

The Influence of School Culture and Motivation on Student Achievement

Eti Suheti¹, Maria Emilia Tyas Wulan Wahyu Dhati²

¹Master of Management Program, Sekolah Tinggi Ilmu Ekonomi Tribuana

²Sekolah Tinggi Ilmu Ekonomi Tribuana

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Abstract

In this era of advanced technology, the role of educators must be able to keep up with the times in providing knowledge to students by following the currently developing culture. School culture within certain limits and motivation can encourage student achievement. This research can be seen from the coefficient of determination (R^2) with a regression coefficient of 0.219 showing the effect of the School Culture and Motivation variables together on the Student Achievement variable is 29.1% while the rest 70.9% determined by other factors not examined. Simultaneous closeness of the relationship between the variables of School Culture, Motivation, and Student Achievement is quite strong (0.540).

Keywords: School culture, motivation, student achievement

(*) Corresponding Author: mariaemiliatyas@stietribuana.ac.id

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INTRODUCTION

National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Suwartini, 2017).

The aim of education is to improve the quality of education equally. Quality education depends on the capacity of an educational unit, namely the school. The many components of education, school culture and teacher achievement motivation are very important factors and strategies in an effort to improve the quality of education in every school.

Schools as systems have components that are interrelated and influence each other in achieving organizational goals (Marpaung, 2021). One indicator of the quality of education in schools is the results of the National Examination or School Examination at the school. Various efforts have been made by the government to improve the quality at all levels of education, however, various indicators of the quality of education have not shown an increase in quality evenly.

For this reason, real steps and actions are needed at the school level and the community around where the school is located. There are two main strategies that can be carried out in improving and developing school quality, namely strategies that focus on: (1) structural dimensions; and (2) the cultural dimension (culture) with an emphasis on real behavior change in the form of action (Ministry of National Education, 2003: 1).

The success of an educational institution is not only supported by complete facilities and infrastructure, qualified teachers or good student input, but school culture plays a very important role in increasing school effectiveness. School culture is the soul (spirit) of a school that gives meaning to the educational activities of the school, if the school culture is weak, then it is not conducive to the formation of an effective school. On the other hand, a strong school culture will become a facilitator for effective school improvement (Zubaidah, 2015).

The existence of school culture has a very important role in improving the quality of schools. This condition is given that school culture is closely related to the behavior and habits of school residents to make adjustments to the environment, as well as ways of looking at problems and solving them in the school environment, so that they can provide a foundation and direction for an effective and efficient educational process (Rawas et al., n.d.).

Ansar & Masaong (2011: 186) add that school culture is defined as a system of meaning shared by school members that distinguishes it from other schools. So basically school culture is closely related to the school's view of life in providing education in schools. School culture is called strong when teachers, staff, other stakeholders share values and beliefs in carrying out their work.

The substance of school culture is the behavior, values, attitudes and way of life of school residents who try to dynamic the school environment to achieve school goals. A positive school culture will give its own color and be in line with the implementation of school-based management. These positive cultures include: a culture of honesty, a culture of mutual trust, a clean culture, a disciplined culture, a reading culture, a culture of equal achievement, a culture of giving reprimands and rewards.

According to Permadi in Mulyasa (2011: 225-226) it is said that: "In education, the philosophy of TQM means that to meet customer needs, a solid work culture must be nurtured and developed well with all employees involved in education. Motivation, attitude, willingness and dedication to meet customer needs is the most important part of the work. Graduates of students who have completed their education are individuals whose actual behavior and actions are not only influenced by the knowledge and skills acquired during education, but are also influenced by various other factors, including work motivation, attitudes and cultural background and environmental influences.

Meanwhile, Sagala (2009: 19) explains about quality with regard to the assessment of how a product meets certain criteria, standards or references. In the world of education, according to the Ministry of National Education, this standard can be formulated through scholastic learning outcomes that can be measured quantitatively, and qualitative observations, especially in the fields of social education. The formulation of the quality of education is dynamic and can be studied from various points of view. The agreement on the concept of quality is returned to the formulation of existing references or references such as educational policies, teaching and learning processes, curriculum, facilities and

infrastructure, learning facilities and educational staff in accordance with the agreement of the parties concerned.

