

Contribution of Attitude, Motivation and Learning Strategy to the Achievement of Grade II Junior High School in Districts Throughout Banten Province



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ABSTRACT: This study aims to: 1) determine the contribution of attitude to student learning achievement, 2) determine the contribution of motivation to student learning achievement, 3) determine the contribution of learning strategies to student learning achievement, 4) determine the contribution of attitude, motivation and learning strategies to student learning achievement. The independent variables in this study are attitude, learning motivation, and learning strategies. While the dependent variable in this study is student learning achievement. The method used is quantitative correlation with inferential statistical analysis technique using product moment regression tests. Data collection techniques were obtained using questionnaires and document study methods. Data on attitude, learning motivation, and learning strategies were collected using a questionnaire. While data on students' learning achievement was taken from the ledger of students' average score when they went to grade II. The population of this study was all grade II students from three schools in Tangerang Regency, Serang Regency, and Pandeglang Regency, by taking a sample of 89 students from three schools using random sampling technique. Hypothesis testing in this study used simple regression analysis, multiple regression, and partial correlation. Based on the research that has been conducted, it can be concluded that: 1) there is a positive and significant relationship between learning attitudes towards learning achievement of grade II junior high school students in Banten Province with $F_{count} = 22.199$ and a contribution of 20.3%. 2) there is a positive and significant relationship between learning motivation and learning achievement of grade II junior high school students in districts throughout Banten Province with $F_{count} = 12.619$ and a contribution of 12.7%. 3) there is a positive and significant relationship between learning strategies and learning achievement of grade II junior high school students in districts of Banten Province with $F_{count} = 7.613$ and a contribution of 8%. 4) there is a simultaneous positive and significant relationship between attitude, motivation and learning strategies on the learning achievement of grade II junior high school students in districts throughout Banten Province with $F_{count} = 8.445$ and a contribution of 23%.

KEYWORDS: attitude, learning motivation, learning strategies, learning achievement.

I. INTRODUCTION

Good education will provide learning experiences as part of the process with the aim of changing for the better. These changes can be measured by student learning outcomes in the form of intelligence, skills and certain abilities achieved after participating in the teaching and learning process including cognitive, affective and psychomotor abilities (Kartini, 2023: 303).

The achievement of learning outcomes is influenced by the process carried out by students which is referred to as learning behavior. Learning behavior is the attitude of students in responding to every teaching and learning activity (Soemanto, 2011: 6), while cognitive learning outcomes are through a learning process that requires understanding and comprehension (Purwanto: 2011: 43).

There are three factors: internal, external and learning approaches that influence student learning behavior. Internal factors are physiological or physical students and psychological including intelligence, attitudes, talents, interests and motivation; external factors include social and non-social environments; while the learning approach is understood as a learning strategy in supporting the learning process (Syah, 2013: 132).

This research focuses on the contribution of attitude, motivation and learning strategies to student learning achievement. Student learning outcomes actually describe student efforts in the classroom that are manifested in student learning behavior. However, this theory sometimes does not match the visible conditions. Because good learning behavior does not always produce

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good learning outcomes. Or there are also students who have good learning achievements, and their learning behavior will be good, too.

Based on the description above, it is predicted that attitude, motivation, and learning strategies can affect the learning achievement of grade II junior high school students in districts throughout Banten Province. However, the truth and how much student attitudes, motivation, and learning strategies affect student learning achievement have not been proven with certainty. Therefore, this study will take the title of contribution of attitude, motivation, and learning strategy to the learning achievement of grade II junior high school students in districts throughout Banten Province.

The objectives of this study are as follows: 1) to determine the contribution of learning attitudes to the learning achievement of grade II junior high school students in districts throughout Banten Province; 2) to determine the contribution of motivation to the learning achievement of grade II junior high school students in the districts throughout Banten Province; 3) to determine the contribution and learning strategies to the learning achievement of grade II junior high school students in districts throughout Banten Province; 4) to determine the contribution of attitude, motivation, and learning strategies to the learning achievement of grade II junior high school students in Banten Province.

THEORETICAL FRAMEWORK

Attitude

Attitude can be interpreted as actions based on stance and beliefs. Winkel (1983: 30) suggests that attitude is a tendency in the subject to accept or reject an object based on an assessment or observation of the object. According to Sobur (2003: 361), attitude is a tendency to act, think, and feel in dealing with an object that can be in the form of people, objects, places, ideas, or situations.

