

THE ROLE OF CLIMATE SCHOOL IN ACHIEVEMENT MOTIVATION AMONG SMART EKSELENSIA INDONESIA STUDENTS

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Abstract

Achievement is one of school visions. There is a need to increase its quality and create outstanding graduates. School has been tried various ways to obtain more achievements such as changing the school climate to be more positive based on students' perspective. However, the Covid-19 pandemic makes it difficult to change the perspective turning into insignificant number of achievements. There is a need for a study to see the relationship between school climate and achievement motivation among students, especially in the context of boarding school. This research is conducted by quantitative non-experimental research with two kinds of questionnaire. There are 61 students of SMART Ekselensia in junior high school level as the participants who go through a purposeful sampling strategy. By using Pearson Correlation analysis, we find that the relationship between climate school and achievement motivation among SMART Ekselensia Indonesia students is not significant. The contribution is only 17,3% which mean a very small correlation. Internal factors such as unclear future goals and students' complete dependence on institution are expected to be the causes of low correlation. Other than that, a low correlation is due to external factors such as students' low expectations for school.

Key words: climate school, achievement motivation, boarding school

Introduction

Education is importance for human beings as one of their basic needs. Its changes, development, and improvement follow the development in all areas of life, and it becomes a foundation in life that must be built as well. In general, the main purpose of education is to develop potential and create educated persons. Thus, knowledgeable persons are they who are hoped to have creativity, knowledge, strong character; and independent and responsible individuals.

Academic achievement is an indicator used in measuring the success of teaching and learning process. A successful person receiving education can be seen from the obtained achievements. There are two factors that affect academic achievement (Slamet in Firdausi, 2010). First, internal factors consist of physical, psychological and fatigued factors such as health, physical condition, Intelligence Quotient (IQ), interests, attention, talent, and maturity. Second, external factors are related to the factors of family and school, like parents' education to children, the relations between each family member, the atmosphere of the home, teaching methods, materials, facilities and infrastructure.

In line with school vision, SMART Ekselensia Indonesia is a boarding school in Bogor regency. They have a significant indicator that is both teacher and student achievement. According to

the data from Waka Kurikulum (the Vice Principal of Curriculum Division) SMART Ekselensia Indonesia, both academic and non-academic achievement in the last year come to stagnant and even decreasing, especially in junior high school level. The condition of student motivation to obtain achievement is not as higher as previous generations even though the school provides facilities for complying with all of the needs both in regional and international levels.

There are significant differences between achievement motivations among senior and junior high school students. According to the observation result, the junior level tends to have lower score of achievement motivation than in senior level. It is presumably due to the different targets between junior and senior high school students.

High school students have a higher target because they have to compete nationally with other students in getting received to prestigious universities, so that their motivation to achieve more achievements in academic and non-academic fields become higher. On the other hand, junior high school students have no demands to join the competition between each other because like the other schools, students of SMART Ekselensia Indonesia can continue easily to the high school level.

Interviews are conducted on several students that aim to explore the cause of students' low achievement motivation. After conducting

interviews with several students of SMART Ekselensia Indonesia, the researchers conclude that there are several factors causing the decline in achievement of SMART Ekselensia Indonesia students: (1) lack of support from parents, friends, and teachers; (2) lack of opportunity to learn more skills due to massive school and dormitory activities; (3) not optimally used facilities. School climate is defined as the quality and character of school life which reflects the norms, goals, values, interpersonal relationship, teaching and learning activities, and organizational structure (National School Climate Council, 2007). It can be seen from several aspects including the security, social relations between school members, the learning process, and the school facilities.

Loukas (Nurshadrina, 2017) states that a positive school climate can be associated with good behavior, academic achievement, and mental health of students. This statement is also supported by several previous research. Research conducted by Firdausi (2010) shows that there is a significant relationship between school climate and achievement motivation of class 7th grade students of SMP Negeri Udanawu Blitar (The State of Udanawu Blitar junior high school). In another study, it also shows that there is a positive relationship between school climate and achievement motivation in Darussalam Islamic Boarding School Martapura's students (Sugiarti, Mayangsari, & Fauzia, 2020). In line with the results of another study conducted research on students at MA Negeri Sidoarjo (The State of Sidoarjo Islamic High School) also states that there is a significant relationship between school climate and achievement motivation (Hidayatullah & Karwanto, 2016).

