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The Influence of Appreciation for Achievement on The Learning Outcomes Of 6th Grade Students of MI Ma'arif NU Beji Learning Year 2023/2024

Devi Sofiana^{1*}; Anggitiyas Sekarinasih¹; Irma Dwi Tantri¹

¹Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto, Indonesia

Corresponding author's email: devisofianaxtbs209@gmail.com

Abstract: *This study aims to examine the effect of respect for achievement on student learning outcomes. The design of this research is Ex Post Facto. The population in this study were all 6th grade students of MI Ma'arif NU Beji. The sampling technique used probability sampling, namely students in grades 6A and 6B MI Ma'arif NU Beji Learning Year 2023/2024, with a total of 37 respondents. The data collection technique was carried out with a questionnaire to appreciate achievement and learning outcomes on the average value of the odd semester report card. The results showed that respect for achievement influenced learning outcomes by 18.3% and the remaining 81.7% was influenced by other factors outside of respect for achievement. With the regression equation $Y = 75.471 + 0.382X$, each addition (increase) of the achievement appreciation scale will affect student learning outcomes by 0.382.*

Keywords: *respect for achievement; learning outcomes*

A. INTRODUCTION

Education is something in life that is relatively important and cannot be separated from the journey of human life. Education is a deliberate and planned effort to provide guidance on the development of the physical and mental potential of individuals. This is done by adults as educators to students in order to achieve maturity and independence in carrying out their life tasks (Hidayat & Abdillah, 2019). With education, the quality

of human resources can be improved in line with the level of education they get.

Education is the process of each individual developing their ability to interact and behave in society (Citriadin, 2019). It is a social process in which structured environments such as schools and homes influence a person's personal development and social skills. Education is a responsibility that should be carried out to the best of our ability by communities and



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families, in collaboration with higher education which is established for the purpose of developing the educational function.

As formal educational institutions, schools have designed diverse educational environments, facilitating various opportunities for learners to engage in all learning activities. The aim is for learners to gain educational experiences that enable growth and development towards the expected goals. By providing opportunities for learners to participate in various learning activities, education not only encourages the development and growth of learners in the desired direction, but also plays an important role in shaping the character of learners and improving learning achievement. Character education should aim at habituation, teaching, and learning so that humans have good and commendable character (Trilisiana dkk., 2023). The Ministry of Education and Culture identified 18 types of character that are considered important in the formation of students' personalities, including the attitude of "respect for achievement".

Appreciating achievement is a character trait that involves being open to the achievements of others and being able to recognize one's own shortcomings without reducing the spirit to achieve higher achievements. Appreciating achievement is an interesting character to discuss. This is because students often underestimate, mock, and even insult the achievements obtained by other students. Many students also plagiarize by copying other people's work and lack confidence in their own work.

In practice, the application of respect for achievement can be reflected in how much attention learners pay in giving appreciation to classmates who achieve achievements. Learners can also give praise, encouragement, or support to classmates who achieve achievements to help maintain these achievements. Such praise not only provides motivation and encouragement to those who excel, but also encourages them to continue working well (Sutomo & Milyani, 2019).

The importance of respect for achievement for the next generation is undeniable. When this attitude is firmly embedded in learners, the drive to achieve the best achievements will arise naturally. This encouragement moves learners to try their best to achieve the expected goals. The attitude of appreciating achievement needs to be owned by learners because it affects their awareness to always learn. Learning awareness is a relatively important thing for students to have because without it, every learning process at school for them has no meaning. Respect for achievement also has a big impact on the future of learners, because without awareness of learning, a person will face difficulties in achieving success.

There is a study that states that character education, one of which is an attitude of respect for achievement, has a fairly good correlation with student learning outcomes. Then there is a significant regression between character education and learning outcomes (Irawan dkk., t.t.). As in other studies, the attitude of appreciating achievement has a correlation (r count) of

0.196, which is greater than the critical value (r table) of 0.158 (Atika & Junaidi, 2019). This indicates that respect for achievement has a significant correlation with students' learning outcomes.

An attitude of respect for achievement can help students in living and applying the values instilled in their real lives. However, there are many students who do not have a good attitude of appreciating achievement, so that their learning achievement does not increase as expected. The problem faced in education is how to improve the attitude of respect for achievement in students. However, many students do not have a learning environment that supports the development of a respectful attitude towards achievement (Sulistiowati, 2016).

This study aims to examine the effect of respect for achievement on students' learning outcomes. This research will also explore how student learning achievement can be improved through a supportive learning environment. Thus, this study will examine the effect of respect for achievement on the learning outcomes of 6th grade students of MI Ma'arif NU Beji in the 2023/2024 learning year.

B. MATERIALS AND METHODS

The population in this study were all students of MI Ma'arif NU Beji in the 2023/2024 learning year. From the population, sampling is carried out with probability sampling technique, which is a method of selecting samples from a population where each member of the population has the opportunity to be selected as a sample member (Sugiyono, 2018). From probability sampling, students

of class 6A and 6B of MI Ma'arif NU Beji were selected with a total of 37 respondents.