Students' learning attitudes also affect the intensity of achieving student learning outcomes (Zulhafizh et al., 2013: 14). According to Syah (2009: 150), attitude is the tendency of students to act, learn relatively, and relate to an object. Students' learning attitude towards a subject will affect their learning process. A student's positive learning attitude towards a subject is a good sign in the learning process. Students who have a negative learning attitude towards subjects can encounter difficulties or obstacles in the learning process. This means that students' learning attitudes towards a subject can affect their learning activities and achievements. Skinner in his theory says that the formation of learning attitudes emphasizes the child's reaction or response. If the child shows a good learning attitude, reinforcement should be given in the form of gifts or pleasant behavior. By the time, the child's positive attitude will increase (Jemudin et al., 2019: 5).

Siagian (2015: 85) says that learning attitudes are not formed from birth, but are learned through daily experiences that always contain a relationship with an object. Learning attitudes are composed from three components that support each other, namely cognitive, affective, and conative. The cognitive component is a representation of what is believed by the individual who holds the attitude; the affective component is an emotional feeling; and the conative component is an aspect of the tendency to behave in accordance with one's attitude (Kartiwi, 2011).

Motivation

A person has a power within himself that can encourage that person to carry out various activities. This driving force is referred to as motivation (Rawi & Kadir, 2018). According to Danim (2004: 4), motivation is a force of encouragement, need, enthusiasm, and psychological mechanisms that can encourage a person or group of people to be able to achieve certain achievements according to what they want. Motivation can also be interpreted as a person's reason for taking action in order to fulfill their life needs (Notoatmodjo, 2009: 115). Nurhayana (2018) states that motivation is a person's desire to do something and determines the ability to act to satisfy individual needs. This need is a physical or psychological deficiency that makes certain outputs look attractive.

Motivation is also an impetus in student learning activities. This learning motivation can affect learning outcomes or student achievement. Motivation is an important factor in learning as well as a determinant of carried out learning activities (Slavin, 2009: 106). Dimiyati (2005: 85) also states that learning motivation is important for students and teachers. The importances of learning motivation for students are to: understand the position at the beginning of learning, the process, and the final results; provide information about the strength of learning efforts compared to peers; 3) direct learning activities; foster a spirit of learning; and realize the existence of a continuous learning and then working journey.

In achieving the desired goal, motivation is needed, when someone has a certain goal, then that person will have strong motivation to achieve it. This also applies in learning. If students have a high motivation to achieve, maximum learning results will be achieved, because learning motivation is the overall driving force within students that generates learning activities, which

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ensures the continuity of learning activities, and which gives direction to these learning activities (Meyanti et al., 2021). Learning motivation can be observed through student learning activities and results. Students who get high learning results because of their persistence, show high learning motivation. Students who get low learning results can be caused by low learning motivation. Students who have learning motivation will try to find ways to understand what they are learning (Zulhafizh et al., 2013: 15).

Learning Strategy

Educators are one of the components that play an important role in the education system in determining the success of a learning process. Therefore, in carrying out their duties, educators are required to be able to develop effective and efficient learning strategies, so the students can achieve learning objectives optimally (Nasution, 2017: 1). Strategy comes from the Latin word *strategia*, which means the art of using plans to achieve goals (Anitah, 2007: 2). Strategies are used to reach success in achieving something desired. In the world of learning, strategy can be interpreted as planning a series of certain activities designed in such a way to achieve learning goals (Hasriadi, 2022: 1). According to Gerlach & Ely in Anitah (2007: 2), a learning strategy is a set of ways chosen to deliver subject matter in a particular learning environment, including the nature, scope, and sequence of activities that can provide learning experiences to students.

Crowl, Kaminsky & Podell in Anitah (2007: 34) mention three approaches that underlie the development of learning strategies. The first approach is Ausubel's Advance Organizers. This approach is an introductory statement that helps students prepare for new learning activities and shows the relationship between what will be learned with broader concepts or ideas. The second approach is Bruner's Discovery Learning, which suggests learning begins with the presentation of a problem from the teacher to improve students' ability to investigate and determine the solution. The third approach is Gagne's learning events, which develops a model based on information processing theory that views learning in terms of nine sequences of events, namely: 1) attracting students' attention; 2) presenting learning objectives; 3) eliciting prior knowledge; 4) presenting stimulation materials; 5) guiding learning; 6) receiving student responses; 7) giving feedback; 8) assessing performance and 9) improve retention and transfer.