However, several previous studies actually prove that there is no relationship between school climate and achievement motivation. In the same way with the research of Yuliejatiningsih (2012) which states that there is no any significant direct relationship between school climate and achievement motivation. A new relationship occurs when there is an intermediate variable such as an internal factor of the students, then another study also states that the low correlation of coefficient between school climate and achievement motivation in 10th grade students of SMKN 2 Limboto (The State of Limboto Vocational High School) makes the relationship between these two variables not significantly influential (Palaloi, 2018).

Furthermore, this research has its own characteristics compared to previous research. If the previous research raises a place at a regular school, the researcher tried to raise it at a boarding school system. It requires a lot of effort to create a positive school climate in student's perspectives starting from assessment, implementation, and evaluation. Moreover, the boarding school setting requires

harmony between each element so as to create the highly desirable school climate for students.

Based on the description above, there is a gap in students with good achievement who make a lot of effort to achieve it. However, the expected results still do not show a positive progress, especially for SMP SMART Ekselensia Indonesia students. From this phenomenon, researchers conduct a study to measure how significant the relationship between school climate and achievement motivation of SMP SMART Ekselensia Indonesia students is.

Methods

This study uses a non-experimental quantitative design with correlational approach. Nonexperimental quantitative research is defined as having no manipulation of an independent variable (Christensen, Johnson, & Turner, 2015). On the other side, quantitative non-experimental research is defined as a research design in which the researcher does not manipulate any independent variables-studied in the study.

This research also uses correlational approach. Correlational study consists of measuring two variables, then determining the existing relationship degree between them two (Christensen, Johnson, & Turner, 2015). It measures the degree of relationship between two variables which are independent and dependent variables, and this relationship can be either positive or negative depending on the analysis results that are carried out.

Conceptually, achievement motivation is defined as motivation that encourages individuals to succeed and several excellent standards to achieve it (McClelland D.C in Prihandrijani, 2016). School climate is the quality and character of the school life. It based on students, parents, and school personnel's experience patterns of school life and reflecting norms, goals, values, interpersonal relationships, teaching and learning practices; and organizational structures (National School Climate Council, 2007),

The achievement motivation measuring instrument is adapted from McClelland theory which has been compiled by Prihandrijani (2016) based on several aspects that construct achievement motivation, and these aspects consist of responsibility and tenacity, love challenges, feedback, realistic goals, and willingness to take risks. Meanwhile, the measuring instrument for school climate is obtained by a questionnaire adapted from Nurshadrina (2017), and the questionnaire is compiled based on positive school climate indicator that consists of security, learning process, social relationship, and physical environment by National School Climate Council, (2007).

The research instrument has gone through the verification stage. According to Cronbach Alpha's calculation, the reliability of achievement motivation scale is 0,907 and 0,891 for school climate scale. The 61 students from 2nd and 3rd junior high school students from SMART Ekselensia become the subjects of this research.

Result and Discussion

A. Results

The results is displayed both in descriptive statistic and correlational statistic. The result of achievement motivation description score is showed in table 1.

Table 1. Description of Achievement Motivation Score

Category	Frequency	Percentage
Low	3	4,9%
High	58	95,1%
Total	61	100%

Table 1 shows the description of the achievement motivation score by respondents. In accordance with the table, it is found that only 4,9% have low achievement motivation while the remained students have high achievement motivation indicating higher percentage that is 95, 1%.

The second descriptive result is about climate school score by respondents showed in table 2.

Table 2. Description of School Climate Score

Category	Frequency	Percentage
Negative	2	3,3%
Positive	59	96,7%
Total	61	100%

Table 2 describes the description of the school climate score. From that table, it is found that only 3,3% of total students have negative perception of their school climate, and the rest or 96,7% show the contrary.

The correlational statistic in this research uses a Pearson correlation analysis. This research has a hypothetical statement that there is a significant correlation between climate school and achievement motivation on SMART Eskelensia Indonesia students. The test criteria that the researcher uses are based on the sig. value score described by George & Mallery (2003). The criteria describe that a hypothesis is accepted if the sig. value is less than 0,05 as a confidence level.

The result showed below is based on Pearson Correlation analysis. It shows in table 3.

