International Journal of Innovative Research and Advanced Studies (IJIRAS)
Volume 7 Issue 4, April 2020

ISSN: 2394-4404

Student Engagement, Learning Motivation And Academic Achievement Through Private Junior High School Students In Bulak District, Surabaya

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Abstract: ***Student engagement is the intensity of behavior, emotional quality and personal effort of active student involvement in learning activities. Student engagement has a correlation with the increasing of student academic achievement. Student engagement will be achieved if students have good learning motivation. Bulak District of Surabaya is an area located in the east coast of Surabaya that still has characteristics as a fishing community. This study aims to determine and analyze whether there is an influence of student engagement and learning motivation on the learning achievement of Private Junior High School students in the Bulak District of Surabaya, knowing and analyzing the presence or absence of the effect of student engagement on the learning achievement of Private Middle School students in the Bulak District of Surabaya. The method used to answer the research is multiple linear regressions. The results showed that there was an influence of student engagement on learning achievement. Learning motivation also has an influence on learning achievement. In addition, student engagement and motivation to learn together also affect learning achievement. Thus if student engagement is high and learning motivation is high, then learning achievement will also be high. The learning achievements achieved by the subjects also meet the criteria set by the government. Learning motivation of students as research subjects is also included in the sufficient category. Female students' learning motivation is higher compared to men's learning motivation.***

Keywords: ***Student engagement, academic motivation, learning achievement***

I. INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 about the National Education System, article 1 paragraph 1 states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills that needed by them, society, nation and state. Based on this law, it can be seen that the purpose of education is for students to develop their potential to have religious spiritual strength, self-control, and personality so that their character is noble, intelligent and skilled.

The educational goals will be achieved, especially in active student learning. The active meaning intended in the Law if it is associated with educational psychology is that students are actively involved in learning. Students will seek knowledge, find new information and will apply it in their lives. This is actually in harmony with the nature of humans who have a curiosity. Human being always want to know in terms of what really exists (know what), how things happen (know how), and why so (know why) for all things. The desire to know a human being is satisfied if he obtains knowledge about the thing in question. People are not satisfied if what they curious about are not answered. This is what drives humans to learn.

According to Crow and Crow (1972) learning is the acquisition of new habits, knowledge and attitudes. Student success in learning will be known from learning achievement. According to Winkel (2005) that learning achievement is a testament to the success of a student's learning or ability to carry out learning activities in accordance with the weight achieved. Every individual wants good achievement. Even schools or the education department also want students to have good achievements. Because of the good learning achievements that obtained by students, can be considered as one of the benchmarks of educational success. In connection with that the national education department is paying attention to the learning achievements obtained by students through the results of national examinations.

Based on data from the Ministry of Education and Culture in 2017, the results of the 2017 National Examination revealed a decrease in the National Examination scores of SMP or MTS students compared to the results of the 2016 National Examination. If in 2016 the average of the National Exam results for SMP or MTS are 58.85, in 2017 it will be 54.57, while for the average Private School (SMP / MTS) grades, in 2016 it will be 58.19, in 2017 the average UN score results are 53.71,

Based on these data it can be seen more clearly in the table below:

Junior High School	National Examination Average		
	2017	2016	Comparison
State	54.57	58.85	- 4.28
Private	53.71	58.19	- 4.48

Table 1: Average Table of National Examination Results for 2016-2017 Middle School Students

Table 1.1 shows that the results of the National Examination on state school of SMP or MTS students in 2017 compared to 2016 decreased by 4.28, while at Private School of SMP or MTS decreased by 4.48. Based on these data, it can be seen that the more decreasing grades are private school of SMP or MTS.

In East Java, the National Examination Score (UN) for SMP or MTS in the East Java region in the academic year of 2017/2018 has decreased. The decrease in UN scores was due to many factors, one of which was a high level of difficulty. (antaranews.com, on Thursday, June 1, 2017).

The decrease in the value of the National Examination results at the National Level was also experienced at the National Examination results at the Surabaya region level. Surabaya UN results in 15th position for SMP / MTS UNS of East Java while the highest score was achieved by Magetan Regency followed by Probolinggo City and Jember Regency (http://koran-sindo.com Edition 02-06-2017). The big question is why learning achievements based on UN results in the Surabaya area are below standard (<55), including in the Bulak Sub-district area of Surabaya.