This study produces a hypothesis with the formulation of the problem, "Is there an Impact, Influence and Relationship between Culture, Motivation, and Achievement Variables?". This will be proven on the next page, against what will be discussed in the study. Significant or not depends on the hypothesis in this study. Next, the researcher will discuss the methods, results and discussion and conclusions.

RESEARCH METHODS

This study uses a quantitative approach. Cresweel (2010:24) states that, "a quantitative approach is the measurement of quantitative data and objective statistics through scientific calculations derived from a sample of people or residents who are asked to answer a number of questions about surveys to determine the frequency and percentage of their responses".

The research method used by the researcher is a survey method with a correlational approach using ex post facto data. The survey method is "An investigation conducted to obtain facts from existing phenomena and seek factual information, either about social institutions, science, or politics from a group or an area". While the correlational approach is "the approach used to see whether there is a relationship between the independent variable and the dependent variable". Ex Post Facto is a systematic empirical search in which the researcher cannot control the independent variables because events have occurred or because they cannot be manipulated.

The time of the research was carried out from August to December 2020. This time is considered suitable for researchers to conduct research because it is the most effective time for researchers to conduct research. And the school has just held the Final Semester Exam so that the data obtained reflects the current situation. The location of this research was carried out at the Harapan Indonesia Private Elementary School in Bekasi.

Population is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by the researcher to be studied and then draw conclusions. The population in this study was the fourth grade students of SDS Harapan Indonesia Bekasi as many as 37 students. Class IV was chosen because research will be conducted to determine student achievement in science subjects.

The sampling technique used is census, which is a method of collecting data in which all elements of the population are investigated one by one. The resulting data is called the true value. From the population description as described above, the researchers concluded that all fourth grade students at the Harapan Indonesia Private Elementary School in Bekasi were used as samples, thus the sampling technique was census.

The data used for X1 and X2 are primary data, while the Y variable is secondary data. First, Learning Outcomes are the results achieved by someone in an effort to learn as stated in the report card. Learning outcomes are evidence of learning success or the ability of a student to carry out his learning activities according to the weight he has achieved.

School culture is the rules and values that are reflected in everyday life with the aim of creating a conducive, dynamic, and democratic atmosphere. School culture can be seen from the applicable rules, habits, values, and social interactions. School culture is an assessment of the values, norms, rules that apply at school. School culture can be reflected in everyday life with the aim of creating a conducive, dynamic, and democratic atmosphere. School culture was measured

using a questionnaire with a Likert scale that reflects students' knowledge of the culture in their school. Where indicators of school culture are applicable rules, habits, values, and social interactions.

The lattice of this instrument is to measure the student's school culture variables. In this section, what will be presented consists of two instrument grid concepts, namely the experimental instrument grid and the final instrument grid. These grids are presented to provide dropped and valid items after conducting validity and reliability tests as well as item analysis reflecting indicators.

Table 1. Grid of School Culture Indicators (variable X1)

Indicator	Item Number		
	trials	After trial	No Sequence Question valid reliable
Rule	1,2,3,4,5,6,7,8,9	4,5,6,7,8,9	1,2,3,4,5,6
Habits	10, 11, 12, 13, 14, 15, 16 , 17, 18, 19, 20, 21	10,11,13,14,15, 16, 17, 19, 20, 21	7,8,9,10,11,12,13,14,15,16,17
Values	22, 23, 24, 25, 26, 27, 28, 29, 30	23, 25, 27, 28, 30	18,19,20,21,22
Social interactions	31, 32, 33, 34, 35, 36, 37, 38, 39, 40	32, 33,34, 35, 36, 37, 38, 39, 40	23,24,25,26,27,28,29,30

The process of preparing school instruments begins with the preparation of question instrument items with a Likert scale with 5 answer choices. The preparation of the instrument refers to the indicators as shown in the grids shown in Table 3.1 and Table 3.2. The instrument validation process is carried out by analyzing the data from the test results to determine the validity of the item by using the correlation coefficient between the item scores and the total score of the instrument. The formula used is as follows:

$$r_{it} = \frac{\sum Xi.Xt}{\sqrt{\sum Xi^2 \sum Xt^2}}$$

Information :

r_{it} = item score coefficient with total instrument score

x_i = score deviation from X_i

x_t = score deviation from X_t

The minimum criteria for the accepted statement is $r_{item} = 0.361$ if $r_{item} > 0.361$ criteria, then the statement item is considered valid and vice versa if $r_{item} < 0.361$ criteria, then item is considered invalid or dropped. Furthermore, the reliability of the statement items that are considered valid is calculated using the Cronbach Alpha formula, namely:

