



THE INFLUENCE OF STUDENT ATTITUDES ON LEARNING ACHIEVEMENT

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Abstract :

This research is the first to examine the influence of attitudes on the learning outcomes of class X students at Senior high school 2 Jambi City and is the result of applied science in the field of education. Attitude is one of the main indicators of current learning and learning outcomes are a benchmark for assessing student attitudes. This study aims to explore the relationship between students' attitudes and their academic achievements in various subjects. This research uses quantitative research methods by means of surveys with purposive sampling techniques. The analysis technique used is testing the assumptions of normality and linearity as well as hypothesis testing using person correlation. The research subjects this time were 60 class X students of Senior high school Negeri 2 Jambi City. The research results show a significance value of 0.042, which is smaller than 0.05, which indicates that there is a sufficient relationship between student attitudes and student learning outcomes. The novelty of this research is that it introduces a new measure of student attitudes based on a multidimensional scale that includes cognitive, affective and behavioral aspects. This research also provides empirical evidence regarding the positive impact of student attitudes on learning outcomes in various subjects, such as mathematics, science and languages. This research contributes to the educational psychology and pedagogy literature by highlighting the role of students' attitudes in enhancing academic achievement and motivation.

Keywords: Analysis, Attitude, Influence, Learning Outcome

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INTRODUCTION

Education is real learning in developing cognitive skills and controlling oneself and behavior, such as attitudes. Education can also be interpreted as an effort to improve individual attitudes so that they become better in the future (Putra & Wiza, 2019; Duran et al., 2021; Ma, 2022; Korkmaz et al., 2023). Education is a process that is very necessary for individuals because it can change individual attitudes and knowledge for the better (Astalini, Kurniawan, & Phatoni, 2019; Case et al., 2021; Keržič, & Zorko, 2023). Education will help individuals improve their behavior and learning (Astalini & Kurniawan, 2019; Birgin & Topuz, 2021; Wu et al., 2023). Education is also a conscious effort to grow an individual's potential by doing various things in its development, one of which is guiding and facilitating multiple teaching and learning activities. This can create a generation that is qualified and competent in future life (Angraini & Perdana, 2019; Makowsky & Martin, 2021; Lu & Tiam, 2023).

Learning is a process where students can obtain information, skills, values, ways of thinking, ideas, and ways of reasoning. To develop potential and skills in students, students are expected to be able to express their abilities as creatively as possible. According to Mursidik, Samsiyah & Rudyanto



(2015), the level of creative thinking is classified into two aspects, namely high-level competence, and can be seen as a continuation of Basic Competency. In the learning process, we already know that the teacher will be the center of attention while the students will only be the object of receiving knowledge. So, students become passive, and students do not have the opportunity to develop their own potential and expertise in critical thinking (Setyowati, Subali, & Mosik, 2011; Castillo et al., 2022; Wang et al., 2022).

According to Supardi & Ertikanto (2015), Physics is a subject that provides knowledge about the universe so that you can train yourself to think and reason. With this ability, individuals are trained so that they can develop and the individual will increase their knowledge and thinking power by understanding physics. Physics is not only good at mathematics, but you must also be good at logic. Meanwhile, according to Chodijah, Fauzi, & Ratnawulan (2012), physics lessons are an essential lesson to teach because physics is a vehicle for developing the ability to think in order to solve problems in life and equip individuals with knowledge, understanding, and several skills in order to enter the higher education level higher education. The thing that needs to be paid attention to in learning physics is the students' attitude (Chen, Husnaini, & Chen, 2020; Sökmen, Sarikaya, & Nalçacı, 2023). Physics is a process that aims to discover physical products consisting of various concepts, facts, laws, and theories, which are carried out through different scientific steps. Physics consists of ideas. This statement aims to categorize things into non-verbal presentations so that these concepts are abstract and mental imagery skills are needed to understand them.