There are several bases used in classifying learning strategies. Anitah (2007: 34) categorizes learning strategies according to their approach, namely: Expository and Discovery/Inquiry; Discovery and Inquiry; and Active Student Learning (CBSA). Meanwhile, Nasution (2017) categorizes learning strategies into 8 types, namely: expository learning strategy; inquiry learning strategy; problem-based learning strategy; cooperative learning; affective learning strategy; contextual learning strategy; active learning strategy; and quantum learning strategy.

Learning Achievement

Learning achievement is the result of learning activities or the result of effort, practice and experience carried out by a person, where this achievement will not be separated from the influence of factors outside the students (Maesyaroh, 2013: 11). The learning outcomes of students in the form of abilities and skills achieved through the learning process are indicators of learning success after receiving a series of learning experiences (Sudjana, 2011: 45). In line with that, Mulyasa (2006: 248) states that learning outcomes are the overall achievement of student learning which is an indicator of basic competencies and the degree of behavior change. It can be concluded that learning outcomes are the result of a process experienced which is then realized in the form of positive changes in the form of aptitude, skills and attitudes. The learning outcomes obtained by students are an appreciation given by educators after participating in learning activities within a predetermined period of time.

There are three domains of learning outcomes according to Bloom (Suryosubroto, 2002: 22): 1) the cognitive domain is a learning objective related to intellectual abilities or thinking abilities consisting of six levels: knowledge, understanding, application, analysis, synthesis and evaluation; 2) the affective domain deals with attitudes and 3) the psychomotor domain relates to skills that emphasize movement.

Many types of factors affect student learning outcomes, but can be broadly categorized into two factors: internal factors and external factors. Things that are included in internal factors are physiological (physical); psychological which consists of intelligence, attention, interest, motivation and maturity. While external factors are: family factors which include how parents educate, relations between family members, household atmosphere and economic conditions; school factors which include teaching methods, curriculum, teacher and student relations, relations between students, school discipline; and community factors which include the association of students, mass media, socialising, forms of community life around students (Syah, 2013: 136).

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RESEARCH METHOD

This research is a correlation type of quantitative research. Correlation research aims to find the cause of changes in behavior caused by an event that has occurred (Arikunto, 2014: 247). In line with that, Fraenkel, Wallen and Hyun (2011: 284) state that correlation research is research conducted to look at ex post facto or events that have already occurred.

This research took place in three districts in Banten Province: Serang Regency, Pandeglang Regency and Tangerang Regency with the implementation time in the first semester of the 2023-2024 academic year precisely in November 2023. The population in this study were all grade II junior high school students from the three schools. While the sample in this study was randomly selected using random sampling technique totaling 89 students.

In this study, the independent variables are attitude (X_1), motivation (X_2), and learning strategy (X_3). The dependent variable is student learning achievement (Y) which is the average cognitive score of students when they went to grade II. Data collection techniques in this study used questionnaire instruments and document study observation sheets. Research instruments are tools or facilities used in collecting data so that the work is easier and the results are better, in the sense that they are more careful, complete and systematic so that they are easily processed (Arikunto, 2014: 194). The questionnaire method is used to measure the independent variables, namely attitude, motivation, and learning strategies, while the document study method is used to collect data on the dependent variable, namely student learning achievement. The statistical analysis technique used is simple and multiple regression and correlation through Product Moment correlation with a significance level of 0.05. The results of this analysis provide answers about the amount of contribution from each independent variable and joint contribution to the dependent variable.

The next step, after the data is collected, is the data analysis stage. This data analysis is carried out through three stages, namely: the first stage describes the data, the second stage tests the prerequisites, and the third stage tests the hypothesis. The hypotheses tested in this study are: 1) there is a significant contribution of attitude to the learning achievement of grade II junior high school students in Banten Province, 2) there is a significant contribution of motivation to student learning achievement in Banten Province, 3) there is a significant contribution of learning strategies to student learning achievement in Banten Province, 4) there is a significant contribution of attitude, motivation, and learning strategies to student learning achievement in Banten Province. Prerequisite test analysis is done first before testing the hypothesis. The carried out prerequisite tests are normality test and homogeneity test.

