International Journal for Social Studies
Available at
https://pen2print.org/index.php/ijss/

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

Differences Of Academic Achievement In High School Students Reviewed From Achievement Goal

Nur Navisatun

Mayors of Psychology, Faculty of Psychology, Gunadarma University

nurnavisatun@gmail.com

ABSTRAK

Education is a very important in supporting the future progress of the nation. The whole process of education in school, learning activities is the most basic activity, effective learning can help students to improve their abilities in accordance with the goals they want to achieve. The goal that you want to achieve in school is achievement or what we call academic achievement. Academic achievement of each individual is different. This is influenced by several factors that influence academic achievement such as intellectual, non-intellectual until the achievement goal. Of these factors, the researcher decided to examine the differences in academic achievement in terms of achievement goals. Respondents from this study amounted to 140 respondents who came from a portion of the population in Mutiara Baru high scool. The analysis technique in this study uses one-way ANOVA analysis technique which produces F equal to 1.947 with a significance of 0.125 (p> 0.05). This means there is no difference in academic achievement in students in terms of achievement goals.

International Journal for Social Studies
Available at
https://pen2print.org/index.php/ijss/

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

Keywords: Achievement Goal, Academic Achievement (Academic Achievement)

INTRODUCTION

Education is a very important in supporting the future progress of the nation. Humans as the subject of development need to be educated, fostered and developed its potential with the aim of creating quality development subjects.

In the whole process of education in schools, learning activities are the most basic activities. This means the success or failure of the achievement of educational goals depends on how the learning process experienced by students in school.

Wittrock (in Phye, 1997) defines learning as a term used to describe a process of change that is relatively permanent in understanding, attitudes, knowledge, information, abilities, and skills through experience. "With effective learning can help students to improve their abilities according to the goal you want to achieve.The goal that you want to achieve in school is achievement or what we call academic achievement.

Academic achievement is the result obtained by students in participating in learning activities at school. According to Good (in Ganai & Mir, 2013) Academic achievement as acquired knowledge or skills developed in school subjects are usually designed by the results of the test scores given by the teacher. The test score given by the teacher is in the form of report cards. Report cards are a summary of the results of students' learning in learning. With the value of report cards, the teacher can provide an assessment of the student's business for one semester

In addition to report cards, the parameters of achievement of academic achievement scores in Indonesia can be seen from the standard passing scores set

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

by the government above 5.50 based on the acquisition of the final score. The final value is a combination of 60% of UN scores and 40% of school grades. This value must be achieved by high school students as a condition for being able to enter the Higher Education level.

Based on the data of the percentage value of the National Examination (UN) in the Minister of Education and Culture the graduation level of the National Examination (UN) in the SMA / MA level in 2014 reached 99.52 percent of the total SMA / MA UN participants totaling 1,632,757 students, totaling 7,811 (0.48 percent) declared to have failed (Maulipaksi, 2014).

Percentage of passing National Examination (UN) each year experiencing an increase and decrease, in 2010-2011 the percentage of graduation scores was 99.02 percent with a standard score of 5.50. In 2011-2012 the percentage of graduation value was 99.50 percent with a standard passing grade of 5.50. 2012-2013 the percentage of graduation value is 99.48 percent with a standard passing grade of 5.50 (Lestarini, 2014).

Deci and Ryan (in Finney, Pieper, & Barron, 2004) state that individuals who take part in learning in the classroom have the same motivation, but the reason why someone is motivated is different. The reason for individuals in participating in learning activities in this class must be carried out in accordance with the individual's achievement goals. Achievement orientation (achievement goals) contributed greatly to the success of individuals in participating in learning activities so as to get good academic achievement.