$$r_{it} = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}$$

Information :

r_{it} = instrument reliability

k = number of items

S_i^2 = total variance of items

S_t^2 = total variance

Achievement motivation is the drive or driving force that becomes active as energy for students to achieve the needs and goals/direction of learning that can be

seen from changes in behavior in learning motivation that exists in students. Indicators of achievement motivation are diligent in facing tasks, tenacious in facing difficulties, preferring to work independently, being responsible, and having an orientation to the future.

Achievement motivation is a student's assessment of the motivation from within students to excel and can be measured using a questionnaire with a Likert scale that reflects achievement motivation. Where indicators of achievement motivation are diligent in facing tasks, tenacious in facing difficulties, preferring to work independently, being responsible, and having an orientation towards the future. In this section, what will be presented consists of two instrument grid concepts, namely the experimental instrument grid and the final instrument grid. These grids are presented to provide dropped and valid items after conducting validity and reliability tests as well as item analysis reflecting indicators.

Table 2. Grid of Motivational Indicators (variable X2)

Indicator	Nomor Butir		
	trials	After trial	Serial Number of Valid and Reliable Questions
Persistent	1, 2, 3, 4, 5, 6	2, 4, 6	1,2,3
tenacious	7, 8, 9, 10, 11	7, 8, 9	4,5,6
Independent	12, 13, 14, 15, 16	12, 13, 14, 16	7,8,9,10
Responsible	17, 18, 19, 20, 21	17, 18, 20, 21	11,12,13,14
Future Orientation	22, 23, 24, 25, 26	22, 23, 24, 25	15,16,17,18

The process of preparing students' achievement motivation instruments begins with the preparation of questions instrument items with a Likert scale with 5 answer choices. The preparation of the instrument refers to indicators such as the grid shown in Table 2. The instrument validation process is carried out by analyzing the data from the test results to determine the validity of the item by using the correlation coefficient between the item scores and the total score of the instrument. The formula used is as follows:

$$r_{it} = \frac{\sum Xi.Xt}{\sqrt{\sum Xi^2 \sum Xt^2}}$$

Information :

rit = total instrument score coefficient

xi = score deviation from Xi

xt = score deviation from Xt

The minimum criteria for the accepted statement is $r_{item} = 0.361$ if $r_{item} > 0.361$ criteria, then the statement item is considered valid and vice versa if $r_{item} < 0.361$ criteria, then item is considered invalid or dropped. Furthermore, the reliability of the statement items that are considered valid is calculated using the Cronbach Alpha formula, namely:

$$r_{it} = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}$$

description:

rii= Instrument reliability

k = number of items

Si 2= total variance of items

St 2= total variance amount

The form of the constellation used in this research is a regression or influence study, as shown on the following page:

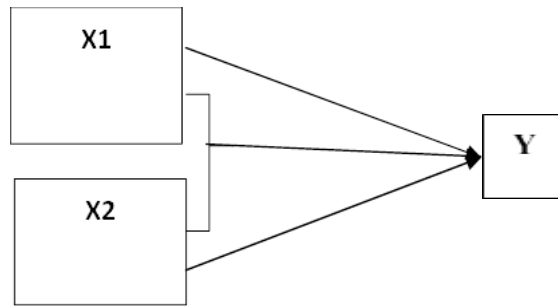


Figure 1. Research model

Independent Variable

(X1) = School Culture Independent Variable

(X2) = Achievement Motivation

Bound Variable

(Y) = Science Learning Outcomes

→ = Indicates the direction of influence

RESULTS AND DISCUSSION

Respondents in this study were fourth grade students at the Harapan Indonesia Private Elementary School in Bekasi as many as 37 students. In this study, all students were used as respondents.

Learning Outcomes data is obtained from the list of grades IV final exam scores in science subjects in semester I, from the data of 37 students, the highest score is 94.29 and the lowest score is 62.86, the average score is 80.36 with a variance is 41,17295 and standard deviation is 6.41662.

The data obtained resulted in the frequency distribution of the Science Learning Outcomes data as follows, where the range of values was 34, the interval class is 7, and the interval range is 5.