Bulak District of Surabaya City is an area which located on the east coast of Surabaya that still has characteristics as a fishing community. Although the livelihoods of the people there are quite diverse, there are still many people whose livelihood is fishing. From the level of education, the results of registration in 2015 showed that 36.6 percent of the population in Bulak sub-district had graduated from elementary school, 27.6 percent of the population had junior high school education, 23.6 percent of the population had high school education, 5.8 percent of the population was undergraduate education and 5.9 percent of the population has an undergraduate education, and 0.5 percent has a post-graduate education (in Kurnia, 2017). The number of school facilities, in this case is the school at the junior secondary level is also not much. Based on data from http://references.data.kemdikbud.go.id/ data obtained that the number of Junior High School-level schools in Bulak District was only 5 schools which consist of 2 state junior high schools and 3 private junior high schools.

II. EDUCATIONAL PSYCHOLOGY

Educational psychology is the study of the processes undertaken by human being in an effort to gain knowledge. Santrock (2008) said that educational psychology is a branch of psychology that focuses on how to understand teaching and learning in an educational environment. The learning process will take place well if students (students) are involved in learning. The involvement of students' learning is very important in order to understand learning and achieve good academic achievement. This is in accordance with the opinion of Trowler (2010) Student Engagement (engaging in learning) is the involvement of students in learning activities in the classroom in a conative, emotional and cognitive way to improve student learning outcomes and development.

Various studies have shown the relationship between learning involvement, student motivation and academic achievement. Research conducted by Hamid (2013) on junior high school students in Bireun Aceh, obtained results that the motivation to learn from the results of the study were able to predict student achievement by 63.40%. Another study also carried out on junior high school students by Purnomo (2012) also showed that there was a significant relationship between learning motivation and learning achievement of eighth grade students at Taman Pawiyatan Junior High School. While the learning engagement variable, based on the results of research conducted by Dharmayana (2012), the results show that learning involvement has the greatest influence on academic achievement among the other variables studied (emotional competence, intelligence and national exam scores). Another study conducted by Utami and Kusdiyati (2015) found that there was a significant correlation between student involvement and learning achievement with a correlation value using the Product Moment technique of r = 0.724.

III. STUDENT ENGAGEMENT

Student Engagement, according to Natriello (in Apleton, Christenson & Furlong, 2008) is the participation of students in activities that are part of the school program. Meanwhile, according to Newmannn, Wehlage & Lamborn (in Appleton, et al., 2008) student engagement is a psychological investment and effort exerted by students on learning, understanding or mastery of a knowledge, skill or work that is the goal of academic activity.

Marks (2000), proposes the definition of student engagement as a psychological process, specifically attention, interest, investment and efforts that are mobilized by students in learning activities. Meanwhile Kuh (in Trowler, 2010) states that student engagement is participating effectively in educational practices, both inside and outside the classroom which leads to measurable results and the extent to which students are involved in school activities. According to Trowler (2010) Student Engagement is the involvement of students in learning activities in the classroom in a conative, emotional and cognitive way to improve student learning outcomes and development.

Based on some of the opinions above, Student Engagement is the involvement of students in learning activities in the classroom in a conative, emotional and cognitive way to improve students' learning outcomes and development.

According to Connell (1994) students who have student engagement are students who will participate in learning activities, have positive emotions and can survive in facing challenges. Meanwhile, according to Skinner & Belmot (1993) students who have low student engagement will appear to be passive, not trying hard, bored, easily giving up and displaying negative emotions, such as anger, blame and rejection.

Fredicks et al. (2004) stated that student engagement was marked by:

- ✓ Behavioral engagement. Behavioral engagement is characterized by participation and involvement in academic and social activities. This behavior will appear from compliance with regulations, involvement in learning activities (paying attention to lessons, asking questions and participating in discussions), and participation in sports activities and classroom school organizations (Fredricks et al., 2004). This dimension is considered very important in achieving positive academic results and preventing dropouts (Connel, Finn in Fredricks et al., 2005).
- ✓ Emotional engagement. Emotional Engagement refers to the attitudes, interests, assessments and affective reactions of students to class, teacher, classmates or school (Connell and Wellborn, Skinner & Belmont, Lee & Smith, Stipek in Fredricks et al, 2004). The emotional engagement dimension is considered important to foster students 'sense of interest in their educational institutions and influence students' willingness to learn (Connel, Finn, in Fredricks et al., 2005).
- ✓ Cognitive engagement. Cognitive engagement refers to the concept of investment, that is, students are willing to exert effort that is needed or even more than is needed to understand a material or mastery of ability. Fredricks et al. (2004) explain that cognitive engagement includes motivation to learn and use cognitive and metacognitive strategies in thinking and learning.

Miller et al (2011) explain that student engagement in students can be influenced by individual factors and educational factors. Individual factors that contribute to increasing student engagement consists of three factors. 1. Perceived control and autonomy, students feel they have the ability to influence their social outcomes. Students with a higher perception of personal control have the desire to complete assignments to satisfy themselves. 2. Perception of the learning environment. The environment that contributes to improving student engagement is the type of classroom, students, and school characteristics. The atmosphere in which the teacher behaves by supporting his students is positively related to the number of students participating during class. Furthermore, schools can increase student engagement by showing the achievements of students. 3. Student achievement motivation and goals. Students who have achievement motivation tend to be involved and look for achievement-oriented activities. Furthermore, students who have goals in academics will have different thinking patterns from other students who have no goals.