RESULTS AND DISCUSSION

Based on the results of descriptive analysis, the following results are presented in table 1.

Table 1. Descriptive Statistical Analysis

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Attitude	89	23,00	30,00	27,7753	1,83249	3,358
Motivation	89	21,00	30,00	27,9888	1,86166	3,466
Learning Strategy	89	19,00	30,00	26,9213	2,57269	6,619
Learning Achievement	89	23,00	30,00	27,7753	1,83249	3,358

From table 1, it can be seen data description information from 89 respondents as follows: for attitude data overview, the highest score was 30 and the lowest score was 23 with an average $X_1 = 27.78$, standard deviation = 1.83, and variance = 3.36; for motivation data overview, the highest score is 30 and the lowest score is 21 with an average $X_2 = 27.99$, standard deviation = 1.86, and variance = 3.46; for learning strategy data, the highest score is 30 and the lowest score is 19 with an average $X_3 = 26.92$, standard deviation = 2.57, and variance = 6.619. While the description of learning achievement scores showed the highest score of 88.70 and the lowest score of 75.10 with an average $Y = 82.44$, standard deviation = 3.24, and variance = 10.47.

The tests carried out before hypothesis testing are normality test and homogeneity test. After conducting a normality test using the Kolmogorov-Smirnov normality test, the overall results of attitude, motivation, learning strategy, and learning achievement data show that all variables are normally distributed. This is indicated by attitude having a significance value of 0.806 greater than 0.05, learning motivation has a significance value of 0.761 greater than 0.05, learning strategy has a significance value of 0.946 greater than 0.05, and learning achievement has a significance value of 0.231 greater than 0.05.

After knowing that all data is normally distributed, the next step is to do the second prerequisite test, namely the data homogeneity test using the Levene Statistic test. The results of homogeneity testing show that all data are homogeneous. It can be seen that the learning achievement variable based on grouping with learning attitude variable sig. value of 0.067 is greater

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than 0.05, learning achievement variable based on grouping with learning motivation F_{count} variable sig. value of 0.827 is greater than 0.05, and learning achievement variable based on grouping with learning strategy variable sig. value of 0.293 is greater than 0.05..

The next step taken to answer the research hypothesis is hypothesis testing. The first hypothesis testing is the contribution of attitude to the learning achievement of grade II junior high school students in districts throughout Banten Province. The test results are presented in table 2.

Table 2. Significance and Linearity Test of Attitude Regression on Learning Achievement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	187,450	1	187,450	22,199	,000 ^b
	Residuals	734,632	87	8,444		
	Total	922,081	88			

The first test obtained the results of the regression line $\hat{y} = 60.320 + 0.796X_1$ with $F_{count} = 22.199$ and a contribution of 20.3% which means significant and linear. Based on the correlation analysis between attitude and learning achievement, $r_{count} = 0.451$ was obtained. This shows that $r_{count} = 0.451$ significance at $\alpha = 0.05$ ($r_{table} = 0.208$). After testing with the t test, the sig. value of 0.000 is smaller than 0.005. This means that the correlation coefficient of learning attitude (X_1) with learning achievement (Y) has a significant relationship. Thus it can be concluded that there is a significant contribution of attitude to the learning achievement of grade III students in districts throughout Banten Province.

Second hypothesis testing is the contribution of motivation to the learning achievement of grade II junior high school students in districts throughout Banten Province. The test results are presented in table 3.

Table 3. Significance and Linearity Test of Motivation Regression on Learning Achievement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	116,803	1	116,803	12,619	,001 ^b
	Residuals	805,279	87	9,256		
	Total	922,081	88			

The second test obtained the results of the regression line $\hat{y} = 65.121 + 0.619X_2$ with $F_{count} = 12.619$ and a contribution of 12.7% which means significant and linear. Based on the correlation analysis between motivation and learning achievement, $r_{count} = 0.4356$ was obtained. This shows that $r_{count} = 0.4356$ is significant at $\alpha = 0.05$ ($r_{table} = 0.208$). After testing with the t test, the sig. value of 0.001 is smaller than 0.005. This means that the correlation coefficient of learning motivation (X_2) with learning achievement (Y) has a significant relationship. Thus it can be concluded that there is a significant contribution of motivation to the learning achievement of grade II students in districts throughout Banten Province.

