

Analysis of the Effect of Process Standards and Assessment Standards on Economic Learning Achievement through Learning Motivation of Assalam Sukoharjo High School Students

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Abstract

This study aims to analyze 1) the effect of process standards on student economic learning achievement, 2) the effect of assessment standards on student economic learning achievement, 3) the effect of learning motivation on student economic learning achievement, and 4) the influence of process standards and assessment standards on learning achievement economics through student learning motivation. This study uses survey research methods as a data collection tool. The sampling technique used is probability sampling, the type of simple random sampling. The sample in this study were students of Assalam High School Sukoharjo, Central Java, Indonesia, who took part in economics lessons, totaling 103 students. Research data were analyzed quantitatively using path analysis. Based on the results of the research and discussion, the researcher concludes that 1) process standards have a positive and significant effect on students' economic learning achievement; 2) assessment standards have a positive and significant effect on students' economic learning achievement; 3) learning motivation has a positive and significant effect on student achievement; and 4) process standards and assessment standards have a significant effect on economic learning achievement through student learning motivation.

Keywords

process standard; assessment standard; learning motivation; economic learning achievement



I. Introduction

Education is an investment in the future for a person or a nation who will achieve a more prosperous life. With better education, a nation will lead to a change in the order of life that is neat and orderly to achieve modern civilization. In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 3 it is stated that, "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings. who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Ministry of National Education, 2003). In the context of national education, standards are needed that must be achieved within a certain period of time in order to realize educational goals.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the

times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

National Education Standards are used as a reference for curriculum development and education administration to realize national education goals. National Education Standards have a function as a basis for planning, implementing, and supervising education in the context of realizing quality national education, and aiming to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation.

National Education Standards in government regulations number 4 of 2022 concerning National Education Standards include; (1) Content Standards, (2) Graduate Competency Standards, (3) Process Standards, (4) Education and Education Personnel Standards, (5) Facilities and Infrastructure Standards, (6) Management Standards, (7) Education Financing Standards, and (8) Educational Assessment Standards. With the existence of these national standards, the direction of improving the quality of Indonesian education becomes clearer. If each educational unit has reached or exceeded the national education standards, it is hoped that the quality of education will be achieved. As stated earlier, school management in Indonesia is directed at achieving minimum standards, as stated in the national education standards. Achievement of student achievement can be seen in the results of student exams.

Assalam Boarding School is a modern Islamic boarding school that combines two educational systems in a 24-hour curriculum design concept, which is integral and continuous. The two systems include the Islamic boarding school system and the modern education system (government curriculum). The combination of the two systems is carried out to produce a cadre of people who have more abilities, not only the ability in the field of religious sciences but also the ability to follow the development of modern science and science, technology and information, so that students are ready to live in the midst of a full of globalization era this competition.

Based on a search at <https://hasilun.puspendik.kemdikbud.go.id> data obtained that the average national exam score for economics subjects from 2016 was 59.15, then in 2017 it was 56.79 and in 2019 it was 50.00. From the results of the data search, it shows that students' scores in successive periods of time tend to be low and decreasing, so this indicates that the implementation of the learning process is not optimal or still not as expected.

The standard process guidelines in Article 1 of Government Regulation Number 4 of 2022 explain the implementation of learning to achieve graduate competency standards. The standard process is carried out interactively, inspiring, fun, challenging, motivating and providing sufficient space for initiative, creativity and independence according to the talents, interests, and physical and psychological development of students. Teachers are obliged to ensure that the standards of the educational process can be met so that the learning carried out is of high quality. The learning carried out by the teacher is included in the quality category if in its implementation it can meet all the minimum criteria contained in the standard of the educational process.

Process standards are closely related to educational assessment standards. Educational assessment standards are criteria regarding the mechanisms, procedures and instruments for assessing student learning outcomes. The purpose of the assessment is to determine student learning progress, to improve and enhance the student learning process and at the same time provide feedback for improving the implementation of the learning process. One of the assessments is by giving a test. Exams are activities carried out to

measure the achievement of student competencies. Educational assessment in the 2013 curriculum is an authentic assessment, namely an assessment carried out comprehensively to assess the input, learning output process, which includes the domains of attitudes, knowledge, and skills.