Porter (2006) puts more emphasis on factors from the environment. Potter explained that the institutional structure can also influence student engagement on students. This institutional structure affects student engagement on students from three sides, namely: size refers to the number of students per setting, mission refers to the number of students who graduate and selectivity refers to the average ability of peer groups.

IV. LEARNING MOTIVATION

Motivation in learning is a very important factor because it is a condition that encourages students to learn. High learning motivation can increase student learning activities. In accordance to Winkel. (2003), learning motivation is all efforts in oneself that can lead to learning activities and ensure continuity of learning activities and give direction to learning activities so that desired goals can be achieved. Learning motivation is a psychological factor that is non-intellectual and plays a role in fostering a spirit of learning in individuals.

According to Alderfer (in Hamdhu & Agustina, 2011) learning motivation is the tendency of students to carry out learning activities that are driven by a desire to achieve the best achievement or learning. Motivation is seen as a mental drive that can move and direct human behavior, including learning.

V. LEARNING ACHIEVEMENT

Learning achievement is something that is achieved or the results of something learned. In other words, achievement is the result of a learning process that is assisted by instruction and educational activities (Gage & Berlinder in Utami & Kusdiyati, 2015). Winkel (2005) says that learning achievement is a proof of a student's success or ability to carry out activities learn according to the weights it achieves.

VI. METHODOLOGY

This research used a quantitative approach with a regression design. Regression design is used to determine the extent to which student engagement can be predicted from achievement motivation. The populations in this study were 5 private junior high school students in the Bulak area of

Surabaya. The sampling and sample techniques in this study consisted of 224 taken based on the Isacc and Michael tables at 5% error level at 3 Private Junior High Schools in Bulak Sub-District, East Java. Bulak District of Surabaya City is an area located on the east coast of Surabaya that still has characteristics as a coastal community.

The instrument used to measure learning motivation and student engagement was developed by researchers based on several theories. The learning motivation scale consists of 26 items while the student engagement scale consists of 21 items; the scale model used is a *Likert* scale. Motivational scale item discrimination index moves from .3 to .69 with a reliability coefficient of .851, while a student engagement item discrimination index moves from .3 to .47 with a reliability coefficient of .817. Reliability testing in this study was carried out with an internal consistency approach using statistical techniques which named Alpha Cronbach because the scale used in this study was only imposed once on the subject group (Single Trial Administration). The principle of the Single Trial Administration method is testing the consistency between parts or between items in the overall measuring instrument (Azwar, 2009). Reliability estimates are measured by looking at the consistency between items in the measuring instrument itself. While learning achievement based on the documentation of the value of English, Indonesian, mathematics, Natural Sciences, Social Sciences.

Data was collected by researchers by visiting 3 schools assisted by students and teachers. Implementation in 3 schools, Romly Tamim Junior High School, Tri Guna Bhakti Junior High School, Taman Belajar Junior High School.

To analyze the data in the study used simple linear regression analysis. In order to get a good regression must meet the assumptions required to meet the assumptions of normality, linearity and *heterocedasticity*.

CHARACTERISTICS OF RESPONDENTS

The profile of 224 respondents in this study can be seen in the following table:

Gender	Amount	Percentage
Male	97	43.3%
Female	127	56.7%
Total	224	100%

Table 2: Respondent Characteristics

Based on the table it is known that the research subjects are 224 students consisting of 97 (43.3%) male students and 127 (56.7%) female students. 224 students spread over 3 junior high schools in the Kenjeran Bulak area of Surabaya. The description of the background of students relating to the achievement of learning on 5 subjects tested in the National Examination is known that:

