ANALYSIS OF DIFFERENCES IN STUDENT LEARNING ACHIEVEMENT: A REVIEW OF GENDER AND MAJORS

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Abstract

The article explains student learning achievement, then looks at differences in student learning achievement in terms of gender and major aspects. This research uses a combined approach through descriptive and inferential quantitative approaches. Data collection using questionnaires and documentation. A total of 438 samples have been studied through random sampling techniques to see differences in learning achievement for male and female students in science and social studies majors. Data were also collected by interviewing 12 students and 3 teachers, the selection of informants referring to social situations, the selection of informants was carried out with a purposeful sample technique. Data analysis using the t-test found that learning achievement was no difference in terms of background majoring in science and social studies, in contrast to gender there were differences in learning achievement between male and female students. Qualitative data analysis obtained by students practicing learning achievements in the form of memorization, understanding, practice, and evaluation. Meanwhile, affective learning achievement through aspects of: receiving, responding, valuing, organizing. Psychomotor academic achievement on aspects of: reflex movements, basic skills, physical skills.

Key words: Learning Achievement, Gender, Academic Major

Abstrak

Artikel menjelaskan prestasi belajar siswa, kemudian melihat perbedaan prestasi belajar siswa ditinjau dari aspek gender dan jurusan. Penelitian ini menggunakan pendekatan gabungan melalui pendekatan kuantitatif deskriptif dan inferensial. Pengumpulan data menggunakan angket dan dokumentasi. Sebanyak 438 orang sampel telah diteliti melalui teknik persampelan acak untuk melihat perbedaan prestasi belajar bagi siswa laki-laki dan perempuan pada jurusan IPA dan IPS. Data juga dikumpulkan dengan mewawancarai 12 orang siswa dan 3 orang guru, pemilihan informan merujuk kepada situasi sosial, pemilihan informan dilakukan dengan teknik sampel bertujuan. Analisis data menggunakan t-test didapati prestasi belajar tidak ada perbedaan ditinjau dari latar belakang jurusan IPA maupun IPS, berbeda halnya dengan gender terdapat perbedaan prestasi belajar antara siswa laki-laki dengan perempuan. Analisis data kualitatif diperoleh siswa mempraktekkan prestasi belajar dalam bentuk hafalan, pemahaman, amalan, dan evaluasi. Sedangkan prestasi belajar afektif melalui aspek: receiving, responding, valuing, organizing. Pencapaian akademik psikomotorik pada aspek: gerakan refleks, keterampilan dasar, keterampilan fisik

Kata Kunci: *Prestasi Belajar, Gender, Penjurusan Akademik*

Introduction

In formal education, the role of the teacher cannot be disputed, the teacher is a reference in shaping the cognitive, affective and psychomotor intelligence of students. The implementation of the educational process exemplified by a teacher towards his students can affect the pattern of learning and student careers in the future. [1] The teacher never stops and gets tired of educating his students before they can and is clever and accomplished in all the subjects he teaches.[2]

Learning achievement becomes very important to measure student success in the teaching and learning process. To understand it, it is necessary to examine the views of educational figures on the meaning of learning achievement as expressed by Saifuddin Azwar who said "learning achievement is learning success that can be operationalized in the form of indicators in the form of report card scores, achievement indices, success predicate passing rates and the like."[3].Meanwhile, according to Hamdani, "learning achievement is the result of measurements of students which include cognitive, affective, and psychomotor factors.[4]after following the learning process measured using test instruments or relevant instruments"[5] From the above view, it can be understood that learning achievement is a definite measuring tool in assessing student achievement, for this reason, it is necessary for teachers to be given full flexibility in managing learning without any intervention from internal parties, let alone external parties'.[6]

The fact that in the field that occurred at Pariaman City High School found that there was an inequality in shiva's learning achievement caused by varied social backgrounds. Pariaman is geographically located in a coastal area where the average population lives on the fruits of going to sea as fishermen.[7] The harshness of life in the coastal suburbs certainly greatly affects the pattern and way parents educate their children in the learning process at home so that it automatically also affects the learning process at school. One of the most interesting is that gender and choice of major factor influence their formal learning achievement in school.[8]

Learning achievement according to Robiah Sidin is measured based on the scores obtained from the research sample during the exam, these values are summed and divided

[1] Bagas Adi Atma, Fatun Fatimah Azahra, and Ali Mustadi, "Teaching Style, Learning Motivation, and Learning Achievement: Do They Have Significant and Positive Relationships?," *Jurnal Prima Edukasia* 9, no. 1 (January 2, 2021), https://doi.org/10.21831/jpe.v9i1.33770.

[2] Nenny Indrawati and Nurfaidah Tasni, "Analisis Kemampuan Pemecahan Masalah Berdasarkan Tingkat Kompleksitas Masalah Dan Perbedaan Gender," *Saintifik* 2, no. 1 (2016): 16–25.

[3] Saifuddin Azwar, *Pengantar Psikologi Intelegensi* (Pustaka Belajar., 1996).