II. Research Method

This research is a survey research using probability sampling type simple random sampling for sampling technique. Probability sampling is a sampling technique by providing equal opportunities or opportunities to all members of the population to be selected as samples (Riduwan, 2014), while simple random sampling is a random sampling of population members without regard to the existing strata in the population. The population in this study were all social studies students at Assalam High School Sukoharjo, totaling 139 people. The instrument used is a questionnaire, the questionnaire is used to reveal the standard process variables, assessment standards, and student motivation. The instrument validity test was carried out on the standard process variables, assessment standards, and student learning motivation, by comparing the r table with r arithmetic. Analysis of research data was carried out quantitatively with path analysis.

III. Results and Discussion

3.1 Results

Processing data in this study using path analysis. Path analysis is a causal relationship pattern, used to analyze the pattern of relationships between variables which aims to determine the direct and indirect effects of exogenous variables on endogenous variables (Riduwan and Sunarto, 2013).

The results of calculations using path analysis are as follows:

a. T Test (Partial)

T test is used to partially test the hypothesis / determine the effect of exogenous variables individually / individually on endogenous variables.

Table 1. T Test Result (Model 1)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.767	1.856		3.646	0.001
Process Standard (X1)	0.668	0.155	0.506	4.308	0.000
Assesement Standard (X2)	0.316	0.152	0.237	2.085	0.000

(Source: Data processed, 2022)

Based on Table 1 above, Model 1 shows that the results of the T-test for process standards, obtained the t count result of 4.308 and the significance level (sig.) 0.000. While t table with $\alpha = 0.05$ obtained 1.984; thus t count $>$ t table or $4.308 > 1.984$ and sig. 0.000 $<$ 0.05, then H_0 is rejected and H_1 is accepted, which means the standard process has a positive and significant effect on students' learning motivation.

The calculation results for the assessment standard variables above show that the t count is 2.085 and the significance level (sig.) is 0.000. While t table with $\alpha = 0.05$ obtained 1.984; thus $t_{count} > t_{table}$ or $2,085 > 1,984$ and $sig. 0.000 < 0.05$, then H_0 is rejected and H_1 is accepted, which means that the standard of assessment has a positive and significant effect on students' learning motivation.

Table 2. T Test Result (Model 2)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.013	1.634		0.008	0.994
Process Standard (X1)	0.449	0.412	0.352	3.172	0.002
Assessment Standard (X2)	0.131	0.125	0.102	2.053	0.002
Learning Motivation (Z)	0.201	0.106	0.209	2.903	0.002

(Source: Data processed, 2022)

Based on Table 2 above, the results of the T test show that for the standard process variable, the tcount is 3.172 and the significance level (sig.) is 0.002. While t table with $\alpha = 0.05$ obtained 1.984; thus $t_{count} > t_{table}$ or $3.172 > 1.984$ and $sig. 0.002 < 0.05$, then H_0 is rejected and H_1 is accepted, which means the process standard has a positive and significant effect on economic learning achievement.

The calculation results for the assessment standard variables above show that tcount is 2.053 and the significance level (sig.) is 0.002. While t table with $\alpha = 0.05$ obtained 1.984; thus $t_{count} > t_{table}$ or $2.053 > 1.984$ and $sig. 0.002 < 0.05$, then H_0 is rejected and H_1 is accepted, which means that the assessment standard has a positive and significant effect on economic learning achievement.

