School Readiness and Achievement Motivation as Academic Achievement Predictors in Elementary School Students

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Abstract--- Academic achievement is one of the main indicators of student success in school, but in this condition not all students obtain satisfactory academic results. Theoretically there are several factors that influence the achievement of high learning achievement, especially in early elementary students, that is school readiness and motivation to learn. The purpose of this research is to determine the role and predictive power of school readiness and also achievement motivation for academic achievement of first grade Elementary School students. The research method used in this research is quantitative correlation with a survey model. The variables in this research consist of 3 variables, they are school readiness, achievement motivation and academic achievement. School readiness is measured by the Nijmeegse Schoolbekwaamheids Test (NST), achievement motivation is measured by a scale of achievement motivation and academic achievement is measured using the report cards on student learning outcomes at school. The sample in this research is 75 students from 80 first grade students in Sidoarjo. Analysis of the data used is multiple regression analysis. The results of the research have a simultaneous influence on the variable readiness to enter elementary school and achievement motivation on academic achievement by getting the value of F = 18.866 (sig 0.000 <0.05). The influence of these two variables (School Readiness and Achievement Motivation) on Academic Achievement is 0.326 (32.6%). While 67.4% is influenced by other variables. The urgency of this research will be useful for parents and teachers at the Kindergarten and Elementary School level, especially first grade regarding the efforts made by parents and teachers to improve student learning achievement while at the Elementary School level.

Keywords--- School Readiness, Achievement Motivation, Learning Achievement

I. INTRODUCTION

Education is important in the development of human life. One of the educational programs carried out by the Government is formal education for 9 years in accordance with Law number 20 of 2003. According to Minister of Education Regulation Number 17 of 2017 Article 5 that the level of primary school starts from the age of 6-7 years. Children who are age 6 years or 7 years into the period of elementary school children or often referred to as the middle and end periods of children (Santrock, 2014). One of the tasks of elementary school student development is academic achievement.

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Academic achievement is a combination of two words that have their respective meanings, achievement is the result achieved from carrying out activities (Widyastuti, 2016), while academics are all things related to science (Retnowati, Fatchan and Astina, 2016). It can be concluded that academic achievement is the mastery or achievement of student learning processes related to science.

Academic achievement in certain subjects at school can be determined by tests. Tests are intended to measure the ability of students who have been mastered. Academic achievement has a very crucial function for the development of students in school. The functions of academic achievement include: 1) To determine the level of readiness of students to take a certain level of education, 2) To obtain information in providing educational guidance according to students, 3) To compare the achievements of students with their capacity, 4) To find out student maturity to continue education to the next level, 5) To hold a selection (Afiah, 2012).

As the explanation above, it is expected that students have adequate academic achievements. However, the fact is that in Sidoarjo Regency Elementary School there are a number of students who have achievement scores under the KKM. From the results of an interview with one of first grade teacher in Elementary School Sidoarjo Regency, several students were found to have grades under the KKM standard.

According to Brown (Yuzarion, 2017) there are various factors that affect student academic achievement, one of them is based on social cognitive theory, according to Bandura, it is built from two main factors, they are: (1) behavioral factor (internal factor) of students, it is about the age of students, student achievement motivation, emotional, intelligence, and (2) environmental factor (external factor), that are family support and teachers. In addition, according to Mariyati (2017), internal factors that influence student academic achievement are divided into two, that are physical and psychological. The psychological factors include intelligence, talent, interest, achievement motivation, and readiness to enter school.

The purpose of writing this scientific article is to illustrate the role of school readiness and achievement motivation on academic achievement in first grade elementary school students as a result of research. It is based that school readiness and learning motivation are the first foundation in building student achievement, especially for students in first grade who have just moved from Kindergarten to learning that need more concentration. The urgency of this writing will be useful for teachers and parents at the Kindergarten and Elementary School level especially in first grade regarding the efforts done by teachers and parents to improve student learning achievement while at the Elementary School level.