- ✓ Student achievement for Indonesian Language is dominated by enough categories, as many as 144 students (64.3%) with scores of 80 to 83. Which are included in the high category of 63 students (28.1%), students enter this group if the scores obtained are 84 and above. And those who fall into the category of less as many as 17 students (7.6%), if the value obtained is below 80. Based on this data it is known that research subjects for Indonesian learning achievement are good because the minimum value obtained is 77. This value is obtained based on the reported report card grades their respective schools to the Surabaya Education Ministry.
- ✓ Mathematics learning achievements showed that included in the medium category was 161 students (71.8%). Students are in the medium category if the scores obtained are 76 to 79. Those in the High category are 48 students (21.4%), if the grades are 80 and above. And those who are considered less if students score below 76. Those who fall into the category of less than 15 students (6.7%). This data shows the math value obtained by students in their report is good because the lowest value is 70. Ideally this value shows students have good mathematical abilities too.
- ✓ Natural science learning achievements (IPA) research subjects included in the high category were 61 students (27.2%). Can be said to be high if students get a value of 85 and above. While students who are in the medium category are more dominant, as many as 146 students (65.2%). Its value moves from 79 to 84. And those who fall into the low category are 17 students (7.6%), with a score obtained if it is below 79. The most obtained score for students is 76.
- ✓ The study achievement of Social Sciences (IPS) the dominant research subjects obtained grades between 80 and 81 as many as 92 students (41.1%). This value is in the medium category. Students who scored 82 and above were 68 students (30.3%). This value is in the High category. Students who entered the low category were 64 students (28.6%), the value was 80. The lowest value was 76.
- ✓ Learning achievement in English if it was viewed based on the report cards, the dominant value is 74 to 77. Students who get this score are 61.6% or 138 students. Those who entered the high achievement category were 61 students (27.2%). Students enter the high category if the score is 78 and above. While students who fall into the category of less as many as 25 students (11.2%). The lowest English score is 70.
- ✓ Based on the data it is known that the average value of the five subjects included in the high category was 71 students (31.7%). The most dominant was the medium category with 119 students (53.1%). And those who are still low are 34 students (15.2%). Based on this data conclusion, it can be drawn if the actual research subjects' average value is still good because the lowest average value of 76 means that if this data can be maintained ideal students in the three junior high schools where the research value will not be below the average value set by the Surabaya Education Ministry.
- ✓ The involvement of students in learning shows that the dominant students are in the medium category, namely 152 students (67.9%). This means that students are quite diligent in learning in the classroom and outside the classroom; trying their best to complete the assignments given by the teacher at school; pay attention when the teacher explains the subject matter in class; full concentration during the lesson; ask the teacher and / or friend when they do not understand the material presented; enthusiasm to follow the learning process in

class regardless of who the teacher is; assume friends in class are brothers not enemies to knock each other down; students are able to solve problems or problems with different skills and analysis. Students involved in full learning were 41 students (18.3%) and low were 31 students (13.8%).

- ✓ Learning motivation of research subjects is dominated by enough categories of 149 students (66.5%). This means that students have enough desire to carry out learning activities at school; able to maintain learning activities on every lesson taught in school; there is a willingness of students to direct their learning activities in each lesson taught in order to achieve a certain goal in learning. Students who have high learning motivation are 39 students (17.4%) and 36 students (16.1%) have low learning motivation.

For a clearer description of the subject related to learning achievement, learning motivation and student involvement in learning can be seen in the following table:

Category	Range	minimum	maximum	mean	Std. Deviation	High	Medium	Low
B. Indonesia	9	78	87	82.29	2.213	63	144	17
Math	16	70	86	78.16	2.21	48	161	15
Natural science	13	76	89	82.45	2.78	61	146	17
Social science	13	76	89	80.51	2.153	68	92	64
English	19	70	89	76.24	2.551	61	138	25
Average learning achievement	8	76	84	79.93	1.925	71	119	34
Learning Involvement	60	40	100	76.69	11.046	41	152	31
Learning Motivation	43	44	87	70.95	8.932	39	149	36

Table 3: Learning achievements for each subject

The results of the linked data between learning achievement, learning motivation and learning involvement if reviewed according to the type of class can be seen in table 4.3 as follows:

	Gender	N	Mean	Std. Deviation
Learning achievement	Female	125	79.92	1.282
	Male	99	79.94	1.317
Learning Involvement	Female	125	78.28	10.549
	Male	99	74.68	11.381
Motivation to learn	Female	125	73.00	7.841
	Male	99	68.36	9.572

Table 4: Descriptions based on Gender

Table 4 shows if the learning achievements of male and female students are no different. This is based on the mean learning achievement of 79.94 male students and 79.92 female students. While the involvement of students in female student learning is higher at a mean of 78.28 while men are at 74.68. Learning motivation is higher in female students with a mean of 73 and male students at 68.36. This is also possible if the research subjects are not balanced between male and female students. More female students than male students were involved in this study.