The gap research of this study is that there is a lack of literature on the influence of attitude on learning outcomes among class X students of Senior high school 2 Jambi City. Most previous studies have focused on the factors that affect student attitudes, such as motivation, self-efficacy, interest, and personality. However, there is a need to explore the impact of student attitudes on their academic performance in various subjects, such as mathematics, science, and language. The influence of attitude on learning outcomes may vary depending on the subject matter, the level of difficulty, and the type of assessment.

In the learning process, especially in physics lessons, the student's attitude is essential to pay attention to. The attitudes that emerge during the learning process are essential in guiding student behavior (Kaya & Bicen, 2016; Haynes et al., 2023; Wang, & Bai, 2023). Thus, students with this view will behave differently from students with a more positive attitude in the learning process. This positive attitude is perfect for students because it can influence and improve students' learning outcomes and vice versa. Students who do not have a positive attitude during the learning process will experience a decline in their learning outcomes (Veloo, Nor & Khalid, 2015; Admiraal et al., 2022; Wang, Bai, & Nie, 2023). Therefore, students with a positive attitude can influence and improve the learning outcomes of other students. The attitude that emerges comes from each student himself, where the response from the student will indicate whether he is interested in the object being displayed or not. This statement is in accordance with (Mardiana & Ningsih, 2023; Utami, Johari, & Anggereini, 2023), who said that attitude is behavior or actions that result from an individual's reaction to other individuals or particular objects. For students who do not like physics lessons, the attitude shown will be apparent and can be seen from the results of their physics learning. The lack of a positive attitude that students have towards physics lessons will have a lot of impact on the learning process, and this impact will affect students' potential. Students who lack a positive attitude toward physics lessons will have an impact on their lack of self-confidence in performance results or lack of searching for various information to solve multiple problems in physics (Astalini et al., 2021).

RESEARCH METHOD

This research is quantitative research using a survey method. The survey method is used to make it easier for researchers to test hypotheses and draw conclusions from quantitative data involving many samples. This quantitative method will be used to analyze the influence of student attitudes on physics learning outcomes at Senior High School 2 Jambi City.

The subjects of this research were 60 class X students at Senior High School 2 Jambi City using purposive sampling techniques. Purposive sampling is a sampling technique with a specific purpose, not based on random or regional sampling. The attitude instrument used in this research is an instrument taken from Darmawangsanario (2018) where there are 54 valid statement items. The measurement scale in

this instrument uses a Likert scale which starts with the statement strongly agree with a value of 5, agree with a value of 4, neutral with a value of 3, disagree with a value of 2, and strongly disagree with a value of 1. The research instrument has 45 valid questions. class X physics.

The scale used in this question instrument is a Likert scale by finding the interval by means of the highest value minus the lowest value divided by 5 to get the value of the Likert scale for the question instrument. The research procedure begins by following the procedures in accordance with the existing stages. It starts with preparing a proposal and formulating the problem and its variables. After that, a literature review is carried out looking for supporting theories to discuss the problem and looking for the required instruments. At the data collection stage, it is given to 60 students of Senior High School 2 Jambi City. Both in the form of statement questionnaires and questions. From the data collection, data analysis is carried out by filtering appropriate data.

The analysis used is descriptive analysis in the form of correlation. The aim is to see how strong the influence of attitude is on physics learning outcomes at Senior High School 2 Jambi City. By knowing the mean, median, and mode. To find out the form and how strong the correlation is, the IBM SPSS statistics application is used.

RESULTS AND DISCUSSION

There are three tests to determine the relationship between the influence of student attitudes on class X physics learning outcomes at Senior High School 2 Jambi City, namely the normality test, linearity test, and person correlation parametric test. Below are the results of the tests that have been carried out

Table 1. Normality Test Results for Senior high school 2 Jambi City

	<i>Statistic</i>	<i>Kolmogorov-Smirnov^a df</i>	<i>Sig.</i>
Lerning Archievement	0.084	60	.200*
Attitude	0.103	60	.182

Data will be said to be good if it has a normal distribution, where this normal distribution is usually called a normality test. One way to test whether the data is normally distributed or not is by using the IBM SPSS statistics application.