[4] Hamdani, *Strategi Belajar Mengajar* (CV Pustaka Setia., n.d.).

[5] Irfan Muhammad, "Pengaruh Penerapan Metode Resitasi Terhadap Hasil Belajar Kognitif Siswa SMA," *BIOMA* 1 (2019).

[6] Sri Non and Afriyuni, "Hubungan Gender Terhadap Prestasi Belajar Siswa. "Transformasi Pendidikan Sebagai Upaya Mewujudkan SustainableDevelopment Goals (SDCs) Di Era Society 5.0.," *Seminar Nasional Pendidikan, FKIP UNMA.*, 2022.

[7] Anik Kurniawati, "Analisis Hasil Tes Evaluasi Pendidikan Pada Mahasiswa Ditinjau Dari Perbedaan Gender," *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran* 19, no. 1 (2019): 89–106.

[8] Devi Afriyuni Yonanda Non Erna Sri Utami, "Hubungan Gender Terhadap Prestasi Belajar Siswa," *Seminar Nasional Pendidikan, FKIP UNMA* 2, no. Smyth 2015 (2020): 144–49, https://prosiding.unma.ac.id/index.php/semnasfkip/article/view/314.

by the number of subjects taken by students. According to Moh. Najib and Nor Shafarin, define learning achievement as a skill possessed by students[9]. Nana Sudjana said that learning achievement is the result of the learning activity process, there are several functions of learning achievement, including: (a) It is a tool to know whether or not instructional goals are achieved. (b) Feedback for the improvement of the teaching and learning process, improvements made in instructional purposes, student learning activities and teacher teaching strategies. (c) The basis for compiling student learning progress reports to parents which are submitted reports on students' progress, abilities and learning skills in various fields of study in shaping the values of achievement achieved[10]

To determine learning outcomes in schools, teachers make assessment indicators in accordance with the quality standards available in schools, for the context in Indonesia, the assessment of learning achievement is stated in the report card in the form of cognative, affective and psychomotor assessments. According to A, Tabroni Rusyan said that the aspect of learning achievement is seen from three indicators[11]

a. Cognitive Learning Achievement Includes: (1) Types of learning achievement rote knowledge (knowledge) i.e. rote knowledge includes factual and memory aspects such as formulas in learning. This type is the lowest type of learning achievement, but it is a prerequisite for mastering and learning higher types of learning achievement. (2) Type of comprehention learning achievement (comprehention) is a higher compreceptibility learning achievement one level than the achievement of learning rote knowledge because it requires the ability to capture the meaning or meaning of a concept. (3) Type of achievement learning application (application) is the type of application of the ability to apply and delegate a concept of formula ideas in a new situation. (4) The type of analytical learning achievement is the ability to solve, decompose integrity into elements or parts that have meaning, analysis is a complex learning achievement that utilizes elements of the previous type of learning, namely knowledge, understanding and practice. (5) The type of synthesis learning achievement is the ability to unite elements or parts into one integrity by being the opposite of analysis. (6) The type of evaluation learning achievement is the ability to make decisions about the value of something based on the criteria used.

b. Affective learning achievements include: (1) Receiving, (2) Responding, (3) Valuing, (4), Organizing, (5) Characteristic.

c. Psychomotor Learning Achievement Includes: (1) Reflex movements (skills in improper movements) (2) Skills in basic movements, (3) Perspective skills, (4) Abilities in the physical field, (5) Movements related to skills.

The description of the experts above is the basis for research, which is to reveal assumptions built through a scientific study as stated in the limitations of the problem: (a) Measuring the level of student learning

[9] Mohd Najib Abdul Aziz and Nor Shafrin Ahmad, "Kemahiran Belajar Dan Hubungannya Dengan Pencapaian Akademik: Kajian Didaerah Kerian, Perak," *Journal of Educators & Education/Jurnal Pendidik Dan Pendidikan* 23 (2008).

[10] Sudjana Nana, *Penilaian Hasil Proses Belajar Mengajar* (Rosda Karya, 1999).

[11] Rusyan Tabrani and Tohirin, "Psikologi Pembelajaran Pendidikan Agama Islam," *Raja Grafindo Persada*, n.d.

achievement. (b) Test the differences in learning achievement of male and female students. (c) Testing the differences in student learning achievement in science and social studies majors, (d) Knowing the practice of student learning achievement and teacher opinions. From the above limitations, the problem is formulated as follows: (a) What is the stage of student learning achievement? (b) Is there a difference in the learning achievement of male and female students? (c) Is there a difference in the learning achievement of students majoring in science and social studies? (d) What learning achievements do students practice? And what do teachers think? This study has the following research hypothesis: Ho1: There is no difference in student learning achievement by gender. Ho2: There is no difference in student learning achievement by major.

Methods

This research was conducted using an explanatory mixed methods design method through two stages. The first stage uses a quantitative approach of "review studies" (cross sectional survey designs), and the second stage uses a qualitative approach of "case study research design". The merger of these two approaches allows researchers to obtain more comprehensive data to get a detailed picture of the differences in student learning achievement by gender and major as stated in the formulation of the research problem. In the first phase of the study, researchers examined student learning achievement by gender and major. Meanwhile, the data collection process through a qualitative approach (case study) can be explored in more depth the picture of the problem phenomenon studied[12].