The results also showed that the most dominant student ideals were doctors 49 students (21.9%) out of 224 students. The soccer profession is 28 (12.5%), 25 teachers are teachers (11.2%), Indonesian Navy is 20 students (8.9%) and only 1 (0.4%) wants to be a fisherman. Even though the school is in a fishing area, there is very little interest in becoming a fisherman. There are 27 professions that are the ideals of students. For more details can be seen in the following table 5:

No	Aspiration	Frequency	Percentage
01	Doesn't Mention	8	3.6 %
02	Doctor	49	21.9%
03	Fashion Designer	4	1.8%
04	Motorcycle Workshop	15	6.7%
05	Owner	9	4.0%
06	Chef	15	6.7%
07	Police	5	2.2%
08	Stewardess	1	.4%
09	Firefighters	28	12.5%
10	Soccer player	20	8.9%
11	Female Soldiers	25	11.2%
12	Teacher	5	2.2%
13	Architect	1	.4%
14	Female captain	6	2.7%
15	Model	4	1.8%
16	Mechanical	9	4.0%
17	Office secretary	3	1.3%
18	Racer	4	1.8%
19	Astronaut	1	.4%
20	Bus driver	1	.4%
21	Bachelor of Law	1	.4%
22	Painter	1	.4%
23	Pharmacist	4	1.8%
24	Nurse	1	.4%
25	Fisherman	1	.4%
26	Photographer	2	.9%
27	Surfing athletes	1	.4%
	TOTAL	224	100%

Table.5. Aspiration Description

The description of the ambition in table 5 above is apparently not in line with the choice of the school after graduating from junior high. 160 students (71.4%) will continue to vocational school with the intention of immediately working. But when filling high school many who fill vocational schools. This shows that junior high school students still do not understand the career they will choose in line with the high school they will choose.

No	Name of School	Frequency	Percentage
1	Doesn't Mention	7	3.1%
2	Senior High School	48	21.4%
3	Vocational School	160	71.4%
4	Boarding School	9	4.0%
T o t a l		224	100%

Tabel 6: Description of the school to be addressed

The most common occupation of parents was odd jobs, 111 people (49.6%), 44 (19.6%) private employees, 18 fishermen and 1 government employee (Only 0.4%). For more details can be seen in table 7.

No	Profession	Frequency	percentage
1	Doesn't Mention	18	8.0%
2	General employees	44	19.6%
3	Builder	14	6.3%
4	Odd jobs	111	49.6%

5	Fisherman	18	8.0%
6	Factory workers	15	6.7%
7	Teacher	3	1.3%
8	Government employees	1	0.4%
	Total	224	100%

Table 7: Parents' Job Description

RESEARCH INSTRUMENT TEST

Based on 21 items on the variable student engagement can be declared to have a discrimination index of more than 0.3. The item discrimination index moves between 0.355 and 0.590. The reliability coefficient is 0.818, so this measurement is considered reliable. Thus items on the student engagement scale can be used to measure student involvement in the junior high school in the study. And from 24 items of learning motivation, all items of discrimination index exceeded 0.3, which moved between 0.314 and 0.693. The reliability coefficient is 0.817, so items arranged on a learning motivation scale can be used to measure the motivation of junior high school students to learn.

VII. RESULTS ANALYSIS

After all assumption tests are met, then a multiple regression test is performed to determine the effect of student engagement and learning motivation on learning achievement. To find out the results can be seen in table 8 below:

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	64316.395	2	32158.198	219.781	.000[b]
Residual	32482.865	222	146.319		
Total	96799.260	224			

Table 8: Multiple Regression Test

Based on Table 8, it shows the results that student engagement and learning motivation together affect learning achievement. This can be seen simultaneously the regression results F = 219,781, sig = 0,000 (sig <0.05). Thus it can be concluded that there is an influence of student involvement in learning and learning motivation on learning achievement.

To determine the effect of student engagement and learning motivation on learning achievement together a determination test (R2) was conducted. The test results can be seen in 4.15 as follows:

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.867[a]	.752	.763	4.011

Table 9: Determinant Coefficient Test Results

Based on table 9, it is known that the R square value is 0.752 this shows the involvement of students in learning and learning motivation together contributed to the learning achievement of 75.2%. While other factors that affect learning achievement by 24.8%. To find out the magnitude of the effect of each free variable can be seen in table 10 as follows:

Model	Unstandardized Coefficients B	Sig.
Learning achievement	13.801	.034
Student Engagement	.591	.000
Learning Motivation	.262	.003

Table 10: Test the Effect of Independent Variables on Bound Variables

It is known that the regression line of the influence of student engagement and learning motivation on learning achievement is Y = a + b X1 + X2, acceptable. This was proven by student engagement sig. 0.000 (<0.05) and learning motivation 0.003 (<0.05), thus the model is accepted. This means that student engagement and learning motivation can be used to predict learning achievement. For more details, it can be seen from the regression model, namely Y = 13.801 + 0.591 X1 + 0.262 X2. This means that each student engagement (X1) rises by 1 point, and then the value of Y rises by 0.591 with the assumption of learning motivation from a fixed regression model. While each learning motivation (X2) increases by 1 point, the Y value rises by 0.262 assuming student engagement remains.

