



Contents lists available at Journal IICET

JPPi (Jurnal Penelitian Pendidikan Indonesia)

ISSN: 2502-8103 (Print)ISSN: 2477-8524(Electronic)

Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



The impact of teaching and learning quality process to school and university education for sustainable future

Louisa Marga Metekohy, Muner Daliman, Benjamin Metekohy, David Ming³⁾
Patimura University, Ambon, Indonesia

Article Info

Article history:

Received Des 12th, 2021

Revised Feb 06th, 2022

Accepted Mar 30th, 2022

Keyword:

Process quality

Psychology

Family

School

Motivation

ABSTRACT

The purposes of this study are: 1) To determine the effect of the quality of the learning process and learning motivation on student achievement partially. 2) To determine the effect of learning motivation on student achievement. This research design is a qualitative research, with a grounded theory type of research. The impact of the teaching and learning quality process affects the improvement of student learning outcomes in addition to the selection of inputs, there are also other factors that determine the so-called external factors and students' internal factors. External factors of students include school infrastructure, teachers, learning processes and other factors that come from the family environment. While internal factors, including health, intelligence, talent, interests, motivation and so on. The influence of the quality of the learning process is a very important factor in determining student learning outcomes. Meanwhile, motivation is a factor to generate, underlie, and direct students' learning actions. The conclusion in this study is that the aspect that is the determining factor for obtaining satisfactory achievement for students in learning is friends who will affect student achievement. The surrounding environment can motivate children to learn if it consists of students, students, doctors. This activity in the community can also affect children's learning.



© 2022 The Authors. Published by IICET.

This is an open access article under the CC BY-NC-SA license

(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

Corresponding Author:

David Ming,

Patimura University

Email: davidmingming3@gmail.com

Introduction

The words "quality" and "process" are two words that have different meanings from one another. Thus the meaning of the word "quality" which can be defined based on the fourth edition of the Big Indonesian Dictionary, that "quality" means "the level of good or bad something; degree or level, intelligence or skill , quality" while according to Peter Salim and Yenny Salim in the "Big Dictionary of the Contemporary Indonesian Language", (1991:781) that: The word "quality" has meaning; first "the level of good or bad something, also talk about the level of product quality. The second understanding, talking about the level of intelligence, skills, and so on; quality. For example: a good school is a school that can produce graduates with high quality. So, talking about quality means talking about the quality or degree of something but it can also talk about values which are often mentioned in philosophy which are axioms. A student is said to be qualified if it reaches or passes the standard or value that has been determined by the school or by other educational institutions. (Sirulhaq et al., 2018) defines that: The word "process" has several meanings, namely first, a sequence of changes (events) in the development of something. Example: social progress goes on. Second, a series of actions, manufacture or processing, that produce a product. The third is a case in court. (Tanty

Yuniar, n.d.) said that: The word process is juxtaposed with the word adiabatic (civilized, has good karma, has good character) which has the same meaning, which refers to any changes that occur in a system without the system gaining or losing heat (first, the heat that occurs because of the flame or from body heat. Second: the energy of motion of the constituents of an object). (Salim & Salim, 2002) that the word process has the first meaning, the sequence of events in the development of something. Second, a series of actions, manufacture, or management of a product. Third, cases in court, or court proceedings while verbal processes have the meaning of reporting on an event such as the time of occurrence, place of occurrence, information and other instructions, minutes. (Salim & Salim, 2002) that the word process has the first meaning, the sequence of events in the development of something. Second, a series of actions, manufacture, or management of a product. Third, cases in court, or court proceedings while verbal processes have the meaning of reporting on an event such as the time of occurrence, place of occurrence, information and other instructions, minutes. (Salim & Salim, 2002) that the word process has the first meaning, the sequence of events in the development of something. Second, a series of actions, manufacture, or management of a product. Third, cases in court, or court proceedings while verbal processes have the meaning of reporting on an event such as the time of occurrence, place of occurrence, information and other instructions, minutes.