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[12] John Creswell and Plano Clark, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Prentice Hall, 2008).

The population of this study was 4,406 students spread across Pariaman City High School from 6 existing schools. In terms of majors, students come from two different majors, namely Natural Sciences (IPA) and Social Sciences (IPS), in terms of male and female genders as shown in table 1 below.

Table 1: Population

School	Department		Gender	
	Scie nce	Social	Boy	Girl
SMAN 1, 2, 3, 4, 5, 6	975	1320	889	1406
	1010	1201	906	1205
4.406				

Krejcie and Morgan stated that the larger the population the greater the number of samples needed to represent that population. Krejcie and Morgan provided one guide to determine the appropriate number of samples in the study. A sample of 384 people is enough for a population of 100,000 people and etc.

Neuman also stated that 300 people sampled (approximately 30%) of the population of 1000 people were sufficient to obtain appropriate accuracy in the study. Wiersma also stated that a sample count of between 200 and 500 people was adequate to conduct the study. McMillan and Schumacher stated that the sample was a collection of subjects consisting of individuals selected to represent the population[13]

For the number of samples in this study, researchers followed the opinions of Krejcie and Morgan, Neuman and Wiersma. The researchers involved as many as 438 people sampled from 6 high schools in Pariaman City, to represent the population as previously stated. The sample was selected through a simple random sampling technique, meaning that all public high schools in Pariaman City had the same opportunity to be used as research subjects.

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[13] W Wiersma, *Research Methode in Education: An Introduction.* (Allyn and Bacon, 2000).

For selection of samples based on gender and the researcher's department uses random sampling techniques, meaning that samples are taken randomly, meaning that all samples are determined based on odd numbers or even numbers determined by the researcher as shown in table 2 below.

Tabel 2: Sampel

School	Department		Gender	
	Science	Social	Lk	Pr
SMAN 1, 2, 3, 4, 5, 6	96	132	88	140
	101	121	90	120
			438	

Discussion

To answer the formulation of the problem (a) measuring student learning achievement, the report card scores of high school students in Pariaman City are used. Researchers collected data using report card values, then the data taken was checked through documentation in the data center through the administration of SMAN Kota Pariaman. The measurement used a likert scale, and found values (Minimum= 78.50), (Highest= 90.15), (Min= 84.70) and (SD= 2.69). As shown in table 3 below:

Table 3: Descriptive Statistics of Learning Achievement

V	Valid (N)	Min	Max	Mean	SD
PB	204	78.5	90.15	84.7	2.69

The interpretation used refers to the opinion of Syaiful Bahri Jamarah (2011), table: 3 above describes the results of the analysis of the stage of student learning achievement found as many as 0 people (0.0%) at the very less stage (Score = < 60) and 0 people (0.0%) at the less stage (Score = 60-70) 6 people (2.9%) at the sufficient stage (Score = 71–80), 196 people (96.1%) at the good stage (Score = 81–90), and 2 people (1.0%) at the excellent stage (Score=91-100).

These findings illustrate that in general students have good learning achievement. The obtained values in detail as shown in the table: 4 below.

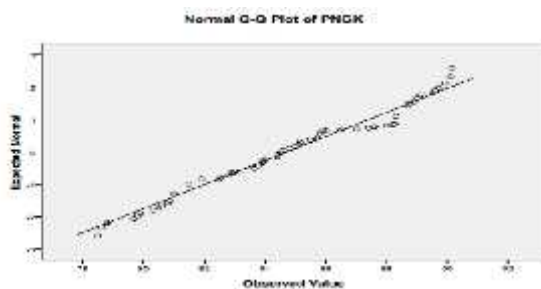### Table 4: Frequency Distribution of Learning Achievement Tendencies

Interpretation	Min score	Sum	(%)
Excellent	91 - 100	2	0.0%
Good	81 - 90	196	96.1%
Enough	71 – 80	6	2.9%
Less	60 – 70	0	0.0%
Very less	< 60	0	0.0%
Total		204	100%

Source: Syaiful Bahri Jamarah

To answer the formulation of the problem, the two researchers used inferential statistics to measure the difference in student learning achievement by gender and major as stated in the formulation of the research problem point b and c. Before conducting the analysis of the difference test (t) carried out a normality test, test otliers data 13 times, test the 13th value found in detail as shown in table 5: below

Table 5: Frequency Distribution of Learning Achievement Tendencies

Tests of Normality					
Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
PB	.104	204	.001	.967	204	.000

Normal Q-Q Plot of PNGK

The 13th normality test on the learning achievement variables df (204) and sig (.005) did not have outliers items, nor were there any other variables that were outliers. Therefore, the learning achievement data can already be stated as normally distributed in

the statistical figures above and allow researchers to conduct inferential data analysis to answer the problem formulation in point b and c.