The third hypothesis testing is the contribution of learning strategies to the learning achievement of grade II junior high school students in districts throughout Banten Province. The test results are presented in table 4.

Table 4. Significance and Linearity Test of Learning Strategy Regression on Learning Achievement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74,196	1	74,196	7,613	,007 ^b
	Residuals	847,886	87	9,746		
	Total	922,081	88			

The third test obtained the results of the regression line $\hat{y} = 72.833 + 0.357X_3$ with $F_{count} = 7.613$ and a contribution of 8% which means significant and linear. Based on the correlation analysis between learning strategies and learning achievement, $r_{count} = 0.284$ was obtained. This shows that $r_{count} = 0.284$ is significant at $\alpha = 0.05$ ($r_{table} = 0.208$). After testing with the t test, the sig. value of 0.007 is smaller than 0.05. This means that the correlation coefficient of learning strategies (X_3) with learning achievement (Y) has a significant relationship. Thus it can be concluded that there is a significant contribution of learning strategies to the learning achievement of grade II students in districts throughout Banten Province.

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The fourth hypothesis testing is the contribution of attitude, motivation, and learning strategies to the learning achievement of grade II junior high school students in districts throughout Banten Province. The test results are presented in table 5.

Table 5. Significance and Linearity Test of Attitude, Motivation and Learning Strategy Regression on Learning Achievement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	239,433	3	79,811	9,938	,000 ^b
	Residuals	682,648	85	8,031		
	Total	922,081	88			

The fourth test obtained the regression line results $\hat{y} = 55.627 + 0.645X_1 + 0.325X_2 - 0.007X_3$ with $F_{\text{count}} = 8.445$ and a contribution of 23% which means significant and linear. Based on the correlation analysis between attitude, motivation, and learning strategies with learning achievement, $r_{\text{count}} = 0.479$ was obtained. This shows that $r_{\text{count}} = 0.479$ is significant at $\alpha = 0.05$ ($r_{\text{tabel}} = 0.208$). After testing with the t test, the sig. value of 0.000 is smaller than 0.05. This means that the correlation coefficient of attitude (X_1), motivation (X_2), and learning strategies (X_3) with learning achievement (Y) simultaneously has a significant relationship. Thus it can be concluded that there is a significant contribution of attitude, motivation, and learning strategies to the learning achievement of grade II students in districts throughout Banten Province.

The results of testing the first hypothesis show that in districts throughout Banten Province, the attitude of grade II junior high school students contributes to their learning achievement. Therefore, teachers need to pay attention to students' learning attitudes if they want students to achieve high learning achievement. This is in line with research conducted by Tarigan (2017: 384) under the title "The Relationship between Cognitive Ability and Student Attitudes on Human Blood Circulatory System Material in Grade VIII of SMP Negeri 7 Binjai". The findings of the study showed that, at a significant level $\alpha = 0.05$, hypothesis testing using the significance test (t test) resulted in $t_{\text{count}} > t_{\text{table}}$ ($2.434 > 1.974$). In the study, it was concluded that the hypothesis (H_a) was accepted and the hypothesis (H_0) was rejected. Which means, there is a strong correlation between students' attitudes and cognitive abilities.

According to Nurjaya (2005: 481), students who have a positive attitude towards a subject are more likely to have a strong sense of its importance. Positive perceptions of a subject can inspire students to put effort into learning the subject and take pride in their achievements, which can improve learning outcomes. As explained by Djaali (2009: 116), learning attitudes have the potential to facilitate the learning process. That the student learning process can be assisted by developing a learning attitude. Lack of a good learning attitude can lead to learning failure. Students who have a diligent attitude will show more active learning.

The results of testing the second hypothesis found that motivation significantly affects the learning achievement of grade III junior high school students in districts throughout Banten Province. In order for students to get good learning outcomes, teachers must really pay attention to student learning motivation. This is in line with the research findings of Handayani (2019: 65), entitled The Effect of Learning Motivation, Discipline on Student Learning Achievement Through School Culture as Mediation in State High School Students in Tanah Putih District. In her research, the following conclusions were obtained: discipline can lead to improved school culture conditions; discipline can lead to improve student achievement; learning motivation can improve student achievement. In contrast to discipline, motivation is the most important element that has an impact on developing school culture and improving student achievement. The results of other research conducted by Maryani (2016) under the title Effect of Learning Motivation, Learning Discipline, and Learning Environment on Accounting Learning Achievement (Survey on Students of Grade XI IPS SMA Negeri 3 Palu) concluded that the learning environment, learning discipline, and learning motivation significantly affect the accounting learning achievement of students in grade XI IPS SMA Negeri 3 Palu.