Ames (in Finney, Pieper, & Barron, 2004), achievement goals (achievement goals) are defined as individual images that differ in engagement and how to respond to achievement situations in the classroom. In this case individual attention is focused on the "purpose" of involvement in achievement behavior. Achievement orientation (achievement goal) in general, has differences between individuals in the learning process, namely mastery goals and

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

performance goals. Dweck (in Finney, Pieper, & Barron, 2004), mastery goals as goals in which individuals strive to improve their competencies or master something new while performance goals are the goals in which individuals strive to get an assessment. that benefits their competence or avoids negative judgments of their competencies. Achievement orientation (achievement goal) has an influence on academic achievement.

This is supported by research conducted by McGregor and Elliot (2002) stating that achievement goals have an impact on the strategies used during preparation for examinations conducted by individuals. Individuals who adapt the objectives of the mastery approach (mastery approach) and the goal of the performance approach (performance approach goal) tend to prepare for the exam optimally so that the individual feels ready and calm in facing the exam. Conversely, individuals who adapt to the goal of performance avoidance (performance avoidance goals) tend to feel anxious and not feel calm in facing the exam. This shows that by knowing the orientation orientation (achievement goal) individuals can better prepare themselves to face the exams held in their schools so that individuals get better exam scores or academic achievement than before.

Wirthwein, Sparfeldt, Pinquart, and Wegerer (2013) state that there is a significant influence between the two forms of achievement orientation, namely mastery goals with performance goals towards academic achievement. This shows that by knowing the achievement orientation of each individual in response to the situation of achievement can affect their academic performance.

Harackiewicz, Barron, Tauer, Carter and Elliot (2000) examined the consequences of both short-term and long-term achievement attitudes of students towards academic achievement which showed that there was a positive influence between achievement goals of students with academic achievement , where mastery goals and performance goals together relate to academic achievement.

International Journal for Social Studies
Available at
https://pen2print.org/index.php/ijss/

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

Both goals of achievement orientation (achievement goal) can have beneficial consequences in both short and long term education.

This study is intended to empirically examine differences in academic achievement in high school students in terms of achievement goal.

RESEARCH METHODS

This study uses a quantitative approach. The sample of this study is part of the student population of Mutiara Baru Bekasi High School taken from class X and XI who are male and female, class XI who majored in Natural Sciences and Social Sciences. The sampling technique used in the study was nonrandom purposive sampling, which is a subject retrieval technique where the researcher cannot know for certain the total population.

Data collection is done by using instruments or measuring instruments Academic achievement (academic achievement) of students is measured using the average value of the learning outcomes report or report card which is the result of learning assessment from high school students in the second semester of the 2015-2016 school year, and Achievement orientation (achievement goal) is measured by modifying it from the Achievement Goal Questionnaire scale developed by Elliot and McGregor (2001). This scale contains 20 items (12 initial items and 8 modification items) with closed statement forms using dimensions of achievement goals, namely the mastery-approach goal, mastery-avoidance goal, the purpose of the performance approach (performance approach goal), and the goal of performance avoidance (performance avoidance goal).

Validity in this study is measured using content validity, where each item can be declared valid if it has been examined and approved by the opinion of professional judgment. Discrimination Power Item is the extent to which an item is able to distinguish between individuals or groups of individuals who have and

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

do not have the attributes measured (in Azwar, 2014). The item discrimination power index is the consistency between item functions and the overall scale function known as item-total consistency.

The reliability of the measuring instrument used in this study is the type of Cronbach alpha reliability, which was tested using reliability tests on each measuring instrument. The reliability of the measuring instrument is expressed in the alpha (α) symbol.

To test the hypothesis that states differences in academic achievement in terms of achievement goal in this study, one-way ANOVA analysis will be used, which is to examine differences in academic achievement as a tied variable. (Y) in terms of achievement goals as Free Variables (X).

RESULTS AND DISCUSSION

This study aims to examine differences in academic achievement in high school students in terms of achievement goals.