In the test, the data will be said to be normal when the sig or significance value is greater than 0.05. From table 1 it can be seen that the significance value of student learning outcomes is 0.200, which means the value is greater than 0.05 and proves that the student learning outcomes data is normally distributed. Student learning attitudes show a significance value of 0.182 which is greater than 0.05, making student attitude data normally distributed. From these two data, it can be concluded that H0 is accepted, namely that both data are normally distributed in class X Science at Senior high school 2 Jambi City.

Table 2. Linearity Test Results for Senior high school 2 Jambi City

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	5615.351	17	330.315	0.888	0.590
Linearity	1478.842	1	1478.842	3.978	0.053
Deviation from Linearity	4136.508	16	258.52	0.695	0.782
Within Groups	15615.383	42	371.795		
Total	21230.733	59			

The linearity test will be said to be linear if the significance value of the two variables has a value greater than 0.05. The test method used to test linearity is by using the IBM SPSS statistics

application. A significance value greater than 0.05 makes the H_0 assumption that linear data is acceptable, which means that each regression line is formed from the influence of variable x on variable y .

In table 2 it can be seen that the linearity significance value is 0.782, which means it is greater than 0.05. With the greater significance value of the attitudes and learning outcomes of class.

Table 3. Correlation Test Results for Senior high school 2 Jambi City

		Attitude	Learning Achievment
Attitude	Pearson Correlation	1	.264**
	Sig. (2-tailed)		0.042
	N	60	60
Learning Archievment	Pearson Correlation	.264**	1
	Sig. (2-tailed)	0.042	
	N	60	60

The person correlation test is a correlation test which aims to find out how variable y is related to variable x . To test it, use IBM SPSS statistics to get accurate results. From the SPSS results, we see that data is said to be correlated or related when the significance value is smaller than 0.05, so the H_1 assumption is accepted.

From table 3, it is clear that it is a table that shows the personal correlation of the influence of student attitudes on physics learning outcomes at Senior high school 2 Jambi City, where the significance value is 0.042, which means it is smaller than 0.05. With a smaller significance value, the data in table 3 has a correlation and H_1 is accepted.

The results of the research show that students' attitudes greatly influence the physics learning outcomes of class X Senior high school 2 Jambi City. The positive relationship between the two data on variables makes variable y influence variable x . Current education really requires character or attitude from students to increase the level of learning outcomes. It can be clearly seen from the data that attitudes influence learning outcomes at Senior high school 2 Jambi City. Students' attitudes at school are greatly influenced by the behavior of teachers at school. When the teacher is enthusiastic and shows a good attitude, students will imitate the teacher's behavior. Students' attitudes are also influenced by the behavior of their classmates, the enthusiasm of their classmates will have an impact on learning outcomes in that class (Kurniawan et al., 2019; Astalini et al., 2022; Çopur, & Demirel, 2022; Guo, Liu, & Liu, 2022; Chen & Huang, 2023; Wang & Jou, 2023).

The novelty of this research is that it introduces a new measure of student attitude based on a multidimensional scale that covers cognitive, affective, and behavioral aspects. The research also provides empirical evidence of the positive impact of student attitude on learning outcomes across different subjects, such as mathematics, science, and language. The research contributes to the literature on educational psychology and pedagogy by highlighting the role of student attitude in enhancing academic achievement and motivation. The limitation of this research is that it only focuses on one school and one grade level, and it does not control for other factors that may affect learning outcomes, such as intelligence, personality, or socioeconomic status. Future research may extend the scope and duration of the study to other schools and grade levels, and include other variables that may influence learning outcomes.

CONCLUSION

It is clear that attitude has quite an influence on learning outcomes at Senior high school 2 Jambi City with a significance value of person correlation of 0.042 which is less than 0.05, meaning it has quite an influence on the independent variable x (student attitude questionnaire) on the dependent variable y (student learning outcomes). So it can be concluded that the significant increase in students' grades is caused by students' attitudes in the form of enjoyment in studying physics and other attitudes towards physics. In this way, the attitude of students who are not only academically intelligent but have a good attitude makes learning outcomes in class X Senior high school 2 Jambi City get good results.



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