By looking at some of the definitions above, it can be said that the quality of the process is a series or event of perfecting something abstract to become perfect. Then the word process can also be juxtaposed with the word adiabatic from the word process above, so the meaning is a process that occurs in the system during the process there is no heat entering or leaving. Or the learning process at the level passed by students in this case students to learn science. So, when the word heat is applied in education, the teacher is the heater. After seeing some of the etymological understandings above, it can be said that quality is an axiology of the results that have been achieved by students in this case are learners or students. While the word process is a series of activities or changes that occur. So associated with the teaching and learning process, it will always be an activity that causes interaction between two human elements, namely students as the learning party and the teacher as the teaching party, with students as the main subject. (Sardiman, 2011), that "the process of interaction between students and teachers, it takes supporting components such as educative interaction" so, according to the author that the quality of the process is an educational interaction between teachers and students in the learning process. Because teaching and learning interactions have a purpose, namely to help children in a certain development. In fact, this is what is meant by teaching and learning interactions with the aim of namely students as the learning party and the teacher as the teaching party, with students as the main subject. (Sardiman, 2011), that "the process of interaction between students and teachers, it takes supporting components such as educative interaction" so, according to the author that the quality of the process is an educational interaction between teachers and students in the learning process. Because teaching and learning interactions have a purpose, namely to help children in a certain development. In fact, this is what is meant by teaching and learning interactions with the aim of so, according to the author that the quality of the process is an educational interaction between teachers and students in the learning process. Because teaching and learning interactions have a purpose, namely to help children in a certain development. In fact, this is what is meant by teaching and learning interactions with the aim of so, according to the author that the quality of the process is an educational interaction between teachers and students in the learning process. Because teaching and learning interactions have a purpose, namely to help children in a certain development. In fact, this is what is meant by teaching and learning interactions with the aim of so, according to the author that the quality of the process is an educational interaction between teachers and students in the learning process. Because teaching and learning interactions have a purpose, namely to help children in a certain development. In fact, this is what is meant by teaching and learning interactions with the aim of placing students as introductions and supporters in the learning process.

Method

This research design is a qualitative research, with a grounded theory type of research, namely researchers using interview data in data testing and data analysis and providing conclusions to research results to determine the impact of teaching and learning quality process to school and university education for sustainable future.

Results and Discussions

Method of Cooperative Learning

So cooperative learning is a learning strategy with students as members of small groups with different levels of ability. In completing their group assignments, each student or group member must work together and help each other to understand the subject matter is called the cooperative method.

In cooperative learning, learning is said to be incomplete if one of the friends in the group has not mastered the lesson material. Basically, the learning process that occurs must involve students from different backgrounds, ranging from skin color, religion, even from the level of thinking ability and student learning style. For this reason, the teacher must show his competence as smart as possible and be able to see the differences in the characteristics of each student in the teaching and learning process. Johson, and friends (2011:13) in [blogspot.com/2013/05/Cooperative learning model that: Cooperative learning experiences are more attractive to heterogeneous students, students from different ethnic groups, both disabled or non-disabled](http://blogspot.com/2013/05/Cooperative-learning-model-that-Cooperative-learning-experiences-are-more-attractive-to-heterogeneous-students-students-from-different-ethnic-groups-both-disabled-or-non-disabled).

This means that the cooperative learning method is very relevant in the world of education both in the city and in the interior. Iskandar (2009:126) says that: Learning that consciously and deliberately develops caring interactions between students to avoid offense and misunderstanding that can lead to hostility, the cooperative learning model is relevant. Thus, the cooperative learning model is very helpful in the task of a teacher in delivering the material to be delivered because cooperative learning requires interaction between colleagues to perform or complete the tasks given by the teacher. Slavin Iskandar (2009:126) suggests that: Constructivist learning in teaching applies the cooperative learning model extensively on the basis of the theory that students will more easily find and understand difficult concepts if they discuss these concepts with each other. Cooperative learning can be beneficial for students with low ability levels or low achievers as well as high ability levels or high achievers who work on academic tasks together. High-achieving students teach their lower-achieving peers, thus providing special assistance from peers who have different interests. Based on Iskandar's comments above, it can be concluded that students with lower achievements can increase their motivation in learning the third study using the Cooperative method, so that they will obtain maximum academic results.

Collaborative Learning Method

Collaborative learning can provide opportunities to lead to successful learning practices. Collaborative learning involves the active participation of students and minimizes differences between individuals. Collaborative learning has added to the momentum of formal and informal education from two converging forces, namely: Realization of practice, that life outside the classroom requires collaborative activities in life in the real world; Grow awareness of social interaction in an effort to realize meaningful learning for students. In this regard, Peter Salim & Yenny Salim (2001:754) say that collaboration is: Cooperation with the enemy "so, collaborative" is a philosophy of interaction and personal lifestyle in which individuals are responsible for their actions.