Based on hypothesis testing that has been carried out by researchers, it is known that there is no difference in achievement of academic achievement (academic achievement) in senior high school students in terms of achievement goal with a significance of F = 1.927, p = 0.125 (p> 0.05). This is reinforced by the results of Dweck & Legget's research (in Harackiewicz, Durik, Barron, Linnenbrink, & Tauer, 2008) stating that the high and low academic achievement of students is not always related to the different types of achievement orientation but there are factors more more affect individual academic achievement.

This is similar to Harackiewicz, Durik, Barron, Linnenbrink, and Tauer (2008) which states that achievement orientation (achievement goal) there is an important role in shaping student motivation and interest because achievement orientation reflects the goal of student achievement behavior in the learning environment and can affect student academic performance. Individuals who have

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

a high achievement orientation (achievement goal) will try to achieve their goals in academics so that they can shape student motivation and student interest in the academic field that the individual wants to achieve so as to obtain high academic achievement.

In the respondent's description, the researcher explained the characteristics of respondents based on gender, age, class, and subjects that were most preferred. From the results of the study, researchers obtained high school student respondents, with male characteristics having a percentage of 48.6% and women having a percentage of 51.4%, male respondents had a higher mean mastery approach approach than the mean mean mastery approach women with a mean of 21.97 for male respondents and 22.78 for female respondents. Male respondents have a higher mean mastery-avoidance goal than the mean mastery-avoidance goal of women with a mean of 14.53 for male respondents and 15.25 for female respondents. Female respondents have a higher mean performance approaches than the mean performance-avoidance goal of male respondents with a mean of 23.26 for female respondents and 23.16 for male respondents. Male respondents have a mean performance-avoidance goal higher than the mean performance-avoidance goal of female respondents with a mean of 16.82 for male respondents and 16.69 for female respondents. Female respondents had a higher mean academic achievement than the male academic achievement mean with a mean of 243.38 for female respondents and 239.78 for male respondents.

In the age characteristics of respondents, aged 15 years has a percentage of 28.6%, age 16 has a percentage of 50.7%, age 17 has a percentage of 20.0%, age 18 has a percentage of 0.7%, for Characteristics of class 10 have a percentage of 50.0% and class 11 has a percentage of 50.0%. Respondents aged 15 years have a higher mean mastery approach than the mean master approach goals of respondents aged 16, 17 years and 18 years with a mean of 23.28 for the age of 15, 23.00 for the age of 18, 22.48 for the age of 16, and 20.86 for the age of 17. Respondents aged 15 years have a mean mastery-avoidance goal higher than the

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

mean mastery-avoidance goal of respondents aged 16, 17 years and 18 years with a mean of 15.20 for the age of 15, 14.82 for the age of 17, 14.77 for the age of 16, 14.00 for the age of 18. Respondents aged 18 years have a mean performance goal higher than the mean performance approach goal of respondents aged 15 years, 16 years and 17 years with a mean of 25.00 for the age of 18, 23.55 for the age of 15, 23 , 25 for the age of 16, and 22.57 for the age of 17. Respondents aged 15 years have a mean performance-avoidance goal higher than the mean performance-avoidance goal of respondents aged 16, 17 years and 18 years with a mean of 17.18 for the age of 15, 17.00 for the age of 18, 16.72 for the age of 16 years, and 16.25 for the age of 17 years. Respondents aged 17 years had a higher mean academic achievement than the mean academic achievement of respondents aged 15 years, 16 years and 18 years with a mean of 245.50 for the age of 17 years, 244.31 for the age of 18, 242.14 for age 16 years, and 237.75 for the age of 15.

In class characteristics, 70 students in class 10 (50.0%) and 70 students in class 11 (50.0%). Respondents in class 10 have a mean mastery approach approach higher than the mean mastery approach goal of respondents who are in class 11 with a mean of 23.00 for class 10 and 21.77 for class 11. Respondents in class 10 have the mean mastery-avoidance goal is higher than the mean mastery-avoidance goal of respondents who are in class 11 with the mean of 15.09 for grades 10 and 14.71 for class 11. Respondents in class 10 have a mean higher goal performance than the mean performance-avoidance goal of respondents in class 11 with a mean of 23.46 for classes 10 and 22.97 for class 11. Respondents in class 10 have a mean performance-avoidance goal higher than the mean performance-avoidance goal of respondents who are in grade 11 with a mean of 17.09 for grades 10 and 16.43 for class 11. Respondents in class 11 have a higher mean academic achievement than a mean academic achievement respondents in class 10 with a mean of 246.91 for class 11 and 236.24 for class 10.