Table 3. Frequency Distribution of Variable Y (Learning Outcomes)

No	Class interval	Lower limit	Upper limit	Frequency Absolute	Frequency Relatively
1	61-65	60.5	65.5	2	1.32%
2	66-70	65.5	70.5	8	5.3%
3	71-75	70.5	75.5	19	12.58%
4	76-80	75.5	80.5	53	35.1%
5	81-85	80.5	85.5	24	15.9%
6	86-90	85.5	90.5	44	29.14%
7	91-95	90.5	95.5	1	0.66%
Amount				151	100%

Based on the data above, it can be seen that the highest class frequency of the Science Learning Outcomes variable is 62.86, located in the 4th (fourth) interval class, namely 76-80 with a relative frequency of 35.1%, and the lowest frequency is 1 located at the 7th (seventh) class interval is 91-95 with a relative frequency of 0.66%.

Table 4. Average of Calculated Indicator Scores on School Culture

Variable	School Culture			
Indicator	Rule	Habits	Value	Interaction
Number of questions	10	6	5	9
Score	5651	3649	2842	5083
Average	565,1	578,17	568,4	564,88
Percentage	32,81%	21,18%	16,5%	29,51%

Based on the average score of the school culture indicators above, it can be seen that the highest school culture is the Rules indicator, meaning that the rules that apply in schools that apply in schools have been implemented well by students and those carried out by education and administrative staff at school. The rules are strictly enforced and binding on all school members. The rules can be seen from the rules and procedures in uniform, tadarus obligations and worship before starting lessons, carrying out worship according to their respective beliefs and religions, following one of them.

**Table 5. Distribution of Average
Calculation of School Culture Indicators Per Respondent**

No	Indicator	Number of questions	Theoretical Score	Total Score Indicator	Average Respondents
1.	Rule	10	6 – 30	5651	37,42
2.	Habits	6	10 – 50	3649	24,17
3.	Value	5	5 – 25	2842	18,82
4.	Interaction	9	9 – 45	5083	33,66

From the table above, the lowest theoretical score is 30 and the highest theoretical score is 150. The school culture indicator has an average of 112.88. Comparison of the average score with the highest theoretical score will produce a figure of 75.25%. This means that the school culture in the Harapan Indonesia Private Primary School in Bekasi has been implemented by students up to 75% coverage.

Table 6. Variable Frequency Distribution of X1 (School Culture)

NO	Interval Class	Lower limit	Upper limit	Absolute Frequency	Relative Frequency
1.	83 – 90	82,5	90,5	5	3,31 %
2.	91 – 98	90,5	98,5	10	6,62 %
3.	99 – 106	98,5	106,5	27	17,88 %
4.	107 – 114	106,5	114,5	41	27,15 %
5.	115 – 122	114,5	122,5	36	23,84 %
6.	123 – 130	122,5	130,5	25	16,56 %

7.	131 – 138	130,5	138,5	5	3,31 %
8.	139 – 146	138,5	146,5	2	1,32 %
				151	100 %

Based on the table above, it can be seen that the highest frequency of the School Culture variable, which is 41, is in the 4th (fourth) class interval, which is between 107-114 with a relative frequency of 27.15%. The lowest frequency is 2 located at the 8th (eighth) interval, namely 139-146 with a relative frequency of 1.32%.

Table 7. Average Score of Achievement Motivation Indicators

Variable	Achievement motivation				
Indicator	Persistent	tenacious	Independent	Responsible Answer	Oriented Future
Number of Questions	3	3	3	4	5
Score	1385	1522	1568	2139	3012
Average	461.67	507.33	522.67	534.75	602.4
Precentage	17.56%	19.3%	19.88%	20.34%	22.92%

Achievement Motivation Data was obtained by distributing a questionnaire containing 18 questions using a Likert scale that had gone through a validation and reliability process, divided into five indicators, namely, diligent, tenacious, independent, responsible, oriented or having goals in the future. The achievement motivation questionnaire was filled out by 151 students with the highest score of 83 and the lowest score of 46, with an average score of 63.7483. The variance score is 37,25625 and the standard deviation is 6,10379.