To find out the effective contribution of each variable through learning achievement can be seen in table 11

Role variable	Influence Variable	Determinant coefficient	SE (Effective contribution)	SR (Relative contribution)
Student engagement	Learning achievement	.752	50.689	67.407 % 6.928 %
Motivation	Learning achievement	.562	24.136	

Table 11: Effective Contributions of Each Independent Variable

Effective Contribution (SE) student engagement = 0.567 X 0. 894 X 100% = 50.6898%, while SE learning motivation = 0.279 X 0.865 X 100% = 24.1335%. Thus it is known that the effective contribution of variable X1 (student engagement) is 50.6898% while the effective contribution of variable X2 (motivation to learn) is 24.1335%. Thus the student engagement variable has a greater effect on learning achievement compared to learning motivation.

To find out the relative contribution (SR) of the two variables can be seen in the calculation below:

SR1 = 50.6898 / 75.2 X 100% = 67.407%

SR 2 = 24.1335 / 75.2 X 100% = 32.092%

Thus the largest relative contribution was student engagement in the amount of 67,407%, while learning motivation was 32,092%.

Simple regression results indicate there is an influence of student engagement on learning achievement. This can be seen in the table below.

VIII. DISCUSSION

The study was conducted on students in the Private Junior High School (SMP) in the Kedungcowek Bulak area of Surabaya. The results show that learning achievement between female students and male students makes no difference. This condition is in accordance with Gallangher's opinion (in Sugiharto, 2007) that although male and female have different

physical, emotional and intellectual development, academic achievement between men and women is no different. Thus teachers or parents do not need to differentiate between male and female students in the academic field. Both male and female students have the same opportunity to achieve academic achievement.

The average learning achievement of research subjects is 79.93, thus the overall learning achievement is good because it is above the government standard, which is 55. The results of this report card if it can indeed reflect academic achievement, which is a mastery of learning material for the subject of the National Exam, such as Indonesian Language, Mathematics, English, Social Sciences and Natural Sciences, then Private Junior High School students in the Bulak area of Surabaya will also be able to achieve good UN scores. The fact that there is an average UN score obtained so far is still below the standard (<55). The researcher suspects that when students are given questions by the school, students can still work because the material is already known and students do it manually, whereas when the National Examination students work using a computer and the material is considered foreign. This condition allows students to not be able to achieve grades that are in accordance with government standards.

Learning achievement according to Winkel (2009) is an evidence of success that has been achieved by someone. In other words it can be said that learning achievement is the maximum result achieved by someone after carrying out learning efforts. Azwar (2012) asserts that learning achievement or success can be operationalized in the form of indicators in the form of report cards, study achievement indexes, graduation rates, the predicate of success and so forth. Gronlund (in Azwar, 2012) formulated some basic principles in measuring performance which are as follows: a) Achievement tests must measure learning outcomes that have been clearly defined in accordance with instructional objectives, b) Achievement tests must measure a representative sample of learning outcomes and from the material covered by instructional or instructional programs, c) Achievement tests must contain items of the most suitable type to measure desired learning outcomes, d) Achievement tests must be designed in such a way as to suit the intended use of the results.

The results showed students who have learning achievements due to having a high student engagement as well. This is evidenced from the results of regression sig. 0.00 (sig. <0.05) with a regression line Y = 15,765 + 0.951 X. meaning that if a student goes up one student engagement unit, his learning achievement will increase by 0.951. Thus it can be said that student engagement can be used to predict learning achievement. This is consistent with the opinion of Connell et al (1994); Buhs et al (2006) that learning achievement is influenced by student engagement. Fredericks, Blumenfeld, & Paris (2004) also stated that students engaged in school showed positive academic achievement.

Kuh (in Trowler, 2010) states that student engagement is participating effectively in educational practices, both inside and outside the classroom which leads to various measurable results and the extent to which students are involved in school activities. According to Trowler (2010) student engagement is the involvement of students in learning activities in the classroom in a conative, emotional and cognitive way to improve student learning outcomes and development. Meanwhile, according to Martin (2012) student engagement is the seriousness of students in paying attention during learning so that he feels compelled to be able to complete academic tasks as well as possible.

Fredricks, et al., (2004) define student engagement as students actively participating in learning such as trying, being serious, concentrating, paying attention, obeying rules, and using self-regulation strategies with feelings of pleasure. Student engagement includes the time spent doing work, interests, hard work done by students, and self-regulation and learning strategies.