Thus the authors agree that cooperative and collaborative learning is based on constructivist theory. Because the teacher's knowledge is transferred into students' thinking concepts that can be related to learning by using constructivist methods. Where students themselves will find their knowledge based on their own experiences. Then that knowledge is reconstructed and developed through new student learning experiences. Learning includes active participation by students in passively receiving information presented by a teacher (expert teacher - expert teacher).

Collaborative learning through dialogue among students and between faculty and students, in a social setting. Students learn to understand and appreciate different perspectives through a dialogue with their peers. A dialogue with the teacher helps students learn the difficult words and social structures that govern groups of students who wish to participate, such as historians, mathematicians, writers, actors. Collaborative learning is a personal philosophy, not really a classroom technique. In all situations where students come together in groups, encouraging a way of dealing with students is respectful and highlights the abilities and contributions of each group member. Acceptance of responsibility among group members for group actions.

Competitive Learning Method

The competitive method has an influence on the development of creativity, from the results of the study of various research results it was found that there is a tendency that the cooperative method is thought to be more effective in increasing creativity than the competitive method. Creativity is a very important and valuable aspect in every teacher's effort to find new strategies in their learning, because through creativity, various theories, approaches, and new ways can be found that are very beneficial for students' learning lives. Without creativity, life would be more of a repetition of equally creative patterns which are the highest kind of

intelligence in mankind that other creatures do not have. The competitive situation itself is characterized by a negative attitude in terms of dependence, where when one person wins, the other loses. In a learning situation, students will be independent and work alone in achieving success, so that a person's success and failure will not affect the group. On the other hand, in a cooperative situation, interaction is characterized by interdependence between individuals. In a classroom learning situation, the score obtained by an individual will affect the score against the group, so that an individual will be responsible for the success and failure of the group. Without the creativity of teachers in learning will be more of a teaching that is repetition of the same patterns. where when one person wins, the other loses. In a learning situation, students will be independent and work alone in achieving success, so that one's success and failure will not affect the group. On the other hand, in a cooperative situation, interaction is characterized by interdependence between individuals. In a classroom learning situation, the score obtained by an individual will affect the score against the group, so that an individual will be responsible for the success and failure of the group. Without the creativity of teachers in learning will be more of a teaching that is repetition of the same patterns.so that one person's success and failure will not affect the group. On the other hand, in a cooperative situation, interaction is characterized by interdependence between individuals. In a classroom learning situation, the score obtained by an individual will affect the score against the group, so that an individual will be responsible for the success and failure of the group. Without the creativity of teachers in learning will be more of a teaching that is repetition of the same patterns.so that one person's success and failure will not affect the group. On the other hand, in a cooperative situation, interaction is characterized by interdependence between individuals. In a classroom learning situation, the score obtained by an individual will affect the score against the group, so that an individual will be responsible for the success and failure of the group. Without the creativity of teachers in learning will be more of a teaching that is repetition of the same patterns.so that one person's success and failure will not affect the group. On the other hand, in a cooperative situation, interaction is characterized by interdependence between individuals. In a classroom learning situation, the score obtained by an individual will affect the score against the group, so that an individual will be responsible for the success and failure of the group. Without the creativity of teachers in learning will be more of a teaching that is repetition of the same patterns.so that an individual will be responsible for the success and failure of the group. Without the creativity of teachers in learning will be more of a teaching that is repetition of the same patterns.so that an individual will be responsible for the success and failure of the group. Without the creativity of teachers in learning will be more of a teaching that is repetition of the same patterns.

Learning strategies

The word strategy according to Harvey and et al, (2012: 1) that "strategy comes from two basic words, namely: *Tratos*, which means large or scattered numbers and again which means leading or perhaps interpreting it, collecting". Meanwhile, according to Peter Salim and Yenny Salim (1991:1463) define it as: First, Science plans and directs large-power military operations to major profitable areas. Second,. Plans or war tactics. Third, the skill of organizing or planning, especially by using stratagem. Fourth, careful planning of an activity in order to achieve a target or objective. Meanwhile, the Big Indonesian Dictionary of the KBBI Third Edition (2002:1092) defines that:

Strategic words as follows "1. The science and art of using all the resources of a nation to carry out certain policies in war and peace. 2. The science and art of leading armies to face the enemy in war under favorable conditions. achieve special activities.4. A good place according to war tactics. So, based on the meaning of the word above that the word strategy means a careful planning to achieve the goal, in the strategy there is also a difference between teaching and the use of favorable conditions in learning. Teachers are required to use strategies in their teaching to improve the quality of learning and learning. Learning in the classroom will be very effective if the teacher implements the strategy by understanding the role, the functions and uses of the subjects they teach. In addition to understanding a good strategy, it can help students' effectiveness in learning and is also determined by the ability of the teacher to change the teaching model into a learning model as expected by educational institutions or expected by teachers and students.

