academic performance is different even in the same situation. Many factors influence students in academic achievement. Academic achievement is a result achieved by students in the learning process at a certain time. This study aims to determine the effect of motivation, learning discipline, teacher competence, and parental support on student academic achievement. This research used quantitative description with a sample of 90 students of the Gama English Course Sukoharjo. The sampling technique used was survey sampling with data collection using a questionnaire. The data analysis technique used multiple linear regression analysis and was processed with SPSS 23. The determinant coefficient of the research results showed that motivation, learning discipline, teacher competence, and parental support could explain the student's academic achievement by 62.3%. The results of the study concluded that there was a positive effect of teacher motivation and competence on student academic achievement, but learning discipline and parental support had a negative effect on student academic achievement.

Keywords: Motivation, Learning Discipline, Teacher Competence, Parental Support, Academic Achievement.

1. Introduction

Education is the main thing for society in general because education will provide insight, knowledge, and skills. Education is also very important for the development of human capital which can have a positive impact on the lives of individuals (Aulia, Khafid, & Masturi, 2018). Educated individuals will have superior, skilled, and useful personalities for others. Therefore it is necessary to pay attention to one's academic achievement so that it can lead to good education to increase productivity and welfare, as well as to enrich individual life experiences.

Many factors influence students in achieving academic achievement. Academic achievement is a result of achievements by students in the learning process at a certain time. Academic achievement becomes the basis for students to be more active in the learning process (Aulia et al., 2018). Meanwhile, Prabasari and Subowo (2017) argue that academic achievement

is obtained from the learning process. Factors that affect academic achievement include internal factors and external factors (Hamid, 2013). Internal factors include motivation, interest, maturity, talent, and learning discipline. Meanwhile, external factors: school environment, parents' attention, teacher competence, community environment, facilities, and infrastructure.

Motivation to learn broadly is a key factor affecting the speed and success of learning (Cleopatra, 2015; Sukor, Mohd Ayub, Norhasnida, & Nor Khaizura, 2017). Student motivation can be seen from the enthusiasm in the teaching and learning process in the classroom. Students who have learning motivation will enjoy every learning process inside and outside the classroom (Sukor et al., 2017). However, some students enter the class just following lessons without understanding what is being learned. Poerwati (2010) explains that learning motivation does not affect student academic achievement because sometimes students are still influenced by learning behavior at the previous level where there was no independent learning method and there was dependence on the teacher.

Furthermore, the discipline of learning is also needed by students to achieve academic achievement. Arrangement of study time at home is very important to strengthen students' understanding of the learning material. Moenir (2010) mentions discipline as a form of obedience to written or unwritten regulations and is related to time and actions or actions. Anneahira (2012) states that in the sphere of education, discipline is a right that cannot be avoided by a student. There is a big influence between discipline on academic achievement so it is very important to condition the learning environment well so that it can foster and develop student disciplinary attitudes.

The role of parents and teacher competence plays an important role in the development of student learning in today's era. Parental support is needed to develop academic achievement and children's personal and social life (Cheng, Ickes, & Verhofstadt, 2012; Soraya & Khafid, 2016). Even parental support also plays a role in developing children's critical thinking to support academic achievement (Román, Cuestas, & Fenollar, 2008). However, several studies show parental support has no effect or has a negative effect on academic achievement (Kiyama & Harper, 2015; Kwon, Yoo, & Bingham, 2016; Schiffrin et al., 2014). Parents who too restrain their children in the learning process will cause a psychological burden so that it will have a negative impact on the welfare of the child (Kwon et al., 2016).

Teacher competence in teaching can arouse students' enthusiasm in participating in learning so that it can support student achievement. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers explains that a teacher must have or master the knowledge and skills to carry out his duties as an educator. Several studies mention a positive influence between teacher competence on student achievement (Mincu, 2015; Renol, 2015; Sutardi, 2016).

The important role of academic achievement cannot be denied in the development of human capital which is ultimately useful for the development of individuals and countries. So it is necessary to research several factors that can build student academic achievement. This study aims to analyze student academic achievement using student motivation, learning discipline, teacher competence, and parental support.