Table 6: Description of Respondents By Gender (Male and female).

Gender	Sum	Persentase (%)
Man	84	41.2%
Woman	120	58.8%
Total	204	100%

In terms of gender, the table: 6 shows that male respondents consisted of 84 people or (41.2%) of the whole. Female respondents numbered 120 people or (58.8%) of the total. This shows that the average male respondent is less than the female respondent.

Table 7: Description of Respondents by Major (Science and Social Studies)

Major	Sum	Percentage (%)
Science	66	32.4%
Social	138	67.6%
Total	204	100.%

In terms of majors, table 7 shows that the respondents to the science department consisted of 66 people or (32.4%) of the total respondents. Respondents majoring in social studies totaled 138 people or (67.6%) of the total respondents. This states that on average, there are fewer respondents majoring in science than respondents majoring in social studies.

The analysis of the t test was carried out to answer the formulation of the research problem, which saw a significant difference in student learning achievement based on gender (male and female) and major (science and social studies). The questions that need to be considered before the t test are such as the data normality test to see the analyzed data spread normally or not, outliers to see data that are extreme (outliers), singgularity, and linearity. Choakes, Julie Pallant , Foster, Barkus & Yavorsky stated that this test is important to do first so that the data analyzed

are completely clean and maintain the propriety of the t test. [14]

There are several methods that can be used to see normality such as the Kolmogorov-Smirnov, Shapiro-Wilk and Descriptive Cheking Normality tests. Meanwhile, to see the outliers data of the Regression Residuals Statistics (Mahalanobis Distance) test is used. The data normality test using the Kolmogorov-Smirnov test is very prevalent and widely used by researchers to test the normality of the data. The use of this test is by comparing the obtained Kolmogorov-Smirnov Sig value with an alpha value of 0.05. If the results of the analysis show that the value of the Kolmogorov-Smirnov Sig is greater than the alpha value of 0.05 (p>0.05) then the data to be analyzed is considered to keep the normal distribution. Conversely, if the value of the Kolmogorov-Smirnov Sig obtained is smaller than the alpha value of 0.05 (p<0.05) then the data analyzed are considered to have not kept the normal distribution. The use of the t test is carried out to test the following hypotheses:

Ho1: There is no difference in student learning achievement based on gender (Male and female).

Ho2: There is no difference in student learning achievement by major (science and social studies).

This Ho1 and Ho2 hypothesis has been answered using the t test. Table 8 shows grades to see differences in student learning achievement by gender and major. Based on the results of inferential statistical calculations using Multivariate Analysis Variance (MANOVA) to answer the formulation of point b and c problems. The results of the analysis showed that the value obtained was to exceed the predetermined significance level (0.05). The analysis carried

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[14] Wiersma.

out the scores obtained for learning achievement based on gender, (t (202) = -1.162, p < 0.05), meaning that the hypothesis Ho1 for this category was accepted and there was no difference between male and female learning achievement. This score indicates no difference in male and female student learning achievement by gender. This result is contrary to the results of research conducted by Non Erna and Devi, the results of their research stated that women's learning achievement is better than men.[15]

As for the scores obtained for learning achievement based on majors, (t (202) = 2,442, p > 0.05), the meaning is that the Ho2 hypothesis for this category is rejected and there is a difference between the learning achievements of students majoring in science and social studies majors. This score shows that there is a difference in learning achievement of science students with social studies based on majors, the results of the study can be seen in table 8 below.

Table 8: T-test of Learning Achievement by Gender and Major.

V	D	SP	N	Min	*t*	df	Sig	F
PB	**Gen**							
	Lk	5.53	66	84.44	-1.162	202	0.6	3.3
	Pr	2.79	138	84.89	-1.182		8	73
	Jur							
	IPA	2.97	89	85.22	2.442	202	.00	8.6
	IPS	2.38	115	84.30	2.375		4	88

Significant at the cedar p < 0.05

To answer the formulation of the problem at point d, it is carried out using a qualitative approach to strengthen the hypothesis discussed above. Learning achievement can be divided into three, namely cognitive, affective and psychomotor. Interview questions include the following aspects: students' experiences practicing learning achievements (a) cognitive students will be explored for knowledge in the form of

academic work through report card scores or grades they get while studying, (b) student affective will be explored student behavior in the form of attitudes, ethical values listed in student report card scores and (c) psychomotor students will be explored the practice of skills (skills) in the form of non-regular skills such as sports, Art is also listed in the report card in the form of grades given by the teacher as a form of student learning achievement in the classroom in the learning process at school. This research was analyzed based on the results of interviews and found that students were more dominant in practicing cognitive and affective than psychomotor, this was in line with what was revealed by A Tabroni Rusyan (1998). The learning achievements that students most often prioritize based on cognitive, affective and psychomotor domains.

Researchers have interviewed as many as 12 male and female students, they were randomly selected from two Social Sciences (IPS) and Natural Sciences (IPA) majors. Based on the interviews conducted, it was found that informants liked to exhibit cognitive learning achievements compared to affective and psychomotor.