The quality of the learning process is one of the strategies or benchmarks that can determine the success or failure of the learning process. The author needs to emphasize here that the measure of quality or not in a school in learning is relative, because the benchmarks used continuously will always change according to changing challenges of the era or era. By looking at the various comments above, strategies are needed that help teachers improve the quality of learning and student learning, including:

Learning model

Learning model is one approach in order to anticipate changes in student behavior adaptively and generatively. Nanang Hanafiah and Cucu Suhana (2012:41) say that the learning model is closely related to

the learning style of students (learning style) and the teacher's teaching style (teaching style), both of which are abbreviated as "SOLAT" Style of learning and Teaching. According to Hanafiah and Cucu Suhana (2012:42) define the steps that can be taken in the learning model are: Students are divided into groups, each student in each group gets a number. The teacher gives an assignment and each group does it. The group discusses the correct answer and makes sure each group member can do or know the answer. The teacher calls one of the student numbers with the number called to report the results of their cooperation. Responses from other friends, then the teacher pointed to another number.

So based on the comments above, this is actually a teacher's strategy to achieve educational goals. The learning model proposed by Hanafia and Cucu Suhana is a teacher's effort to improve the quality of the student learning process. Because the learning model is a conscious effort in dealing with teacher strategies. This learning model is more suitable with constructivism learning theory which emphasizes the teacher's task is to only accompany students while students construct their own knowledge based on the students' own experiences. Learning is a process of changing behavior due to interaction with the environment. Daryanto and Muljo (2012:211) say that: The process of behavior change is an effort that is made consciously based on experience when interacting with the environment. Thus, a guide for the development of learning activities is needed which can be used as guidelines for teachers and schools in developing competency standards and basic competencies for each subject in an education.

Learning Media

Nanang & Suhana (2012: 59) that learning media are all forms of stimulation and tools provided by teachers to encourage students to learn quickly, precisely, easily, correctly and without verbalism. So learning media is a hearing and visual aid for students in order to gain a significant learning experience. (Yudi, 2014)says that: The function of learning media is more focused on two things, namely the analysis of functions based on the media and based on their use. First; function analysis based on the media there are three functions of learning media, namely (a) learning media functions as learning resources. (b) semantic functions, (c) manipulative functions. Second;

So, basically the main function of learning media is as a learning resource. However, it must be admitted that there are other functions which are the result of consideration in the study of its general characteristics, the language used to convey messages and the good impact on students in student learning. (Yudi, 2014)states that: The use of media or assistive devices is realized by many educational practitioners to greatly assist learning process activities both inside and outside the classroom, especially helping to improve student achievement. So, in this case the learning media that should be an interesting and meaningful teaching facility but not many teachers use it, the lecture method is quite popular among teachers in the teaching process. The limitations of learning media on the one hand and the weak ability of teachers to use learning media make the application of the lecture method more mushrooming, meaning that the lecture method still has a much bigger role than other teaching methods. In addition, the limited learning media tools that are sourced from technology as learning media used in the classroom are thought to be one of the reasons for the weak ability of teachers in efforts to improve the quality of education in general. (Yudi, 2014)says that: The use of media in the learning process in the religious field can be said to be not optimal. So, the use of learning media in education is very helpful for teachers in teaching, so that teachers are able to create interesting and creative teaching models.

Motivation to learn

Motivation is the art of encouraging students to be encouraged to do learning activities so that learning objectives are achieved. Thus, motivation is an effort from outsiders in this case the teacher to encourage, activate and move students consciously to be actively involved in the learning process. Teachers can also motivate students by generating interest in learning and by giving and creating new hopes for students. The learning motivation includes:

Peter Salim and Yenny Salim, (2001:997) say that the word "motivation" has the following meanings: First, the desire, the urge that arises in a person, both consciously and unconsciously, to do something with a specific purpose. efforts that can cause a certain person or group of people to be moved to do something because they want to get satisfaction or the desired goal with their actions. The definition according to the Big Indonesian Dictionary (2008:930) defines that motivation is an impulse that is generated in a person consciously or unconsciously to take an action with a specific purpose.2. an effort that can cause a certain person or group of people to be moved to do something because they want to achieve the desired goal to get satisfaction.