2. Literature Review

2.1. Basic Theory of Learning Achievement

The theory of learning outcomes by Gagne is used as a theory that underlies a student in achieving academic achievement. Gauge states that learning is a set of cognitive processes that change the nature of environmental stimulation, process the information obtained, and ultimately become new abilities (Riswanto & Aryani, 2017). This theory states that learning can be influenced by external, internal conditions and learning outcomes (Mudjiono, 2009). According to Suryabrata (2015), academic achievement is the final score students get from the teacher at a certain time during the learning process. Academic achievement is a change that occurs in students, both changes concerning the cognitive, affective, and psychomotor aspects of the learning process as suggested by Susanto (2014).

2.2. The Effect of Motivation on Student Academic Achievement

Student motivation to learn energizes and directs student behavior to achieve achievement so that some researchers think that motivation plays an important role in one's academic success (Plante, O'Keefe, & Théorêt, 2013; Wigfield, Tonks, & Klauda, 2016). Wibowo and Marzuki (2015) suggest that motivation is a condition that moves as a boost in students to be able to achieve goals. Firdaus (2012) states that student academic achievement can be achieved optimally if learning is supported by strong student motivation. So motivation in learning is an action, encouragement, which is in a person in learning to achieve goals, namely maximum learning achievement. Motivation encourages and directs students in learning. With the growth of motivation to learn in themselves, students are motivated to achieve their goals and achieve maximum achievement. The results of research conducted by Cleopatra (2015), Muliani, Sumardi, and Munir (2015) and Sukor et al. (2017) also provide evidence that motivation has a significant positive effect on academic achievement. Based on some of the research results, the following hypothesis can be proposed:

H₁: Motivation affects student academic achievement

2.3. The Effect of Learning Discipline on Student Academic Achievement

Discipline is closely related to one's self-control against various forms of rules (Veri, Jalinus, Maksum, Edi, & Jamilah, 2020). Students who have a disciplined attitude in carrying out various learning exercises will increase self-control and self-confidence which will have an impact on student achievement. The discipline that arises from a student's self-awareness will have a more positive impact and will stick longer than discipline that arises because of encouragement from others. Students with high learning discipline will have a high responsibility because students can manage their learning time as well as possible to achieve the success of their learning.

Sutrisno (2016) states that discipline is the attitude of a person's behavior following the rules, procedures that are written or not. Disciplined students can carry out their academic activities easily either at school or at home because students will easily adapt to the school

environment, which generally has various rules (Haryanto, Sulaiman, & Kusuma, 2019). Veri et al. (2020) stated that there was a significant positive influence between learning discipline and student achievement. Research by Al Fath (2015) and Kambuaya (2015) also indicates an influence between learning discipline and student academic achievement. Based on some of the research results, the following hypothesis can be proposed:

H₂: Learning discipline affects student academic achievement

2.4. The Effect of Teacher Competence on Student Academic Achievement

The competence of human resources who work in the world of education should have optimal abilities and quality. The role of teachers in education is very important to achieve learning achievement. Human resources who have quality competence can be relied on in an activity. The Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that competence is a set of knowledge, skills, and behaviors that must be possessed, lived in, and controlled by teachers or lecturers in carrying out professional duties. Teacher competence in carrying out tasks refers to specific rational actions and certain standards (Mulyasa, 2013).

Creative and fun teaching methods will help students understand the material. Teachers with good competence can understand the character of their students so that they can help in student success. Research results from Renol (2015) and Sutardi (2016) state that there is a significant effect of teacher competence on academic achievement. Canales and Maldonado (2018) state that the teacher's contribution to learning is very significant in student achievement. Meanwhile, Mincu (2015) and Stipek and Chiatovich (2017) state that students will achieve more if they are accompanied by qualified teachers. Based on some of the research results, the following hypothesis can be proposed:

H₃: Teacher competence affects student academic achievement

2.5. The Effect of Parental Support on Student Academic Achievement

Children are the hope of parents and the country. Every country needs to provide the best education for children (Abdul, Syeda, Madiha, & Qandeel, 2015). There is no doubt that education can bring a powerful impact on an individual's life. The role of parents in the educational process will lead to an increase in children's academic achievement.