Cognitive learning achievement is most often practiced by students (S3, S4, S5, S7, S8, S9, S10, S11, and S12), then followed by affective by students (S1, S2, S5 and S7), psychomotor by students (S1 and S3), Here the researcher will explain each student's learning achievement based on the domain and subdomain he practices.

a. Learning Achievement: Cognitive

The interviews conducted by informants stated six important components for the practice of cognitive learning achievement through aspects of (1) syntheses, (2) rote knowledge, (3) understanding, (4) practice, (5) problem-solving analysis, and (6) evaluation. The following is an excerpt of cognitive learning

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[15] Sri Non and Afriyuni, "Hubungan Gender Terhadap Prestasi Belajar Siswa. "Transformasi Pendidikan Sebagai Upaya Mewujudkan SustainableDevelopment Goals (SDCs) Di Era Society 5.0."

achievement through aspects of rote knowledge practiced by students (S1, S3, S5, S8 and S10):

S1	:	I'm a person who likes to memorize it, sir, it's about that way, sir" (W S1 Line: 226).
S3	:	"If people read once but to be able to remember I have to read twice" (W S3 Line: 153-154).
S5	:	"There are some obstacles because certain parts are not explained by the teacher, sir, so to read by yourself and understand for yourself is an obstacle in recalling the material, sir.." (W S5 Line: 162-164).
S8	:	" If people read once but I have to remember I have to read twice" (W S8 Line: 153-154).
S10	:	" There is a sir.. it is usually difficult to understand the teaching material quickly moreover there are difficult words such as terms" (W S10 Line: 222-223).

The results showed that learning achievement through rote knowledge was practiced by S1 students by memorizing the learning material taught by the teacher. As for S3, S5, and S8 students are more likely to read notes over and over again until the subject matter can be understood in depth, this method is in line with S10 students to understand the subject matter quickly understand first words and terms that are difficult to understand and then learn to understand further. From the analysis of the study, it can be concluded that learning achievements through knowledge of memorization of: memorization, remembering formulas and reading repeatedly.

Everyone has their own way of achieving learning achievements, one of which is through understanding the teaching material learned in learning. The following is

an excerpt of cognitive learning achievement through aspects of understanding practiced by students (S1, S2 and S3):

S1	:	" Maybe after explaining the teacher I still don't understand so it's a barrier to learning and it can also be asked to friends who understand better." (W S1 Line: 232-234).
S2	:	"To understand reading it over and over again, sir" (W S2 Line: 175).
S3	:	" There is a sir.. for example we in forming a group they don't want to be in a group with us, then asked why it can be yes and then ask them if they explain the reasons." (W S3 Line: 179-181).

The results showed that S1 students did not fully understand the subject matter presented by the teacher in the classroom, to make it easier for students to understand it, the teacher asked to repeat the teaching material that had been delivered before. Likewise with S2 students who always rely on the ability to understand as a way to improve learning achievement. Meanwhile, S3 students emphasize more on group learning with colleagues to be able to understand the teaching material, because this method involves a large group in the discussion of learning material that has been received by the teacher in the classroom. From the analysis of research findings, it can be concluded that to realize learning achievements through understanding must be done in several ways, including group study, repeating many times and group learning with friends, if you don't understand, you are also asked by the teacher to explain again about the teaching material that is not understood.[16]

Learning achievements can be successful if students often share experiences with others, one of which is through the

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[16] Indrawati and Tasni, "Analisis Kemampuan Pemecahan Masalah Berdasarkan Tingkat Kompleksitas Masalah Dan Perbedaan Gender."

practice of knowledge that they already have with classmates, lower-level colleagues, and so on. The following is an excerpt of cognitive learning achievements practiced by students (S4, S9 and S12):

S4	:	"There is a sir.. for example, often teaching the material that sudh learned to the younger class under pak …" (W S4 Line: 139-140).
S9	:	" There is a sir.. for example helping the younger siblings in nayanyi and vocal exercises before I had rehearsals with a special trainer from there I helped the younger siblings help teach the notes" (W S9 Line: 140-142).
S12		"There is a sir.. for example there are practical subjects then we teach them also to friends" (W S12 Line: 132-133)

Research findings show that S4 and S9 students often practice their knowledge and knowledge by sharing information with classmates and with lower-level colleagues who require certain skills in carrying out one skill such as singing practice, band vocalist, designing musical notes. Meanwhile, S12 students practice their knowledge through practice with classmates to discuss the subject matter. From the research analysis, it can be concluded that learning achievement can be successful if the knowledge learned is also passed on to others, this also happens to S4, S9 and S12 students. Because in the principle of learning, the more we want to share with others, the more knowledge learned increases.[17]

Many students are successful in learning when they want to evaluate the way of learning that is being pursued. Because

learning requires methods, strategies and evaluations to realize learning objectives.[18] The following is an excerpt of cognitive learning achievement through the evaluation aspects practiced by students (S4, S7, S9, S10 and S11)

S4	:	"Always sir, for example, repeating the subject matter at home" (W S3 Line: 163).
S7	:	" Sometimes, sir, when you want to take a final exam, you often look back at your grades so that the grades are good just a reminder that our grades have been bad". (W S7 Line: 129-130).
S9	:	Sometimes, sir, when you want to take a final exam, you often look back at your grades so that the grades are good just a reminder that our grades have been bad". (W S7 Line: 129-130)." (W S9 Line: 144-145).
S10	:	"Usually I reflect on myself by looking at my grades and then I ask why my grades are not good, which means that in the future I have to be better." (W S10 Line: 129-130).
S11	:	" Always sir, if I get a bad mark then I will always look for what my fault is so getting that red value sir" (W S11 Line: 158-159).