Thus it can be said that motivation is the impetus caused by the desire to achieve a goal that is the main target. John W. Santrock (2011:510) defines that "Motivation is a process that gives enthusiasm, direction, and persistence of behavior. That is, motivated behavior is behavior that is full of energy, directed and lasts a long time. Purwa Atmaja Prawira said that "Motivation has a root word from the Latin *movere*, which means motion or the urge to move". Dale H. Schunk, Paul R. Pintrich and Judith L. Meege, (2012: 6) define that: The term motivation comes from the Latin verb *movere* to move. This idea of movement is reflected in common sense ideas about motivation, such as something that makes us accomplish it. So motivation can be referred to as the driving force or driving force to move something so as to achieve the goal. Meanwhile Atkinson in Purwa Atmaja Prawira said that "motivation is explained as a person's tendency to act that increases in order to produce one or more results". While AW Bernard in Purwa Atmaja Prawira that "motivation is a phenomenon involved in stimulating action towards certain goals that previously had little or no movement towards certain goals". So, motivation is an attempt to enlarge or make a movement to achieve certain goals. Abraham Maslow in Purwa Atmaja Prawira defines that: Motivation is something that is constant (fixed), never ending, fluctuating and complex,

So as stated above that motivation is basically an effort individually or in groups of people to improve an activity in achieving common or certain goals, including student learning activities. The learning motivation in question is of course everything that encourages students or that gives enthusiasm to students to carry out learning activities, so that they become more active in their studies to get better achievements. (Sardiman, 2011) says that: The word "motive" is defined as an effort that encourages someone to do something. Motives can be distinguished as the driving force from within and within the subject to carry out certain activities in order to achieve a goal. Even the motive can be interpreted as an internal condition of preparedness. Starting from the word motive, then "motivation" can be interpreted as a driving force that has become active. Motives become active at certain times, especially when the need to achieve goals is felt/urgent.

So, motivation can arise from outside or from within the individual students themselves. Motivation is a strength from within students as well as from their families as support for students to achieve a satisfactory achievement. Mc.Donald in Sadiman that "motivation is a change in energy in a person which is characterized by the emergence of feeling and preceded by a response to the existence of a goal". From Donald's comments above, Sardiman (2011:74) defines three important elements related to motivation, namely: a) That motivation initiates a change in energy in each individual. The development of motivation will bring some changes in energy in the neurophysiological system that exists in the human organism; b) Motivation is characterized by the appearance, feeling, affection of a person. In this case, motivation is relevant to psychological, affective and emotional issues that can determine human behavior; c) Motivation will be stimulated because of the purpose. So motivation in this case is actually a response to an action, namely a goal. Motivation does arise from within humans, but its emergence is because it is stimulated / driven by the existence of other elements, in this case it is a goal. This goal is about needs.

Thus it can be said that motivation as something complex. Motivation will cause a change in the energy that exists in students, so that it will be related to psychological problems, feelings and emotions to then act to do something to achieve that goal. Motivation demands physical or mental activity. So, it can be concluded that motivation is a process of initiating and maintaining activities that are directed at achieving goals.

Motivation function

In the world of education, high motivation is needed to achieve goals. The function of motivation is to move students to be more active in their struggle to get maximum grades. Donald O. Hebb in (Yudi, 2014) mentions that there are two motivational models, namely: First, arousal and second, expectancy arousal is a teacher's effort to arouse the intrinsic motive of his students, while second, expectancy is a belief effort that immediately arises to fulfill a certain expectation. encourage someone to do an activity.

Then the hope of achieving a student's desire or goal can make students' motivation to learn on the basis of what the teacher brings into the student. One way to give hope is by making it easier for students, even those who are considered weak, to accept and understand the content of the lesson, namely through the use of appropriate learning media (Santrock, 2012) says that: To achieve something requires motivation, which is called extrinsic and intrinsic. Extrinsic Motivation is "doing something to get something else (a way to achieve a goal). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. Intrinsic motivation is the internal motivation to do something for the sake of something itself (the goal itself).