Fostering children's enthusiasm for learning is not easy, but the active role of parents with the support provided can have a positive impact on children's academic achievement. Parents who have high involvement in their children's education, the higher the academic value achieved by the child (Assefa & Sintayehu, 2019). Ningsih and Nurrahmah (2016) and Kurniawan and Wustqa (2014) state that there is a significant effect of parental support on academic achievement. Lara and Saracosti (2019) research show that students whose parents have high involvement in the learning process will have high academic achievement. Several studies have found a positive influence between parental support in learning and student academic achievement (Garbacz, Herman, Thompson, & Reinke, 2017; Pérez, Betancort, & Cabrera, 2013; Tárraga, García, & Reyes, 2017). Based on some of the research results, the following hypothesis can be proposed:

H₄: Parental support affects student academic achievement

2.6. Research Framework

There are several factors in a student's academic success. In this study, the factors that influence student achievement are described in the research framework in Figure 1. The independent variables of the study consist of motivation, learning discipline, teacher competence, parental support, while the dependent variable is student academic achievement.

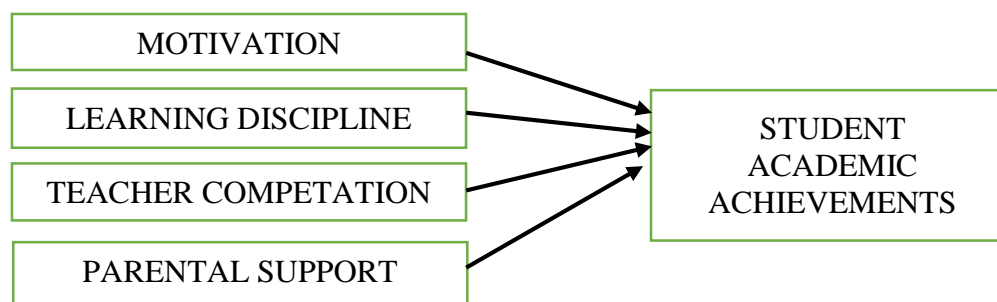


Figure 1. Research Framework

3. Research Methodology

This research is a quantitative descriptive study with a total population of 90 students of Gama English Course Sukoharjo with a sampling technique in the form of survey sampling. The data collection used a questionnaire with a 5 (five) point Likert scale from point 1, namely strongly disagree to point 5, which is strongly agree.

The analysis technique used is multiple regression analysis. To support the results of hypothesis testing, the validity test, reliability test, normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test, and model accuracy test will be carried out using the F test and the determinant coefficient. As for proving the truth of the hypothesis, the t-test is carried out. The tool for testing is the SPSS 23 program.

The definitions and measurements of variables in this study are: (1) Motivation is a condition that drives students to be able to achieve goals (Wibowo & Marzuki, 2015). Motivation is measured by 8 indicators adopted from Sardiman (2016). Sumantri (2010) states that learning discipline is a person's obedience in carrying out what is his / her obligation in learning so that it has an impact in the form of changes in knowledge and attitudes toward learning at home and school. Learning discipline will be measured by 8 indicators that refer to Moenir (2010). The Law of the Republic of Indonesia Number 14 of 2005 states that teacher competence is a set of knowledge, skills, and behaviors that teachers must have, live and master in carrying out professional duties. The teacher competency indicators refer to Canales and Maldonado (2018) as many as 6 indicators. Parental support is defined as the activities a person does with the selection of stimuli that come from their environment (Slameto, 2010). The indicators that are used as a reference for parental support are adopted from Djamarah and Zain (2013) as many as 5 indicators. Student academic achievement can be interpreted as changes that occur in students, both changes concerning the cognitive, affective, and psychomotor aspects of the learning

activity process as suggested by Susanto (2014). There are 3 indicators to measure academic achievement which were adopted from (Muhibbin, 2013).

4. Results And Discussion

4.1. Data Quality Testing

The results of the validity test with a value of $n = 90$, $\alpha = 0.05$, and a two-sided r-table value of 0.2072, then the r-count value of each indicator of the variable motivation, learning discipline, teacher competence, parental support, and student academic achievement is greater than the value. r-table, the indicator of each variable is declared valid (Table 1).