The findings of the study show that S4 students always practice learning achievement by evaluating the way of learning that has been done, the way is by repeating the teaching material at home. As for S7 students are motivated to improve their studies by looking at the final results of test scores, this view is in line with the practice of learning

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[17] Isnaini Safitri, Berti Yolida, and Arwin Surbakti, "Hubungan Self-Efficacy Berdasarkan Gender Dengan Hasil Belajar Siswa Mata Pelajaran IPA," *Jurnal Bioterdidik: Wahana Ekspresi Ilmiah* 7, no. 3 (2019): 32–40.

[18] Cut Nurmaliah, "Analisis Keterampilan Metakognisi Siswa SMP Negeri Di Kota Malang Berdasarkan Kemampuan Awal, Tingkat Kelas, Dan Jenis Kelamin," *Biologi Edukasi: Jurnal Ilmiah Pendidikan Biologi* 1, no. 2 (2009): 18–21.

that applies to S11 students. It is also different for S9 and S10 students who make the final score results of the exam as a standard for evaluating how to study, then involve colleagues in talks to find the best solution to improve grades in the future. From the analysis of studies, it can be concluded that good learning requires strategies, methods and evaluations to improve the quality of learning methods, because learning requires changes from time to time.

The teacher's view is related to cognitive academic achievement practiced by students through rote knowledge, understanding, practice and average evaluation in line with what students put forward, following excerpts of interviews with teachers (G1 and G2):

| G1 | : | Very good sir, for example when they were asked to explain some papers they were very familiar with the papers they made. (W G1 Line: 159-160) |
| G2 | : | Yes, sir, it can be seen from some of his activities with his younger brother in vocal exercises to prepare for singing in formal activities. (W G2 Line: 163-164) |

The results showed that G1 informants expressed students in line with their views with teachers who said that "students' understanding of the subject matter is excellent", as well as the G2 sujek which states "students practice their knowledge to younger siblings at the lower levels through vocal and singing training". It can be concluded that the views of teachers with students in the practice of learning achievements in cognitive aspects do not have any substantial conflict, even though there are some sentences that are not the same as the editors of the delivery but basically their views are the same.

b. Learning Achievement: Affective

The findings of the study describe the informant's experience of the important components they perform in practicing student affective learning achievement. The following is an excerpt of affective learning achievement through the receiving aspect practiced by students (S1 and S12):

| S1 | : | " there is sir, usually if for social activities there is a malalanagan or there is a friend who is sick, we usually have a program in class, for example, 3 days to a week, we do not attend if there is someone or relatives who get a disaster such as passing away, there will be social programs and social funds for families who can get the disaster" (W S1 Line: 252-257). |
| S12 | : | "there is sir, usually if for social activities there is a malalanagan or there is a friend who is sick that we usually have a program in okels and student council" (W S12 Line: 135-136). |

Research findings show that S1 students practice affective learning achievement by opening up to anyone in learning, this indicates that students have social sensitivity to the situation prevailing in the environment. For example, if there are fellow students who are sick, other colleagues empathize and make generous donations to help ease the burden of suffering that is being experienced by the sick.[19] This program has long been driven by class leaders in collaboration with student organizations (student councils) in schools, this was revealed by S12 students. From the research

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[19] Sherli Pitrah Dewi, Maimunah Maimunah, and Yenita Roza, "Analisis Kemampuan Komunikasi Matematis Siswa Pada Materi Lingkaran Ditinjau Dari Perbedaan Gender," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 3 (2021): 699–707.

analysis, it can be concluded that students practice learning achievements through receiving, namely: social care and being willing to open up with all colleagues in the classroom as well as with colleagues outside the classroom such as the student council. This research is in line with the findings of Bagas Adi Atma, et al (2021) that learning achievement can increase student learning motivation in learning.

Many students behave and feedback on the teacher's behavior while teaching and assigning assignments in classroom learning. The following is an excerpt of affective learning achievement through the aspects of responding practiced by students (S1, S3 and S7):

S1	:	" Maybe it depends on the situation as well, sir, there is a pleasure whether there is a math lesson 2 x a week given a task on Tuesday told to collect on Thursday so we are not happy to finally ask that it be collected next week just buk so there is also a saying like that" (W S1 Line: 259-262).
S3	:	"Just done sir with pleasure and sometimes with compulsion too, ha.. Ha.. ha" (laughing mood) (W S3 Line: 168 - 169).
S7	:	"We responded with enthusiasm, sir.." (W S7 Line: 139).