Student motivation and performance are influenced by teacher expectations. Teachers often have more positive expectations for high-ability students than for low-ability students. These expectations will affect the attitudes and behavior of students towards teachers. Brophy, 1985, 1998 in (Santrock, 2011) that "one of the important teaching strategies is to monitor your expectations and make sure you have positive expectations of

all students, including those with low abilities". Thus, motivation affects the existence of an activity. (Sardiman, 2011) says that there are three functions of motivation, namely: a) Encouraging humans to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity that will be done; b) Determine the direction of action, namely towards the goal to be achieved. Thus, motivation can provide direction and activities that must be carried out in accordance with the formulation of the objectives; c) Selecting actions, namely determining what actions must be done that are harmonious in order to achieve the goal, by setting aside actions that are not useful for that goal.

As stated by Sardiman above, it can be said that motivation is related to a goal in which there is encouragement, action and selection of activities to achieve the goal itself. Motivation can serve as a driver of effort and achievement. A student makes an effort, namely learning as an encouragement to achieve achievement. The existence of good motivation in learning will show good results. (Fudyartanto, 2016) in (PurwaAtmajaPrawira, 2012). That writing down the functions of motivation as follows: a) Motivation is directing and regulating individual behavior. Motives in real life are often described as guiding, directing, and orienting a particular goal of the individual. Individual behavior is said to be motivated if it moves in a certain direction; b) Motive as a selector of individual behavior. The motive that is owned or contained in the individual makes the individual concerned act in a directed manner towards a chosen goal that has been intended by the individual; c) Motives energize and restrain individual behavior. The motive is known as a driving force and an increase in energy so that actions occur that appear in the organism.

So, motivation also has a function to keep the action or interest going continuously for a long time. Thus, motivation is felt to have a very important role. Motivation is defined as very important not only for students, but also for educators, lecturers, and school employees, or other educational institutions. It is concluded that the main function of motivation is to encourage students, to provide reinforcement, to students in learning.

Motivation Classification

The classification of motivation consists of two, namely cognitive motives, affective motives. Cognitive motives emphasize the process of information which consists of: Consistency where students who accept a positive relationship between price and quality is a consistency motive. While the attribute is a tool to find out the causes of important events in learning.

Categorization of consumers who face a complex environment, the impetus is to simplify their experiences by categorizing their experiences. The objectification of consumers who want and develop an opinion on something, first repeats his behavior and then on the basis of experience can behave towards something. Stimulation naturally, consumers have a feeling of curiosity and try to get something. Affective motives only emphasize feelings which include: Reduction tension. Expressions / facial expressions

Learning achievement

Learning achievement is a dream for every student who is following the learning process at school and a dream for parents and teachers. Actually, the word learning achievement is an understanding consisting of two words achievement and learning, each of which has its own meaning. Learning achievement has the meaning of something that is carried out (made, made and so on) by the business. Furthermore, the meaning of the word "Learning achievement is the abilities possessed by students after he receives his learning experience. NgalmPurwanto stated that: "Learning achievement is the level of thinking ability". The Research and Development Center of the Ministry of Education and Culture stated that: "Learning achievement does not only cover aspects of knowledge and skills, but also includes aspects of character building of a student.

Achievement is always associated with the implementation of an activity or activity. Learning achievement is something that cannot be separated from learning activities, because learning activities are a process, while learning achievement is the output of the learning process (Salim & Salim, 2002), in Kamus Besar Contemporary Indonesian Define that "achievement" is "the result obtained from something done, and so on". While his academic achievements (1991:1190) are: "the value obtained from school activities that are cognitive and determined through assessment. Learning achievement of mastery of knowledge skills on subjects as evidenced by test results. Work performance is the work obtained in carrying out the tasks assigned to someone.