Based on the research findings, it is known that the student engagement is shown by actively asking the teacher when attending a lesson, obeying the rules in the classroom and outside the classroom, paying attention when the teacher explains the subject matter, happy when following the lesson and happy also following the activities held at school (eg extracurricular, student council). This is in accordance with the opinion of Fredicks et al. (2004) student engagement is characterized by (1) behavioral involvement, this is marked by participation and involvement in academic and social activities. This behavior will appear from compliance with regulations, involvement in learning activities (paying attention to lessons, asking questions and participating in discussions), as well as participation in sports activities and classroom school organizations. This dimension is considered very important in achieving positive academic results and preventing dropping out of school). (2) Emotional involvement. This refers to the attitudes, interests, assessments and affective reactions of students to class, teacher, classmates or school. This dimension is considered important to foster students 'sense of interest in educational institutions and affect students' willingness to learn. (3) Cognitive involvement. This refers to the concept of investment, namely students are willing to exert the effort needed or even more than needed to understand a material or mastery of a capability.

The results also showed that student engagement was dominated in the medium category. This means that Private Middle School students in the KedungCowek area are active enough to ask the teacher when they take lessons, obey the rules in the classroom and outside the classroom, pay attention when the teacher explains the subject matter, are happy when taking lessons and are happy to also take part in activities held at school. However, from the data obtained by students, there were not many active students at oranization, students only participated in Scouting activities because they were required by the school. Students with high student engagement were 34 students out of 224 students. Student engagement is high if students are active in class discussions, happy to ask the teacher when the teacher explains the learning material. In addition students feel at home or happy with the school environment, active activities held by the school. Students who have high student engagement are relevant to the number of students who have high achievements of 34 students. In addition, researchers also found that student engagement students in the low category were 41 students. according to Fredicks et al. (2004) are students who are passive in class, do not like to take lessons, students are not enthusiastic about

ISSN: 2394-4404

learning subject matter, do not like being in the classroom or school environment and even students will not come to school or play truant. Such conditions according to Connel, Finn (in Fredricks et al., 2004) can lead to dropping out of school.

The most dominant aspect of student engagement from research results is emotional involvement. Students like to be at school, happy with their teachers and happy with friends at school. This is consistent with the opinion expressed by the deputy head of the curriculum, that students like being in school, because they can play with friends. Students when at home cannot talk to parents and the home environment is narrow. As a result students when it is time to go home, do not go straight home but take a break or play at school. The school allowed it because it was safer for students to play in the school environment than "Play". According to one teacher's statement, students feel comfortable talking to teachers at school, because the teacher approaches as a family. This condition allows students to talk about what they are experiencing, for example they have not eaten because at home there is no food and no money. Seeing this, teachers at the school "donate" to provide money if at any time there are students who need food. If students enjoy being in school, student engagement will grow (Connel, Finn, in Fredricks et al., 2004).

The results also showed that learning achievement was influenced by learning motivation. This is indicated by sig. 0.00 (sig. <0.05) with a regression line Y = 36.583 + 0.085 X., meaning that if students' motivation to learn increases by one unit, their learning achievement will increase by 0.785. Thus, learning motivation can be used to predict learning achievement. This is in accordance with the opinion of Moula (2010), Wormington, Corpus & Anderson, (2011) if students have high learning motivation, then students will get high learning achievements as well. Thus it is known that learning motivation has a strong role on student learning achievement.

According to Winkel. (2003), learning motivation is any effort within oneself that can lead to learning activities and ensure continuity of learning activities and give direction to learning activities so that desired goals can be achieved. According to Alderfer (in Hamdhu & Agustina, 2011) learning motivation is the tendency of students to carry out learning activities that are driven by a desire to achieve achievement or learn as best they can. Motivation is seen as a mental drive that can move and direct human behavior, including learning.

Based on these opinions, it is known that if students have learning motivation, these students will have the will to learn, and if students learn, they will get good learning achievement. This is also in accordance with the function of learning motivation proposed by Sardiman (2012) that there are 3 main functions in learning motivation, there are: 1) Motivation as an impetus for conducting an activity. If motivation is learning, it will encourage students to learn; 2) Motivation as a driver of action. The point is that motivation also functions as a mobilizer to carry out an activity. Therefore, if students have learning motivation, it will move students to learn; 3). Motivation as an activity director. The point is that if students have the motivation to learn the activities will be directed to learning. Based on the function of the learning motivation, it can be concluded that if students have learning motivation, students will have the drive to learn and their activities will be focused on learning activities. Students who have motivation will be able to select which actions must be performed and which actions need to be ignored.

According to Sardiman (2012) learning motivation can be measured based on 3 things: 1) the desire of students to carry out learning activities; 2) Willingness of students to maintain learning activities on each lesson taught in school; 3) Directing learning activities. The willingness of students to direct their learning activities in each lesson taught in order to achieve a certain goal in learning

The results of the study revealed that the motivation to learn of private junior high school students in the Kedungcowek Bulak Surabaya area was dominant in the sufficient category, as many as 149 (66,518%). This means that students have the desire to carry out learning activities, maintain learning activities on each lesson taught in school and direct their activities to study in the sufficient category, while 39 students (17.4%) have high learning motivation and 36 students (16.1%) still need to improve motivation to learn.