Table 3. Correlation Score of Variables

		Climate Achievement School Motivation	
Climate School	Pearson Correlation	1	0,173
	Sig. (2-tailed)		0,182
	N	61	61
Achievement Motivation	Pearson Correlation	0,173	1
	Sig. (2-tailed)	0,182	
	N	61	61

The table shows the result of the hypothesis test of this study. Based on the table, it can be seen that the sig. value is 0,182 which the value is more than 0,05. It means that the research hypothesis is rejected, and therefore there is no significant relationship between school climate and achievement motivation of SMART Ekselensia Indonesia students.

Next, the correlation value shown in the table is 0,173. The correlation between school climate and achievement motivation is positive, so it means that the relationship is directly proportional. Thus, better students perceiving school climate means that the higher the achievement motivation will be. However, this relationship does not apply to this school because the measured correlation value is only 0,173 (17,3%). The score is classified into weak, and therefore the contribution of school climate among student achievement motivation is not significant based on the result of this study.

B. Discussion

This study aims to examine the relationship between school climate and achievement motivation of SMART Ekselensia Indonesia students. The results inform that there is no significant relationship between school climate and student achievement motivation. The magnitude of the correlation is only 0.173 (17.3%), so it means that the relationship is weak and insignificant.

The result of the study shows no correlation with the theory taken by the researcher. The theory states that a positive school climate can be associated with good behavior, academic achievement, and mental health of students (Loukas in Nurshadrina, 2017). Academic achievement is an indicator of the success of high achievement motivation, and therefore this research does not agree with the theory.

There are several factors influence the result that researchers think of, and one of them is how to use facilities and infrastructures that are neither effective nor efficient. Other researchers and colleagues have the same idea regarding the issue. Another factor that may occur is individuals or respondent internal conditions.

The internal condition factor caused by respondents' unclear plans and some of the internal conditions are thought to be caused by the respondents who are in junior high school who do not have realistic future plans and goals to actualize them all, so the motivation to succeed is not yet influenced by the conditions of its constituents.

Another factor may also come from the fear of respondents in taking risks. Even though boarding schools train students to be independent, institutions and school still determine many things related to students, so some students consequently tend to depend on the school and institution decisions.

According to McClelland' achievement motivation theory, there are some aspects that affect students' achievements which are the capability of taking responsibility and risks; finding challenges and feedback; and realistic goals. If we look into these aspects, most of them come from internal factor. Instead of only modifying external motivation, it may be difficult to obtain achievement before modifying internal motivation.

This finding is in line with several previous studies. Research conducted by Yuliejatningsih (2012) states that there is no significant direct relationship between school climate and achievement motivation. A new relationship occurs when there is an intermediary variable which is an internal factor of the students. It correlates with the researcher assumptions that school climate is not the main factor in determining student achievement because there needs to make an effort to raise students' internal conditions beforehand, especially in terms of achieving better performance.

Another study also finds that the low correlation coefficient between school climate and achievement motivation in students make the relationship between these two variables insignificant (Palaloi, 2018). Due to the sudden shift condition of students' future orientation, those two variables do not strongly determine future plans and success.

Based on school climate theory, it is important to promote positive school climate in all aspect and area of the school. Not only talking about the facilitation but they have to improve the quality of teaching and interaction between all school's stakeholder

Based on the results of this study, the researchers recommend to the school to prioritize the personal information of junior high school students, especially in terms of how to understand and deal with future conditions. Thus, when they have a mature self-concept, then the formation of a

positive climate in the forms of the security, social relations, infrastructures, and the better learning can be supporting factors for students' high achievement motivation.

Conclusion

This research concludes that there is insignificant correlation between the role of school climate and students' achievement motivation in SMART Ekselensia Indonesia using a boarding school system. However, the condition of achievement motivation shows a good score, and most students also have a positive perception about the school climate. Internal factors such as unclear future goals and students' high dependence on the institution are expected to be the causes of the weak correlation. A weak correlation is also due to external factor such as students with low school expectations.

This finding needs to be followed up as a preliminary finding in research related to school climate and achievement motivation among the students because this finding is irrelevant with the hypothesis theoretical background. In addition, it will make this research become more comprehensive and describe these findings work in more detail.

This study has limitation, namely in the form of a small sample scope and lack of gender differences. Hence, it becomes a recommendation for further research to hold a more comprehensive discussion of the pattern, especially the factor affecting the achievement motivation. Hence, the institution needs to rearrange the strategy, besides improving school climate.

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