The results of the calculation for learning motivation above show that the t count is 2,903 and the significance level (sig.) is 0.002. While t table with $\alpha = 0.05$ obtained 1.984; thus $t_{count} > t_{table}$ or $2,903 > 1,984$ and $sig. 0.0002 < 0.05$, then H_0 is rejected and H_1 is accepted, which means that learning motivation has a positive and significant effect on economic learning achievement.

b. Path Analysis

This analysis was performed using 2 models of multiple regression analysis. The use of multiple linear regression analysis in path analysis is used to determine the magnitude and direction of the influence of the relationship of exogenous variables on endogenous variables. The following is the coefficient value:

Table 3. Results of the Multiple Linear Equation Coefficient

	Model 1			Model 2		
	Path Coefficient (a)	T	Sig	Path Coefficient (b)	T	Sig
Process Standard (X1)	0.506	4.308	0.000	0.352	3.172	0.002
Assessment	0.237	2.085	0.0	0.102	2.053	0.002

Standard (X2)	00			
Learning Motivation (Z)		0.209	2.903	0.002

(Source: Data processed, 2022)

Based on Table 3 above, it shows that the regression equation is as follows:

Model 1: $Z = 0,506X_1 + 0,237X_2$

Model 2: $Y = 0,352X_1 + 0,102X_2 + 0,209Z$

The variables analyzed in this study can be described in the path analysis as follows:

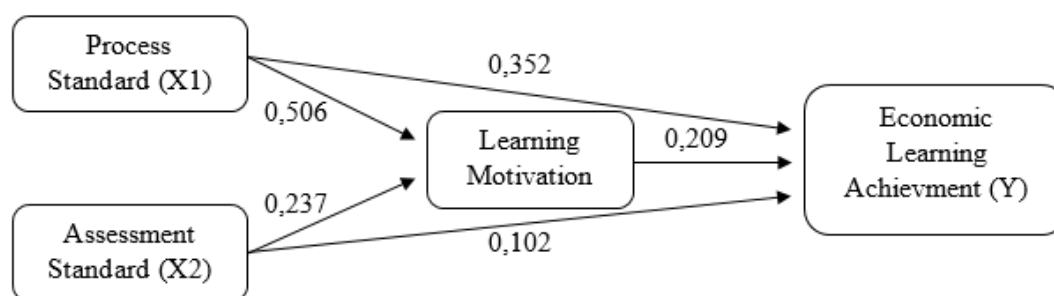


Figure 1. Path Analysis

Based on Figure 1 above, the magnitude of the direct influence of process standards and assessment standards on economic learning achievement through student learning motivation is as follows:

Table 4. Direct, Indirect, and Total Effect

Variabel Eksogen	Direct	Indirect	Total
Process Standard	$0,352 \times 0,352 = 0,124$	$0,506 \times 0,209 = 0,106$	0,230
Assessment Standard	$0,102 \times 0,102 = 0,110$	$0,237 \times 0,209 = 0,049$	0,159

Table 4 above shows that the direct influence of process standards on students' economic learning achievement is 0.124 or 12.4%, the indirect effect through teacher work motivation is 0.106 or 10.6%, and the total effect is 0.230 or 23%. For assessment standards, the direct effect on students' economic learning achievement is 0.110 or 11%, and the indirect effect of assessment standards on economic learning achievement through learning motivation is 0.049 or 4.9%, and the total effect is 0.159 or 15.9%.

3.2 Discussion

a. The Influence of Process Standards on Economic Learning Achievement

Based on the results of the study, process standards have a positive and significant effect on economic learning achievement. The research findings support the research of Akinoglu (2008) which found that there is a significant effect between the various learnings included in the standard process indicators on students' learning attitudes which are included in the economic learning achievement indicators. The creative and innovative learning process carried out by the teacher in the classroom will have a positive impact on student achievement.

The research results obtained are also in line with the research findings of Raharjo (2014) that there is a significant influence between process standards on learning achievement. The learning process that is prepared through a good learning

implementation plan will enable teachers to design and implement their learning designs both inside and outside the classroom as an innovative and creative learning process.