According to Hakim (2000:31), encouragement or motivation from within students is the most important thing in the learning process. Students are motivated to learn and achieve excellent learning outcomes when they are aware of their environment. As a result, they are encouraged to continue learning and strive to achieve better learning outcomes.

Students with a strong learning encouragement will develop in a purposeful manner. The extent to which learning objectives are successfully achieved will depend on this motivation. Therefore, students who study hard and are encouraged to be creative will develop into high achieving individuals. When students are encouraged to learn, they will also be more diligent in their academic activities. Naturally, achieving the best learning outcomes will be easier if one is better motivated and more motivated to learn. The various problems and obstacles in learning that students face become meaningless when they have both, learning motivation and learning attitude.

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The results of testing the third hypothesis, found that learning strategies significantly affect student learning achievement of grade II junior high school students in districts throughout Banten Province. These results are in line with research conducted by Sigumantar, S. (2021: 253) that learning strategies and motivation have a major impact on student learning outcomes, and partial tests (t tests) show this relationship. The F test shows that learning strategies and motivation have a simultaneous impact on student learning outcomes.

Learning strategies, according to Fatkhurrohman (2016: 49), are ways that students use to retain knowledge through thinking, remembering, and problem-solving techniques that are connected to individual personalities and shaped by their educational background and developmental experiences. Thus learning strategies are ways that students usually choose to receive and absorb information from their environment and greatly affect student learning achievement.

The results of testing the fourth hypothesis, found that simultaneously attitude, motivation and learning strategies significantly affect student learning achievement of grade II junior high school students in districts throughout Banten Province. The results of this study indicate that various factors affect learning outcomes at school. Among them are attitude, motivation and learning strategies. Naturally, students who have stronger attitudes, motivation and learning strategies will be able to learn more effectively and will always be eager when participating in tasks given by the teacher so that their learning achievement will increase.

CONCLUSIONS

Attitude, motivation, and learning strategies contribute to the learning achievement of grade II junior high school students in districts throughout Banten Province, but there are other variables that affect student learning achievement that are not examined in this study. Based on the research results and discussion, all research hypotheses are accepted. First, there is a positive and significant relationship between learning attitudes and learning achievement of grade II junior high school students in districts throughout Banten Province. Second, there is a positive and significant relationship between learning motivation and learning achievement of grade II junior high school students in districts throughout Banten Province. Third, there is a positive and significant relationship between learning strategies and learning achievement of grade II junior high school students in Banten Province. And fourth, there is a simultaneous positive and significant relationship between attitude variables, motivation and learning strategies with the learning achievement of grade II junior high school students in Banten Province.

Attitude, motivation, and learning strategy variables both simultaneously and between each variable make a positive contribution to the learning achievement of grade II junior high school students in districts throughout Banten Province. Therefore, to improve the learning achievement of grade II junior high school students in districts throughout Banten Province can be done by improving attitudes, motivation and learning strategies.

Suggestions that can be conveyed based on the research that has been done are as follows. 1) students are advised to always give a positive attitude towards learning, motivate themselves, follow the learning strategies applied by the teacher, so that student learning achievement at school can achieve optimal results; 2) teachers are advised to always pay attention to students, especially to factors that affect student learning outcomes at school. So that teachers can choose learning strategies that are in accordance with the characteristics and needs of students in the classroom; 3) other researchers are advised to develop this research by using various other factors that are thought to contribute to student learning achievement.

The authors realize that the writing of this report is inseparable from many parties who help, for that the authors express their gratitude to: 1) Lecturers of Advanced Educational Psychology Course; 2) Head of SMPN 1 Tigaraksa Tangerang Regency, Head of SMPN 1 Kopo Serang Regency, and Head of SMPN 1 Cimanuk Pandeglang Regency who have given permission and facilitated the data collection process; 3) Fellow students of Class B of the Doctoral Education Program Batch 2023 of Sultan Ageng Tirtayasa University who are always willing to discuss and collaborate in carrying out this field study.

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