The research method used is quantitative method. This method allows for more structured analysis and generalization of research results to a wider population based on data. This approach is also commonly applied as a method to examine various aspects in the field of education.

There is a research design used, namely the Ex Post Facto research design. Ex Post Facto is research that investigates or traces the factors or causes of an event that has occurred, where the event has occurred previously to the respondent (Asyrifah Zaini Wahdah & Putri Nur Malasari, 2022). This study is classified as Ex Post Facto research because it examines the relationship between existing attitudes and learning outcomes that have already occurred without directly controlling or manipulating the variables. The researcher analyzes existing data to evaluate how an attitude of respect for achievement might affect learning outcomes, after the event has occurred.

The independent variable in this study is respect for achievement, while the dependent variable is the learning outcomes of 6th grade students of MI Ma'arif NU Beji.

In this study, the authors propose the following hypothesis: attitude of respect for achievement affects the learning outcomes of 6th grade students of MI Ma'arif NU Beji. Then a hypothesis test is carried out with the prediction of the null hypothesis (H_0) and the alternative hypothesis (H_a) is as follows:

H_0 : respect for achievement has no effect on learning outcomes

H_a : respect for achievement affects learning outcomes

C. RESULT AND DISCUSSION

1. Description of Data

a. Attitude of Appreciating Achievement of 6th Grade Students of MI Ma'arif NU Beji

To find out the attitude of respecting the achievements of 6th grade students of MI Ma'arif NU Beji, a questionnaire containing 8 statements was given to 37 students. The questionnaire used to measure respect for achievement is compiled based on indicators, namely: 1) Considering that achievement is important, 2) Doing everything to the maximum, 3) Encouraging to continue to excel. This questionnaire consists of 8 statement items consisting of 4 positive statement items and 4 negative statement items. The results of distributing questionnaires to students were then processed using the IBM SPSS 26 program. The description of the data on the attitude of appreciating students' achievements can be seen in the table below:

Table Statistical Description of the Results of Questionnaire Attitude Respecting the Achievement of Learners

N	37
Min	19
Max	31
Sum	962
Mean	26.00
Std.deviation	3.432
Varians	11.778

Based on the table above, it can be seen that from the questionnaire distributed to 37 students, the average attitude of respect for achievement is 26.00 with a standard deviation of 3.432, a minimum value of 19, and a maximum value of 31.

b. Learning Outcomes of 6th Grade Students of MI Ma'arif NU Beji

In this study, learning outcomes were only considered from a cognitive perspective, namely the average score of the odd semester report card of 6th grade students in the 2023/2024 learning year. Includes the subjects of Al-Qur'an Hadith, Jurisprudence, Akidah Akhlak, Islamic Culture History, Pancasila and Civic Education, Indonesian Language, Arabic Language, Mathematics, Natural Sciences, Social Sciences, Cultural Arts and Crafts, Physical Education Sports and Health, Javanese Language, English, and Ke-NUan. The data on student learning outcomes are then

processed using the IBM SPSS 26 program. The following is a description of student learning outcomes.

Table Statistical Description of Learner Learning Outcomes

N	37
Min	80
Max	93
Sum	3.160
Mean	85.41
Std.deviation	3.068
Varians	9.414

Based on the table above, it can be seen that the learning outcomes of 37 students obtained an average of 85.41 with a standard deviation of 3.068, a minimum value of 80, and a maximum value of 93.

2. Data Analysis

a. Residual Normality Test

In order to know the certainty of the distribution of the data obtained, the data is tested for normality. The use of the normality test is intended to determine whether the distribution of residual values in the regression equation is normal or not. The residual distribution is considered normal if most of the residual values are at or near the mean value. In the regression test, residual normality is not tested for each variable but for the residual value. There is one way to test the normality of residuals in regression analysis, namely using the Kolmogorov-Smirnov test. The null hypothesis

(H_0) and alternative hypothesis (H_a) for normality prediction can be formulated as follows:

H_0 : residual data is normally distributed

H_a : residual data is not normally distributed

Decision making in this test can be determined by comparing the probability value obtained from the statistical test with the value of the specified significance level (α) yang ditetapkan. If a significant level ≥ 0.05 is obtained, then H_0 is accepted, and H_a is rejected, meaning that the residual data is normally distributed. If the significant level obtained is <0.05 then H_0 rejected and H_a is accepted, meaning that the residual data is not normally distributed.