On the characteristics of the subjects most favored by students, for Islamic religious subjects has a percentage of 1.4%, Indonesian subjects have a percentage

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

of 7.9%, English subjects have a percentage of 8.6%, language subjects Germany has a percentage of 1.4%, biology subjects have a percentage of 5.7%, counseling guidance subjects have a percentage of 2.1%, economic subjects have a percentage of 4.3%, physics subjects have a percentage of 1 , 4%, geography subjects have a percentage of 4.3%, ips subjects have a percentage of 0.7%, empty hours have a percentage of 2.9%, chemistry subjects have a percentage of 3.6%, mathematics subjects has a percentage of 23.6%, sports subjects have a percentage of 4.3%, PNK subjects have a percentage of 3.6%, plh subjects have a percentage of 0.7%, history subjects have a percentage of 7.9%, arts and culture subjects have a percentage of 2.9%, sociology subjects have a percentage of 2.1%, ICT subjects have a percentage of 3.6%, and students who do not include the preferred subjects have a percentage of 7.1%.

Respondents who like plh subjects have a mean mastery-approach goal higher than the mean mastery approach approach to economic subjects, England, physics, Civic Education, Sociology, Islamic Religion, Germany, Chemistry, IPS, Mathematics, Indonesia. , bk, arts and culture, biology, history, not including subjects, sports, empty hours, geography and typing with a mean of 28.00 for plh, 24.67 for economics, 24.50 for bhinggris, 24.50 for physics, 23.80 for Pkn, 23.67 for sociology, 23.50 for Islam, 23.50 for b. Germany, 23.40 for chemistry, 23.50 for IPS, 22.70 for mathematics, 22.64 for b.indonesia, 22.33 for bk, 22.25 for arts and culture, 21.38 for biology, 21.27 for history, 21.20 for not including subjects, 20.33 for sports, 20.00 for hours empty, 19.83 for geography and 19.80 for tick.

Respondents who liked the IPS subject had a mean mastery-avoidance goal higher than the mean mastery-avoidance goal of respondents who liked plh subjects, Islam, Islam, Christianity, economics, chemistry, arts, mathematics, sports, empty hours, b.indonesia, history, biology, tick, b.jerman, pkn, sociology, does not include subjects, geography, and physics with a mean of 18.00 for IPS, 17.00 for PLH, 16.50 for Islam, 16.42 for BC, 16.00 for BK, 16.00 for economics, 15.80 for chemistry, 15.75 for arts and culture, 15.24 for mathematics, 15.17 for

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

sports, 15.00 for empty hours, 14.91 for b. Indonesia, 14.55 for history, 14 , 50 for biology, 14.40 for tick, 14.00 for b. Germany, 13.40 for pkn, 13.33 for sociology, 13.20 for not including subjects, 12.83 for geography, and 12.50 for physics.

Respondents who like plh subjects have a mean performance approach that is higher than the mean performance goals of respondents who like chemistry, Islam, economics, England, India, mathematics, sociology, Indonesia, IPS, bk, physics, sports, biology, empty hours, cultural arts, history, no subjects, tik, b.jerman, and geography with a mean of 29.00 for plh, 26.40 for chemistry, 26.00 for Islam, 24 , 67 for economics, 24.33 for b.inggris, 24.20 for pkn, 24.03 for mathematics, 24.00 for sociology, 23.18 for b. Indonesia, 23.00 for IPS, 22.67 for bik , 22.50 for physics, 22.50 for sports, 22.25 for biology, 22.25 for empty hours, 22.25 for arts and culture, 21.73 for history, 21.70 for no subjects, 21, 60 for tick, 21.50 for b. Germany, and 20.33 for geography.