So, achievement is the ability, or skill, and attitude of a person in completing a task. Learning achievement is an important thing in human life. Humans and even students in their studies always try to pursue achievements according to their respective fields and abilities. A learning achievement is not only an indicator of success in a particular field of study, but also as an indicator of the quality of educational institutions Environmental input Learning Teaching Process. The definition of learning achievement, among others, put forward by (Winkel et al., 2009) which states that learning achievement is a proof of learning success or a

student's ability to carry out learning activities in accordance with the weights achieved. Meanwhile, (Sukmadinata, 2005), achievement or learning outcomes (achievement) is the realization of the potential skills or capacities of a person. Then the teacher can see the learning outcomes of student behavior, both behavior in the form of mastery of the material and students' basic knowledge, thinking skills and motor skills. At school, learning outcomes or learning achievements can be seen from students' mastery of the subjects they have taken. The tool to measure learning achievement/outcome is called a learning achievement test or achievement test compiled by the teacher or lecturer who teaches the subject or subject in question (Nasution, 2009) defines that student learning achievement is the perfection achieved by a person in thinking, feeling and doing.

Based on several understandings put forward by the experts above, it can be concluded that learning achievement is the level of ability possessed by students in learning or someone digests information obtained in the teaching and learning process. A student's learning achievement is often presented in the form of symbols in the form of numbers, letters or sentences that tell the results that have been achieved by each student in a certain period. Learning achievement which is the result of measurement. According to Tursquou (2004:75), in his treatise published on www.p2tkdikdas.kemdikbud.go.id. that learning achievement can be formulated as follows: "Student learning achievement is the learning result achieved by students when participating in and doing assignments and learning activities at school. Students' learning achievement which is mainly assessed is the cognitive aspect because it is concerned with students' abilities in knowledge or memory, understanding, application, analysis, synthesis, and evaluation. Thus, learning achievement is also the result of measuring students after participating in the learning process within a certain period which can be measured using relevant instruments. Many factors affect learning achievement, some are from within (internal) and some are from outside (external). (Anwar, 2017) that: The purpose of the learning achievement test is to reveal a person's success in learning. Learning achievement tests are in the form of tests that are arranged in a planned manner to reveal the individual's maximum performance in mastering the materials or materials that have been taught. The results of the learning achievement test can show the high or low student achievement. The learning achievement is denoted by numbers or letters, as in postgraduate education which is indicated by the Grade Point Average (GPA) with a scale of 4

It can be seen from Anwar's comments that the main purpose of achievement is to reveal a student's success in learning, in the form of giving grades in the form of numbers or letters. So these factors are factors that come from yourself (internal) and factors that come from outside (external). Internal factors are factors that come from within students, including physical, psychological, and physical and psychological maturity factors. Physical factors include the five senses that do not function properly, the functioning of the body's glands that cause behavioral abnormalities. While psychological factors include intelligence, talents, attitudes, habits, interests, needs, and motivations. External factors that come from outside the students are in the form of social, cultural, physical environment, and religious spiritual environment. Social factors include the family environment, school, and community. Cultural factors include customs, science, technology, and the arts. Physical environmental factors such as home facilities and learning facilities. Learning facilities include study rooms, desks, lighting chairs, stationery, and textbooks. These factors interact with each other either directly or indirectly in influencing learning achievement. Likewise, student learning facilities in schools play a very important role in facilitating and facilitating student learning activities. Various kinds of learning facilities such as places to study, stationery, learning media, and other facilities. Learning facilities make it easier for students to solve problems that arise while studying and understanding lessons or assignments given by the teacher. As a student doing the task given by the teacher, while the student lacks or does not have learning facilities that support to do the task which may hinder the completion of the task. Conversely, if students have complete learning facilities, the teacher's tasks can be done well. So if students get good learning facilities and are supported by the ability of students to use them optimally, it is expected to improve student achievement. then the task of the teacher can be done well. So if students get good learning facilities and are supported by the ability of students to use them optimally, it is expected to improve student achievement. then the task of the teacher can be done well. So if students get good learning facilities and are supported by the ability of students to use them optimally, it is expected to improve student achievement.

Conclusions

Aspects that become the determining factor to get satisfactory achievement for students in learning are friends, which will affect student achievement. So the obligation of parents is to supervise children or students and provide understanding to reduce associations that can have a negative impact on the child. In addition, the neighboring environment can motivate children to learn if they consist of students, students, doctors. Vice versa, if the neighboring environment is a person who is not in school, unemployed, it will be very influential

for the child. Activities in the community can also affect children's learning. The role of parents is to provide direction to children so that activities outside of learning can be followed without forgetting their learning tasks and cultural values. Mental health which is one of the factors that affect learning achievement is closely related to religiosity. The relationship between psychology and religion in relation to the relationship between religion as a belief and mental health lies in the attitude of one's surrender to a supreme power. Such a resigned attitude is thought to give a person an optimistic attitude so that positive feelings arise such as feeling happy, feeling happy, satisfied, successful, feeling loved or feeling safe. Religiosity and the meaning of life are indirectly related because it can make students know the extent to which they can appreciate life and make use of their lives by behaving and acting in accordance with the teachings of their religion. Indirectly, religion can make students aware of the meaning of life and how they can do better for the future of their lives in achieving achievements. For a student, religious values must be instilled so that students understand life and life more in an outward sense, which moves from the vertical dimension of life and transcends this life.