Research findings show that S1 and S7 students enjoy learning with the teacher and some are unhappy like mathematics subject teachers who always give assignments 2 x a week, this teacher's actions get a mixed response from students. While students plead with teachers not to give a lot of practice assignments, this is done students are also charged with doing assignments in other subjects. But there are also some students who accept the assignments given by the teacher even with depressed emotions, because the teacher argues are very unusual

for students to do to teachers. From the analysis of the study, it can be concluded that learning achievement in the affective aspect through responding is: happy with the teacher and happy with colleagues, although there are some who do not feedback on the teacher's attitude in giving assignments in class.

In learning, the values of civility are highly upheld by students and teachers, which is why students are happy with teachers who have valuing in the form of politeness, politeness, friendliness and affection in the learning process. The following is an excerpt of affective academic achievement through the valuing aspect practiced by students (S1, S5 and S6):

S1	:	"It's just nice to be happy, sir, especially if you are told that the score is good, but if the score is bad, you are not happy, ha.. Ha... ha." (W S3 Line: 172 - 173).
S5	:	"More absorbing but sometimes some evasive" (W S5 Line: 194).
S6	:	"I think it's very good, sir, usually there is a learning contract and then the effort made can be better" (W S6 Line: 180-181).

The research findings revealed that S1 students are very happy if they know that their personality is valuing appreciated by the teacher in the report card or directly delivered in class. S5 and S6 students revealed that in the learning contract, usually the teacher conveys the assessment criteria in the affective aspect related to the learner's attitude in communicating, speaking words, conveying ideas or opinions, associating with parents and so on. This is important in shaping the attitude and character of students who are charismatic, virtuous, have noble character in society. From the ananlysis of the research it can be concluded that learning achievements in affective aspects through valuing yiaitu: politeness, politeness,

friendliness and affection in the learning process. Because the application of values (valuing) can shape the character and noble character of students which should become the culture and personality of students' daily lives in society.

School is not only to hone cognitive knowledge, but also as a place to hone affective abilities through organizing skills. The following is an excerpt of affective learning achievement through the organizing aspects practiced by students (S1, S2 and S6):

S1	:	"Active in the student council as general treasurer" (W S1 Line: 275).
S6	:	"Because I am one of the members in the student council in the citizenship section, sir.every time there is an event I am as involved in the activities". (W S6 Line: 185-186).

Research findings reveal that S1 students exhibit potential skills in organizing as treasurers of student organizations, this activity aims to strengthen students' knowledge in managing organizations. To hone affective skills through student organizations are given managerial leadership provisions (leadhership), therefore schools through teachers actively guide students in practicing this affective ability. As for S6 students are always actively involved in student activities at school, this organization is a forum for students to actualize themselves. From the research analysis, it can be concluded that students foster relationships with fellow friends through organizational activities as a forum for self-actualization and student self-existence such as student organizations, scouts and paskibraka.[20]

The teacher's view relates to affective learning achievement practiced by students

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[20] Safitri, Yolida, and Surbakti, "Hubungan Self-Efficacy Berdasarkan Gender Dengan Hasil Belajar Siswa Mata Pelajaran IPA."

through receiving, responding, valuing, organizing and characteristicing on average in line with what students put forward, following excerpts of interviews with teachers (G1, G2, and G3):

G1	:	Most students are very responsive to their environment, for example in social and community service activities. (W G1 Line: 173-174).
G2	:	Some like it and some don't like it, sir, it can be read from the sign language displayed by the students... (W G2 Line: 177-178).
G3	:	Quite a variety of packs, some like and some do not like usually If the score is high, it is happy to be evaluated, but if the score is low, on average, they don't like to be evaluated in front of their friends in class. (W G3 Line: 181-183).

The findings of the study showed that the G1 informant revealed that the students were in line with the teacher's view of the practice of learning achievement affective aspects, it was revealed from the teacher's interview that said the students "responded to environmental conditions in social benefactor activities", this view of the teacher confirms what was conveyed by the students in previous interviews. As for the admission of students with tasks given by the teacher, G2 and G3 informants have different views from students, this is revealed by the teacher "some students like to be given assignments and some do not like and so if they are evaluated for learning." this is read by the subject through sign language that is practiced by students, psychologically facial expressions indicate that there is an element of compulsion in doing the tasks given by the teacher as well as when they are evaluated. It can be concluded that the views of the teacher and the student in the practice of learning achievement on the affective aspect

in substance do not differ so that each opinion corroborates each other.

c. Learning Achievement: Psychomotor

Interviews conducted on informants contained five important components for the practice of psychomotor learning achievement through aspects of (1) reflex movements, (2) basic skills, (3) perceptionsal skills, (4) physical skills, and (5) skill movements. The following is an excerpt of psychomotor learning achievement through aspects of reflex movements practiced by students (S4 and S6):

S4	:	"There is a pack, for example, a friend who is sick or whose family died asking for donations to friends in the pak class." (W S4 Line: 165-166).
S6	:	"For example there is a kultum then I am appointed impromptu friend and then I am nervous that's how I care about the environment sir" (W S6 Line: 194-195).