Table 1. Validity Test Results

Variable	Indicator	r-count	r-table	Results
Motivation	1	0,508	0,2072	Valid
	2	0,815		
	3	0,744		
	4	0,754		
	5	0,771		
	6	0,816		
	7	0,856		
	8	0,835		
Learning Discipline	1	0,373	0,2072	Valid
	2	0,767		
	3	0,724		
	4	0,781		
	5	0,823		
	6	0,829		
	7	0,832		
	8	0,783		
Teacher Competence	1	0,623	0,2072	Valid
	2	0,797		
	3	0,630		
	4	0,683		
	5	0,801		
	6	0,538		
Parental Support	1	0,751	0,2072	Valid
	2	0,801		

Variable	Indicator	r-count	r-table	Results
	3	0,824		
	4	0,843		
	5	0,830		
Student Academic Achievements	1	0,781	0,2072	Valid
	2	0,681		
	3	0,802		

Source: Data processed, 2020

The results of the reliability test of all variables were greater than Cronbach's alpha value of 0.60, so it can be concluded that the indicators or questionnaires used were motivation, learning discipline, teacher competence, parental support, and student academic achievement which were declared reliable or can be trusted as variable measuring tools (Table 2).

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Standard Reliability	Results
Motivation	0,899	0,6	Reliable
Learning Discipline	0,886	0,6	Reliable
Teacher Competence	0,771	0,6	Reliable
Parental Support	0,862	0,6	Reliable
Student Academic Achievements	0,613	0,6	Reliable

Source: Data processed, 2020

4.2. Classical Assumption Test Testing

Test for normality in this study using the Kolmogorov-Smirnov results obtained significance value of 0.860, then the significance value greater than 0.05 so that the normal distribution. The multicollinearity test results show that the value of all independent variables has a Tolerance value > 0.10 and a VIF value < 10, it can be concluded that in this study there was no multicollinearity (Table 3).

Table 3. Multicollinearity Test Results

Variable	Results	
	Tolerance	VIF
Motivation	0,502	1,992
Learning Discipline	0,847	1,180
Teacher Competence	0,673	1,485
Parental Support	0,428	2,339

Source: Data processed, 2020

The heteroscedasticity test is shown by a scatterplot (Figure 2) which shows that all points of each pair of variables do not have a specific pattern or show different residuals from one observation to another. It can be said that heteroscedasticity does not occur.

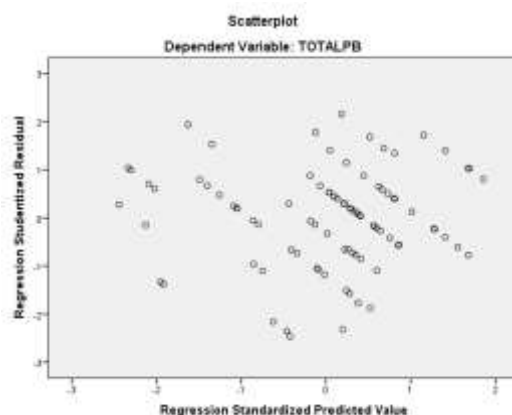


Figure 2. Heteroscedasticity Test Results

In the autocorrelation test, the Run Test is used. The results show that the Asymp. Sig value for 2-tailed is greater than the significance level of 0.05. It can be said that there is no autocorrelation.

4.3. Model Accuracy Testing

The test results of the determinant coefficient show the R Square value of 0.623, it can be concluded that motivation, learning discipline, teacher competence, parental support has an effect of 62.3% on student academic achievement, the remaining 37.7% is influenced by variables other than motivation, learning discipline, teacher competence, parental support.

The results of the F test can be seen that the value of F-count is 37.746 while the value of F-table in the number of samples 90 is 2.47. It can be said that $F\text{-count} > F\text{-table}$, the conclusion that can be given is that the independent variables, namely motivation, learning discipline, teacher competence, support from parents simultaneously affect student academic achievement.