Residual Normality Test Table
Kolmogorov-Smirnov^a

	Statistic	Df	Sig.
Unstandardized Residual	.081	37	.200*

Based on the table above, from the normality test with the Kolmogorov-Smirnov test, the sig value is obtained. 0.200. The significance value in the table is greater than 0.05, so H_0 is accepted. So it can be concluded that the residual data is normally distributed.

b. Linearity Test

The purpose of the linearity test is to determine whether the relationship between respect for achievement and learning outcomes is significantly linear or not. This test is used as a requirement in correlation or linear regression analysis. The null hypothesis (H_0) and its alternative hypothesis (H_a) can be predicted linearity with the following formula:

H_0 : there is a linear relationship between the attitude of appreciating achievement and learning outcomes

H_a : there is no linear relationship between respect for achievement and learning outcomes.

Decision making in the linearity test can be seen from the probability value compared to the value of the significant level (α). If the significant level obtained ≥ 0.05 then H_0 is accepted, and H_a is rejected, meaning that there is a linear relationship between appreciating achievement and learning outcomes. If the significant level obtained < 0.05 then H_0 is rejected and H_a is accepted, meaning that there is no linear relationship between respect for achievement and learning outcomes.

Linearity Test Table

	df	F	Sig.
Bet (Combined)	11	1.98	.076
		1	

Y	n	Linear	1	8.54	.007
X	Gro	ity			
	ups	Deviat	10	1.32	.271
		ion		5	
		from			
		Linear			
		ity			
		Within	25		
		Groups			
		Total	36		

Based on the table above, from the linearity test, the Deviation from Linearity sig. value is 0.271. The significance value in the table is greater than 0.05, so H_0 is accepted. So it can be concluded that there is a linear relationship between respect for achievement and learning outcomes.

c. Hypothesis Test

Hypothesis testing is carried out to determine whether or not there is an effect of respect for achievement on student learning outcomes. Then further hypothesis testing can be done with the prediction of the null hypothesis (H_0) and the alternative hypothesis (H_a) is as follows:

H_0 : respect for achievement has no effect on learning outcomes

H_a : respect for achievement affects learning outcomes

By using the help of the IBM SPSS 26 program, the following results were obtained:

Hypothesis Test Table

Model	B	Unstandardized Coefficients	T	Sig.
		Std. Error		
1 (Constant)	75.471	3.582	21.068	.000
X	.382	.137	2.796	.008

Based on the analysis results in the IBM SPSS 26 program as in the table above, it shows that the significance value is 0.008. The significance value in the table is smaller than 0.05, so H_0 is rejected. So it can be concluded that respect for achievement has a significant effect on learning outcomes.

Regression Coefficient Test

The simple linear regression equation model is $Y = a + bX$, where X is the independent variable, Y is the dependent variable, a is the estimator for the intercept (α), b is the estimator for the regression coefficient (β), and α , β are parameters whose values are unknown so they are estimated using sample statistics.

Based on the hypothesis test table above, the value of $a = 75.471$ and the value of $b = 0.382$. Thus the regression equation is $Y = 75.471 + 0.382X$. From the regression coefficient equation of 0.382 states that each addition (increase) of the achievement appreciation attitude

scale will affect student learning outcomes by 0.382.

Coefficient of Determination Test

The goodness of the model or the coefficient of determination test is used to determine how much the percentage of the attitude scale respects achievement on student learning outcomes. Using the help of the IBM SPSS 26 program, the coefficient of determination is presented in the following table:

Coefficient of Determination Test Table

Model	R	Model Summary		
		R Square	Adjusted R Square	Std. Error of the Estimate
1	.427 ^a	.183	.159	2.813

From the table above, it is known that the coefficient of determination (R Square) is 0.183. This means that 18.3% of the learning outcomes variable (Y) is influenced by respect for achievement (X), and the remaining 81.7% is influenced by other variables outside the variable respect for achievement.

3. Discussion

Respect for achievement affects learning outcomes for several important reasons. The following are the reasons why respect for achievement affects learning outcomes based on the indicators of the respect for

achievement questionnaire used in this study.

- a. Considering that achievement is important, when someone considers that achievement is important, they will tend to give high value to their academic and non-academic achievements. This can motivate them to have clear goals, take extra time and effort to prepare themselves by studying, and try to be consistent in studying and working hard to achieve goals.
- b. Doing everything to the maximum, individuals who have an attitude to do everything to the maximum tend to strive to understand learning materials in depth, develop effective strategies to improve the way they learn and improve the quality of learning outcomes.
- c. Encourage continued achievement, this attitude can encourage individuals to continue to set higher targets than what has been achieved. When facing obstacles or failure, they will see it as an opportunity to learn and grow, not as a stoppage.

D. CONCLUSION

Based on the results of research and discussion regarding the effect of respect for

achievement on student learning outcomes, it is concluded that: respect for achievement affects the learning outcomes of 6th grade students of MI Ma'arif NU Beji Learning Year 2023/2024. The attitude of appreciating achievement has an effect of 18.3% on the ability of student learning outcomes and the remaining 81.7% is influenced by other factors outside the attitude of appreciating achievement. Each addition (increase) of the achievement appreciation scale will affect student learning outcomes by 0.382.

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