Female students' learning motivation is higher than male students'. Gender factors are taken because of the alleged differences in achievement between male and female students. As the opinion of Baron & Byrne (Hoang, 2008) which says that gender indirectly influences the formation of attitudes and motivation to learn. In his journal Hoang (2008) revealed that men with all their innate characteristics are different from women.

The results also show that when students have student engagement and at the same time have high motivation to learn, students will have high learning achievements too. This is in accordance to the opinion of Connell (1990); Moula (2010); Fredricks, Blumenfeld & Paris (2004) and Wormington, Corpus & Anderson (2011). It can be said if you want to improve student learning achievement, then students need to be enthusiastic when taking lessons so that students like to attend lessons and like to come to school. Teachers in teaching need to involve students, for example by means of discussion so that students become curious and active when in class. If the learning model challenges the ability of students to know and understand the subject matter, then students will be enthusiastic and motivated to follow the lesson. If this condition is realized, then students will have a good learning achievement.

The results showed the achievement of learning Indonesian, Natural Sciences, Social Sciences in both categories. The average value of achievement is above 80, and the lowest value is above 75. As for the mathematics and English scores, the average value is above 75 and the lowest score is 70. If this learning achievement shows the ability of students in mastering subject matter, then ideally students could solve the national exam questions well. However, if learning achievement cannot be used as a benchmark for students to master subject matter, the school cannot make learning achievements achieved by students evaluated by the school as the ability to master the lessons and student success in dealing with national exam questions. As stated by cognitive theorists, that students in learning are: 1) to understand the subject matter or commonly called insight. So in the learning process students recognize the interrelation of the elements of an object or event. 2). Meaningful learning, in

learning students get clear and logical meaning from what they learn with their life processes 3) Learning needs to have a purpose. The learning process will be effective if students understand the goals they want to achieve. 4). Transfer in learning. Transfer of learning will occur if students have understood the basic principles of the material taught as a whole as well. So that when students find different questions they will be able to solve them because students have learned the principles well. 5) The principle of learning based on the last cognitive theory is that the material taught should be related to the situation and environmental conditions of an individual's life. This means that if the lesson is related to the life closest to students it will be easy to understand and be reminded of Ormrod (2008).

If the principles of cognitive theory are carried out by teachers in private junior high schools in the three of research schools, it is possible for students to be able to achieve good performance during evaluations by their teachers, so they will also get good achievements during the National Examination.

As an additional result of the study, out of 224 students who most aspire to become doctors, 49 students (21.9%), become soccer players 28 students (12.5%), become teachers as many as 25 students (11.2%) and the rest aspire aspiration to be a police officer, chef, TNI, workshop owner, mechanic, office secretary. There are also those who aspire to be a bus driver (1 student), fishermen (1 student). But the aspirations of these students are still not in line with the schools that students will go to after graduating from junior high school. Students who wish to continue their study at Vocational School are 160 students and those who will continue to Senior high school are 48 students. Thus students when choosing a profession are still not relevant to their secondary schools. Based on this condition and referring to cognitive theory, then ideally students since junior high school have made clear goals about the career they will choose later, so students know where they want to go after junior high school. Besides students who know the purpose of learning, students will be able to achieve well.

IX. CONCLUSION

The results showed students who have learning achievements due to having a high student engagement as well. This is evidenced from the results of regression sig. 0.00 (sig. <0.05) with a regression line Y = 15,765 + 0.951 X. meaning that if a student goes up one student engagement unit, his learning achievement will increase by 0.951. Thus it can be said that student engagement can be used to predict learning achievement. This is consistent with the opinion of Connell et al (1994); Buhs et al (2006) that learning achievement is influenced by student engagement. Fredericks, Blumenfeld, & Paris (2004) also stated that students engaged in school showed positive academic achievement

The results also showed that student engagement was dominated in the medium category. This means that Private Junior High School students in the KedungCowek area are active enough to ask the teacher when they take lessons, obey the rules in the classroom and outside the classroom, pay attention when the teacher explains the subject matter, are happy when taking lessons and are happy to also take part in activities held at school. However, from the data obtained by students, there were not many active students at Organization; students only participated in scouting activities because they were required by the school. Students with high student engagement were 34 students out of 224 students. Student engagement is high if students are active in class discussions, happy to ask the teacher when the teacher explains the learning material. In addition students feel at home or happy with the school environment, active activities held by the school. Students who have high student engagement are relevant to the number of students who have high achievements of 34 students. In addition, researchers also found that student engagement students in the low category were 41 students.

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