4.4. The Effect of Motivation on Student Academic Achievement

The results showed the motivation significance value of 0.000 which is smaller than the probability value of 0.05. Furthermore, it can be seen that motivation has a t-count of 9.058 compared to a t-table of 1.988. The regression coefficient of 0.832 indicates that there is a positive relationship between motivation on student academic achievement or the higher the student's motivation, the better the student's academic achievement. Therefore it can be said that the first hypothesis is accepted, that motivation has a positive effect on student academic achievement. This study is consistent with the results of research conducted by Plante et al. (2013); Cleopatra (2015); Muliani et al. (2015); and Wigfield et al. (2016).

4.5. The Effect of Learning Discipline on Student Academic Achievement

The results of data analysis show the t-count for the learning discipline of -2.025 with the t-table of 1.988. with a significance value of 0.046 which is smaller than the probability value of 0.05. The learning discipline regression coefficient is -0.143 which means that students with good learning discipline experience a decrease in academic achievement. The results of this analysis

can be concluded that the second hypothesis is rejected because learning discipline does not have a positive effect on student academic achievement. This happens because the discipline of learning in students is accompanied by penalties for those who do learning without discipline causing discomfort for students so that this has an impact on student academic achievement. Arigbo and Adeogun (2018) state that punishment for undisciplined behavior in learning causes displeasure and dissatisfaction in students so that it can have an impact on their academic achievement.

This finding is not in line with research by Al Fath (2015) and Kambuaya (2015) which states that learning discipline has a positive effect on student academic achievement. However, Muhlis (2016) research results are in line with the findings of this study, namely student learning discipline does not have a positive effect on academic achievement.

4.6. The Effect of Teacher Competence on Student Academic Achievement

The results showed that the significance value of teacher competence on student academic achievement was 0.002 and showed a smaller value than the probability value of 0.05. The t-count value of 3.203 is greater than the t-table of 1.988. The regression coefficient of teacher competence on student academic achievement shows a positive relationship of 0.254 which means that the better the competence of the teacher, the better the student's academic achievement. These findings are consistent with research conducted by Mincu (2015), Renol (2015), Stipek and Chiatovich (2017), Sutardi (2016), and Canales and Maldonado (2018). Thus the third hypothesis which states that teacher competence has a positive effect on learning achievement is proven and accepted.

4.7. The Effect of Parental Support on Student Academic Achievement

The significance value of parental support for academic achievement of 0.026 indicates a value smaller than the probability value of 0.05 with the t-count value of 2.273 which is greater than the t-table of 1.988. The regression coefficient of parental support for academic achievement shows a value of -0.226 which means that there is a negative relationship between the two or the greater the support of parents, the student's academic achievement decreases. The results of this analysis can be concluded that the fourth hypothesis is rejected, namely that there is no positive effect of parental support on student academic achievement.

This finding is inconsistent with the research of Kurniawan and Wustqa (2014) and Ningsih and Nurrahmah (2016). However, the findings of this study are in line with Handayani (2016) study which resulted in the conclusion that parental support has a negative effect on student academic achievement. This can occur if parental support causes tension or disharmony between parents and children because in general parents put too much pressure on children to achieve academic achievement (Knollmann & Wild, 2007). Pressure on children can eliminate self-confidence and reduce competence in learning which will have an impact on their academic achievement (Pomerantz & Rudolph, 2003). According to Tabaeian (2016), excessive parental support will also have a negative impact on academic achievement and will ultimately affect the development of children's education.

5. Conclusions And Suggestions

5.1. Conclusions

Based on the results of the data analysis and discussion above, it can be concluded that learning motivation and teacher competence have a significant positive effect on the academic achievement of Gama English Course students. The learning discipline and parental support have a negative effect on the academic achievement of the Gama English Course students. The contribution of the variables of learning motivation, learning discipline, teacher competence, and parental support was 62.3% of the student achievement variables.

5.2. Suggestions

Student academic achievement is very important to improve the quality of human resources. It is better if students are more aware of the importance of motivation and learning discipline in themselves by managing time in learning as best they can. The role of parents is also very helpful in academic achievement, therefore parents are expected to establish harmony in the learning process with their children so that they create a sense of comfort. Teacher creativity needs to be improved in the learning process while promoting competency improvement through various training.

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