Respondents who like plh subjects have a mean performance-avoidance goal higher than the mean performance-avoidance goal of respondents who like Islamic, chemistry, IPS, economics, sociology, mathematics, Binggris, B. Indonesia, PNK, empty hours. , arts and culture, sports, not including subjects, physics, typography, biology, bk, geography, b.jerman, and history with a mean of 20.00 for plh, 18.50 for Islam, 18.40 for chemistry, 18 00 for IPS, 17.83 for economics, 17.67 for sociology, 17.48 for mathematics, 17.08 for B.His, 16.82 for b.indonesia, 16.80 for PNK, 16.75 for hours empty, 16.75 for arts and culture, 16.33 for sports, 16.10 for no subject, 16.00 for physics, 15.80 for tick, 15.75 for biology, 15.67 for bk, 15, 67 for geography, 14.50 for b. Germany, and 15.27 for history.

Respondents who like Islamic religion have an academic achivement mean higher than the mean academic achievement of respondents who like subjects in English, economics, plh, biology, German, geography, cultural arts, bk,mathematics, b.indonesia, chemistry, does not include subjects, empty hours,

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

sports, physics, pkn, history, sociology, typography, and ips with a mean of 247.41 for Islam, 246.17 for b.inggris, 245, 10 for economics, 245.54 for plh, 244.34 for biology, 243.86 for b. Germany, 243.40 for geography, 243.16 for culture, 242.41 for geography, 241.98 for mathematics, 241 , 90 for b. Indonesia, 241.90 for chemistry, 241.45 for no subject, 240.47 for empty hours, 239.87 for sports, 239.56 for physics, 238.52 for sports, 236.53 for history, 236.36 sociology, 236.26 tick, and 213.10 for ips.

CONCLUSIONS AND SUGGESTIONS

Based on the results of this study, it is known that the hypothesis proposed in this study was rejected. This can be seen from the results of hypothesis testing using one-way ANOVA analysis technique which produces F equal to 1.947 with a significance of 0.125 (p> 0.05). This means there is no difference in academic achievement in students in terms of achievement goals.

In the category of study respondents based on gender, age, class, and subjects that are most preferred have differences, as in women have better academic achievement compared to men, respondents who are 17 years old have academic achievement higher achievement compared to the age of 15 years and 16 years shows that the higher the age of knowledge that individuals have, the higher this also can result in higher academic achievement, respondents in class 11 have academic achievement (academic achievement) higher than respondents in class 10, and respondents who liked Islamic studies had a higher acadmic achievement than respondents who liked other subjects.

For the school, it is recommended to improve the quality of teaching at school, so that all students who are in school are able to have high academic achievement and have the drive to achieve their academic goals. In addition, it is recommended that the school conducts briefing for students, so that they can encourage students to implement their goals in achieving academic achievement

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

at school. For further researchers who wish to study academic achievement (academic achievement) can further examine matters that might have an influence on these variables such as interest. In addition, it is recommended for further researchers to pay attention to item-item statements in the item writing process on the content of the scale in accordance with standard rules. In order not to encourage respondents to choose a specific answer, which can lead to high social desirability, so the results of the study can be in accordance with the expectations of researchers.

BIBLIOGRAPHY

Diputra, H. (2011). Psychological dynamics in gay men who have heterosexual relationships Undergraduate thesis, Widya Mandala Catholic University Surabaya.http: //mevoiceforumevoiceforu.blogspot.com/2012/02/dinamikapsikologispadagay-yang.html (Downloaded on May 30, 2015)

Azwar, S. (2014). Preparation of a psychological scale. Yogyakarta: Learning Library. Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H., Krahtwohl, D.R. (1956). Taxonomy of educational objectives. London: Longmans.