Table 8. Distribution of Calculated Average Motivation Indicators Per Respondent

Indicator	Number of Statements	Theoretical Score	Total Score Indicator	Average respondents	Total Theoretical Score
Diligent in Learning	3	3-15	1385	9.17	90
Tenacious in Learning	3	3-15	1522	10.08	
Independent in Learning	3	3-15	1568	10.38	
Responsible	4	4-20	2139	14.16	
Have Future Orientation	5	5-25	3012	19.45	

From the table above, the lowest theoretical score is 18 and the highest theoretical score is 90. The achievement motivation indicator has an average of 63.7483. The comparison of the average score with the highest theoretical score is 70.83%. It means that the achievement motivation of students at the Harapan Indonesia Private Elementary School in Bekasi has been applied to students until it is quite strong.

Table 9. Frequency Distribution of X2 Variables (Achievement Motivation)

No	Interval Class	Lower limit	Upper limit	Absolute Frequency	Relative Frequency
1.	45-49	44.5	49.5	2	1.32%
2.	50-54	49.5	54.5	5	3.35%
3.	55-59	54.5	59.5	26	17.24%
4.	60-64	59.5	64.5	52	34.44%
5.	65-69	64.5	69.5	45	29.80%
6.	70-74	69.5	74.5	10	6.62%
7.	75-79	74.5	79.5	7	4.64%
8.	80-84	79.5	84.5	3	1.99%
Jumlah				151	100%

Based on table 9, it can be seen that the highest frequency of achievement motivation variable, which is 52, lies in the 4th (fourth) class interval, which is between 60-64 with a relative frequency of 34.44%. The lowest frequency is 2 located at the 1st (one) interval, which is between 45-49 with a relative frequency of 1.32%.

Table 10. Data Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		151
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.40168542
Most Extreme Differences	Absolute	.069
	Positive	.054
	Negative	-.069
Kolmogorov-Smirnov Z		.852
Asymp. Sig. (2-tailed)		.463

a. Test distribution is Normal.

b. Calculated from data.

Based on the test results, it can be concluded that because the significance value is 0.463, the significance is more than 0.05, then the data is declared normally distributed. This means that all variables are said to have a normal distribution, thus the data in this study can be used in further analysis with statistical methods.

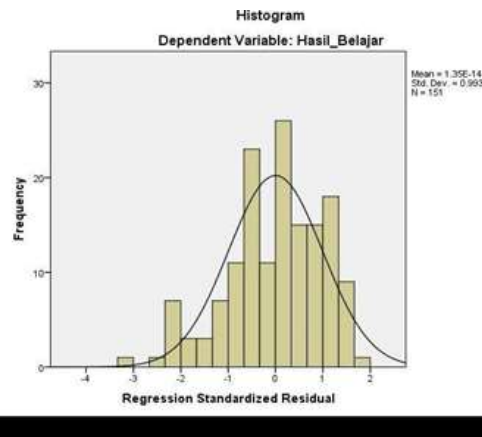


Figure 2. Histogram Dependent Variable

CONCLUSIONS

Based on the results of research data analysis on the influence of school culture and achievement motivation on students' science learning outcomes at SDS Harapan Indonesia Bekasi, the researchers can conclude that the influence of school culture on science learning outcomes with a coefficient of 0.256, i.e. if school culture increases by 1 unit, it will have a positive effect. the increase in Science Learning Outcomes by 0.306 at a constant of 39.713, with a fairly close relationship (0.514) has been tested significantly and has a positive relationship, where an increase in School Culture will result in an increase in Science Learning Outcomes. The effect of learning achievement motivation on science learning outcomes with a coefficient of 0.184, which means that if learning achievement motivation increases by 1 unit, it will have a positive effect on increasing science learning outcomes by 0.184 at a constant 39.713. Learning motivation has a weak relationship (0.190) which has been tested significantly and has a positive relationship, which means that when there is an increase in achievement motivation, science learning outcomes will also increase. The influence of achievement motivation which is not too large can be explained from the score of the indicator of perseverance in learning which has the lowest score. The influence of School Culture and Achievement Motivation together on Science Learning Outcomes can be seen from the coefficient of determination (R^2) with a regression coefficient of 0.219 indicating the effect of School Culture and Achievement Motivation variables together on the Science Learning Outcomes variable is 29.1% while the remaining 70.9% was determined by other factors that were not examined. The simultaneous closeness of the relationship between the variables of School Culture, Achievement Motivation, and Science Learning Outcomes is quite strong (0.540).

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