The findings of the study showed that S4 students honed psychomotor skills through reflex movements in social action, for example citing funds to classes to donate to help victims who were hit by death. Meanwhile, S6 students practice psychomotor learning in the form of kultum activities in mushalla when carrying out congregational dhuhur prayers. From the research analysis, it can be concluded that psychomotor learning achievement through aspects of reflex movements, namely: social care and self-awareness.[21]

Students are physically required to improve their skills to develop their

psychomotor potential.[22] The following is an excerpt of psychomotor learning achievement through aspects of basic skills, physical skills and skill movements that students practice (S1, S2 and S3):

S1	:	"There's a pack I'm active in volleyball athletes" (W S1 Line: 291).
S2	:	"There is a pack I actively participate in dance then vocals to sing for kasidah songs" (W S2 Line: 222-223).
S3	:	"There is a pack of me active running races. and rows lined up" (W S3 Line: 183).
S10	:	"There's my pack on tennis and badminton, drum bands" (W S10 Line: 149).
S11	:	"There is sir. I'm actively in gymnastic, martial, that's it, sir..." (W S11 Line: 181).

Research findings show that S1, S2, S10 and S11 students practice learning achievements through psychomotor by actively practicing sports such as volleyball and running, tennis, badminton, gymnastics, martial arts. S3 students prefer to practice honing physical abilities through dancing skills and vocal exercises for singing. From the research analysis, it can be concluded that students practice psychomotor learning achievements through aspects of basic skills, physical skills and movements of yiaitu skills: gymnastics, association, sports and arts.

The teacher's view relates to the psychomotor learning achievement that students practice through reflex movements, basic skills, physical skills and average skill movements in line with those of students, following excerpts of interviews with teachers (G1, G2, and G3):

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[21] Cut Cinta Dewi and Harun Sitompul, "Pengaruh Pemberian Umpan Balik Dan Kemampuan Motorik Terhadap Hasil Belajar Shooting Siswa Smp Negeri Dikecamatan Langsa Kota," *Jurnal Teknologi Pendidikan (JTP)* 9, no. 1 (2016): 14–25.

[22] Gilang Ramadan and Destiana Ayu Ningrum, "Pengaruh Kemampuan Motorik, Imagery Dan Motivasi Terhadap Hasil Belajar Lay-up Shoot," *JUARA: Jurnal Olahraga* 4, no. 1 (2019): 36–42.

G1	:	Yes, on average, they are involved in extra-curricular activities such as being active in the student council and scouting pack. (W G1 Line: 186-187).
G2	:	There are usually in the form of sports such as volleyball, etc. (W G2 Line: 204).
G3	:	Not all sir, it usually depends on the hobby of the pack if he likes sports, of course he will participate according to his talent. (W G3 Line: 208-209).

Research Findings show that G1 and G2 subjects reveal that students are in line with their views with teachers on the practice of learning achievement psychomotor aspects, it is revealed" the average student is involved in extracurricular activities through student council, volly ball and other sports tips", as well as the G3 subject who said "the practice of physical skills through various sports and artistic activities" is always practiced based on the hobbies and suitability of each student. This means that the views of teachers with students in the practice of learning achievement psychomotor aspects do not differ but each opinion reinforces each other. [23] The results of this study strengthen the research of Wichai Lati, et al who stated that learning achievement is integrated with the skill and science process to support the method of teaching teachers in as if.[24]

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[23] Wichai Lati, Darapond Triampo, and Supan Yodyingyong, "Exposure to Nanoscience and Nanotechnology Using Guided-Inquiry-Based Activities with Silica Aerogel to Promote High School Students' Motivation," *Journal of Chemical Education* 96, no. 6 (2019): 1109–16.

[24] Wichai Lati, Saksri Supasorn, and Vinich Promarak, "Enhancement of Learning Achievement and Integrated Science Process Skills Using Science Inquiry Learning Activities of Chemical Reaction Rates," *Procedia-Social and Behavioral Sciences* 46 (2012): 4471–75.

Conclusion

Quantitative research findings on student learning achievement were found to be dominant at a good stage. Learning achievement is the end of the teacher's assessment in schools in providing grades that occur in schools, because this can help students in improving the academic quality of each student.

On the aspect of knowledge of memorization yiaitu: memorization, remembering formulas and reading repeatedly. In the aspect of understanding, namely group learning, repeating notes many times and group study with colleagues, if you don't understand, you are also asked by the teacher to explain again about the ununderstood teaching material. In this aspect of practice, by sharing information with classmates and to lower-level colleagues who require certain skills in one skill such as singing practice, band vocalist, using musical notes. The evaluation aspect of yiaitu by repeating the teaching material at home. The views of teachers with students in the practice of cognitive learning achievement do not conflict in substance, although there are some sentences that are not the same as the presentation but basically the same views.

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