References

- Anwar, A. (2017). Penerapan model pembelajaran kooperatif tipe think pair square pada materi ruang dimensi tiga untuk meningkatkan prestasi belajar matematika siswa kelas X SMA Negeri 1 Baubau. *JP3M (Jurnal Penelitian Pendidikan Dan Pengajaran Matematika)*, 3(1), 1–12.
- AtmajaPurwaPrawira, (2011) *Educational Psychology in a new perspective*. Yogyakarta: Ar-Ruzz Media.
- Dale H. Schunk, Paul R. Pintrich and Judith L. Meege, (2012). *Motivation in Education Theory, Research, and Application*. (Jakarta: Index)
- Dariyanto and MuljoRaharjo.(2012). *Innovative learning models*. (Yogyakarta: Gava Media Publisher).
- Fudyartanto, K. (2016). *Psikologi kepribadian timur*. Pustaka Pelajar.
- Hasbullah.(2011). *Fundamentals of educational science*. (Jakarta: PT RajagrafindoPersada)
- Harvey F.Silver.dkk. (2012). *Teaching strategies. Choosing the right Research-Based Strategy for each lesson*. (Jakarta: PT Index PermataPuri Media)
- Hernandez R Yus. (2013) *The art of teaching in the style of the world's top soccer coach*. (Yogyakarta: Diva Press)
- HuseinUsman. (2013). *Management theory, practice and educational research*.(Jakarta:PTBumiAksara)
- NanangHanafiah&CucuSuhana (2012) *learning strategy concept*. Bandung: PT RefikaAditama
- Nasution, S. (2009). *Metode Research (penelitian ilmiah)*.
- Purwa Atmaja Prawira, P. A. (2012). *Psikologi Pendidikan dalam Perspektif baru*. Ar-Ruzz Media.
- Purwanto.(2011) *Evaluation of learning outcomes*. (Yogyakarta: Student Library.)
- Salim, P., & Salim, Y. (2002). *Kamus Bahasa Indonesia Kontemporer (Jakarta*. Modern English Press.
- Santrock, J. W. (2011). *Masa perkembangan anak*.
- Santrock, J. W. (2012). *Perkembangan Masa-Hidup*, Edisi ketiga belas. Jakarta: Erlangga.
- Sardiman, A. M. (2011). *Pendidikan Karakter dan Peran Pemerintah*. Yogyakarta. *Makalah*.
- Saefulloh, (2012). *Developmental psychology and education*. (Bandung: Faithful Library)
- Sirulhaq, A., Sukri, M., Jafar, S., & Burhanuddin, M. (2018). Questioning “The Great Indonesian Dictionary”(KBBI). *International Conference on Language Phenomena in Multimodal Communication (KLUA 2018)*, 162–165.
- Sousa, David A, (2012) *how the gifted brain learns*. (Jakarta: PT Index,)
- Sudijono, Anas. (2010). *Introduction to education statistics*, (Jakarta: Grafindo)
- Sugiyanto.(2012) *combination research methods(moxed methods)* (Bandung. Alfabeta)
- Sukmadinata, S. N. (2005). *Metode Penelitia*. Bandung: PT Remaja Rosdakarya.
- Tanty Yuniar. (n.d.). *Complete Indonesian Dictionary, equipped with New Vocabulary for students and the general public*. Agung Media Mulia.
- Winkel, G., Saegert, S., & Evans, G. W. (2009). An ecological perspective on theory, methods, and analysis in environmental psychology: Advances and challenges. *Journal of Environmental Psychology*, 29(3), 318–328.
- Yudi, M. (2014). Pengaruh metode pembelajaran dan media pembelajaran terhadap hasil belajar rangkaian listrik arus bolak-balik di smk negeri 1 cerme-gresik. *Jurnal Pendidikan Teknik Elektro*, 3(2).