Good learning must meet several stages, including conveying learning objectives at the beginning of the meeting of the material being taught. Then students must also have the same right to explore independently to be discussed in the learning forum in class. This is very good in building the character of students who are critical in dealing with problems. After that, students are also given the opportunity to confirm the findings made by students during the learning process. A good learning process will be able to improve student achievement in accordance with what is specified in the competency standards of subject graduates.

b. The Influence of Assessment Standards on Economic Learning Achievement

Based on the results of the study, process standards have a positive and significant effect on economic learning achievement. This shows an increase in students' economic learning achievement through teachers who provide input and comments regarding assessments to students, remedial plans that are well planned by educators. The results of the study are in line with the research findings of Raharjo (2014) that there is a significant influence between educational assessment standards on learning achievement.

Teachers need to provide an objective assessment of the work of students in the classroom and outside the classroom. The assessment given by the teacher must be evaluative to student performance. The work that students do in schools must be given input that allows students to improve their performance even better. Assessments made by teachers to students must have an impact on improving learning. The assessment carried out must make students motivated because of the external encouragement made by the teacher to the students.

c. The Effect of Learning Motivation on Economic Learning Achievement

Based on the results of the study, learning motivation has a positive and significant effect on economic learning achievement. This shows an increase in student achievement through student learning motivation. The test results are in line with the research of Cleopatra (2015); Suranto (2015); Miru (2009); Tella (2007); Singh (2011) showed a positive and significant influence between motivation on learning achievement.

Each student's achievement motivation is different. This can be influenced by internal and external factors of students. However, to improve learning achievement can be done by having high learning motivation. As students who must be able to have good learning achievements, it is necessary for students' efforts to increase learning motivation in social life at school and in society.

The same results are shown by the research of Asvio, N., Arpinus & Suharmon (2017); Hamdu & Agustina (2011) which shows that there is a positive and significant influence between motivation on learning achievement. This illustrates that having motivation to learn is very important for students in achieving their goals. Improving learning achievement can be done by increasing the motivational character.

d. The Influence of Process Standards and Assessment Standards on Economic Learning Achievement through Student Learning Motivation

Based on the research results, process standards and assessment standards have a positive and significant effect on economic learning achievement through student learning motivation. According to Shrout & Bolger (2002) explained that to analyze the mediator model, it can be known through the positive and significant influence between the

exogenous variables on the intervening variables, then through the positive and significant influence between the intervening variables on the endogenous variables. If both there is a positive and significant relationship, it can be said that the mediator model has an indirect effect.

An interesting and innovative learning process will have an impact on students' desire to participate in learning activities. Students who are active in learning activities will be able to easily generate student motivation to learn. The motivation that is formed will be used by students in activities at school and in the community where students live.

Active and innovative learning is also able to improve student achievement in class. This is in line with research by Raharjo (2014) which explains that the learning process in accordance with the standard process from the government will improve student achievement. This explains that there is a positive relationship between innovative learning and learning motivation and economic learning achievement. Based on the findings, it can be concluded that there is an indirect effect between process standards on economic learning achievement in terms of student motivation at Assalam Boarding School Sukoharjo.

Teachers who provide input regarding the assessment of students will also have an impact on student motivation. Teachers must also be able to provide motivation through assessments carried out on students. Objective assessment will increase student motivation. So that it can also have an impact on increasing student achievement.

The input given will be understood by students as good advice on students' academic development. This has a positive impact on student motivation and student learning achievement at school. Based on the findings, it can be concluded that there is an indirect effect between educational assessment standards on economic learning achievement in terms of the learning motivation of Assalam High School Sukoharjo students.

IV. Conclusion

Based on the results of research and discussion, it is concluded that there is a positive and significant effect of process standards on students' economic learning achievement; there is a positive and significant influence of the standard of assessment on students' economic learning achievement; there is a positive and significant effect of learning motivation on students' economic learning achievement; and there is a significant effect of process standards and assessment standards on economic learning achievement through student learning motivation.

The results of this study imply that the principal should conduct discussions with all educators so that teachers and students carry out learning activities by utilizing existing school facilities to support learning activities. Maintain school facilities and infrastructure as an effort to increase student motivation, encourage students as independent students in activities and maintain student confidence as independent students. Economics teachers must maximize the use of appropriate learning media so that the learning process is more enjoyable for students, to provide greater opportunities for students to become independent students.

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