Chaplin, J.P. (2005). Complete Dictionary of Psychology. Kartini Kartono translator. Jakarta: Raja Grafindo.

Decha, U. (1993). Factors of academic achievement: a comparative study of high and low achievers. New Delhi: Paragon Enterprises.

Elliot, A.J., McGregor, H.A. (2001). A 2x2 achievement goal framework. Journal of Personality and Social Psychology, 80 (3), 501-519

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

Finney, S.J., Pieper, S.L., Barron, E. (2004). Examining the psychometric properties of the achievement goal questionnaire in a general academic context. Educational and Psychological Measurement, 64, 365-382.

Goraya, F., Hasan, S.S. (2012). Achievement goal orientation and academic performance in undergraduate students. Pakistan Journal of Social and Clinical Psychology, 10 (2), 27-31.

Harackiewicz, J.M., Barron, K.E., Tauer, J.M., Carter, S.M., Elliot, A.J. (2000). Short-term and long-term consequences of achievement goals: predicting interest and performance over time. Journal of Educational Psychology, 92 (2), 316-330.

Harackiewicz, J.M., Durik, A.M., Barron, K.E., Linnenbrink, E.A., Tauer, J.M. (2008). The role of goals in the development achievement of interest: reciprocal relations between achievement goals, interest and performance. Journal of Educational Psychology, 100, 1-62.

Lestarini, A.H. (2014). This is the presentation of graduation rates for 2005-2013. Accessed on 5th September 2015. From http://news.okezone.com/read/2014/04/17/560/971829/ini-presentasi-angka-graduation-un-2005-2013.

Matos, L., Lens, W., Vansteenkiste, M. (2007). Achievement goals, learning strategies and language achievements among Peruvian high school students. Belgian Psychologica, 47, 51-70.

Maulipaksi, D. (2014). Graduation rates for 2014 are 99.52 percent. Accessed on September 5, 2015. From http://litbang.kemdikbud.go.id/index.php/home2-9/857-tingkat-kelamatan-sma-ma-2014-99-52-percent.

Papalia, D.E., Olds, S.W., Fieldman, R.D. (2009). Human development 11th edition. New York: McGraw Hill.

ISSN: 2455-3220
Volume 04
Issue 09
September 2018

Payne, S.C., YoungCourt, S.S., and Beaubien, J.M. (2007). A meta-analytic examination of the nomological net goal orientation. Journal of Applied Psychology, 92, 128-150.

Pedhazur, E.J, Schmelkin, L.P. (1991). Measurement, design and analysis an integrated approach. New Jersey: Lawrence Erlbaum Associates, Inc.

Saklofske, D.H., Zeidner, M. (1995). International handbook of personality and intelligence. New York: Plenum Press.

Schunk, D.H., Pintrich, P.R., Meece, J.L. (2008). Motivation in education: theory, research, and applications. Upper Saddle River, N.J: Merrill Prentice Hall.

Tabachnick, B. G., & Fidell, L. S. (2007). Using multivariate statistics (5th ed.). Boston, MA: Allyn & Bacon.

VandenBos, G.R. (2009). What is the consice dictionary of psychology. Washington: American Psychological Association.

VandeWalle, D. et al. 1999. The influence of goal orientation and self-regulation tactics on sales performance: a longitudinal field test. Journal of Applied Psychology, 84 (2), 249-259.

Wentzel, K.R., Wigfield, A. (2009). Handbook of motivation at school. New York: Routledge.

Winkel, W. S. (1996). Teaching psychology. Jakarta: PT Grasindo.

Wirthwein, L., Sparfeldt, J.R., Pinquart, M., Wegerer, J., Steinmayr, R. (2013). Achievement goals and academic achievement: a closer look at moderating factors. Educational Research Review, 10, 66-89.

Woolfolk, A. (2009). Educational psychology: active learning 10th edition. Translator Soetjipto, P.H., and Soetjipto, M. S. Yogyakarta: Learning Library.