Academic achievement is a combination of two syllables namely achievement and academic. According to Widyastuti (2010) achievement is a result achieved from carrying out activities, while academics are all things related to science (Afiah, 2012). So academic achievement is the result of the achievement of someone in the scientific field, in this case is the achievement in following subjects in class. To find out the academic achievement of students it is necessary to measure the test method (Santrock, 2014). Test methods that can be done include daily assignments or final semester exams. Test results that illustrate student academic achievement are interval from low to high, so that academic achievement between one student and other students is very diverse. The diversity of academic achievement shown by students is influenced by many factors, one of them is an internal factor within students, namely readiness to enter school and achievement motivation.

According to Mariyati and Affandi (2016) readiness to enter Elementary School is a skill that children have to carry out academic tasks in Elementary School (6-7 years at the beginning of primary education). Readiness of children entering primary school according to the Republic of Indonesia's national education minister regulation number 19 of 2007 is children aged 6-7 years, even if under 6 years old is carried out on the basis of written recommendations from competent parties, such as school counselors or psychologists (Affandi & Mariyati, 2018). Fayez et al (2016) and Affandi & Maryati (2019) states that school readiness consists of six dimensions they are (1) academic knowledge, (2) basic thinking skills, (3) physical well-being and motor development, (4) social emotional maturity, (5) self-discipline and (6) communication skills.

According to Sulistiyaningsih (2005) and Affandi & Maryati (2019) states that the impact of the readiness of children entering school that is children who are ready to enter school will get progress in their learning process and does not to experience frustration in the academic environment, and can complete their tasks properly. Furthermore, Santrock (2012) said that children who get progress in their learning process will not experience frustration in the academic environment, and can complete their tasks well can build a good self-concept, and have a high interest in learning compared to children who experience obstacles in the learning process.

Students who are ready to enter school are students who have well-developed physical, cognitive, language, emotional and social development (Mariyati and Afandi, 2016). Non-physical maturity arising from within students is cognitive, language, emotional, and social maturity. Children who have cognitive development can receive and process information so that in terms of subjects they are not too difficult to understand the material explained by the teacher. Likewise, language development, which is the children's ability to understand vocabulary, grammar, and meta-linguistics, when the children are given reading material by the teacher and they can understand vocabulary a-b-c. Students who have good language development will not experience difficulties if students work on a reading or writing assignment.

In addition, school readiness is also characterized by socio-emotional maturity that is children are able to understand about the status of peers, are able to deal with bullying, and are able to understand about a friendship (Sudarmo and Mariyati, 2017). Students who have good social maturity will be able to make friends with their friends, will not be afraid to ask questions and easy to get information so the task is quickly completed. Socio-emotional maturity influenced by pleasant environmental factors, family environmental factors, environmental factors that provide stimulation, emotional satisfaction factors, responsibility burden factors, as well as methods of educating children, and application of religious values (Cahyani, Widyastuti and Affandi, 2020). if students have a pleasant learning environment, it will improve their subjective well-being. And according to Nastiti, Maryam & Aisyah (2020) that student who has a high subjective well-being tends to have a high desire to learn.

Beside the readiness factor for going to school, another internal factor that also plays an important role in supporting students' academic achievement is achievement motivation. Achievement motivation is a process that energizes, directs, and maintains behavior (Santrock, 2014). According to Hardiansyah (2013) achievement motivation is the encouragement of students to obtain learning achievement. Achievement motivation aspects developed from Mc Clelland's opinion are: responsibility, consider the risk of task selection, pay attention to feedback, be creative and innovative when completing tasks, desire to be the best. The impact of achievement motivation is that according to research conducted by Bakhtiarvanda, Ahmadiana, Delrooza & Farahanib (2011) under the title "The Moderating Effect of Achievement Motivation on Relationship of Learning Approaches and Academic Achievement" got results that the achievement motivation affected learning and academic achievement. Students who have high achievement motivation always show the

best results in terms of learning with the aim that they get a reward or predicate for example when they get good learning outcomes then they will get academic achievement at school.

This is also strengthened by research conducted by Olufemioladebinu, Adediran, & Oyediran (2018). The results showed that what influenced students' academic achievement were socioeconomic, parent's background, family problems, adequacy and functionality of school facilities, student reading habits, teacher effectiveness. In addition, the research conducted by Saeid & Eslaminejad (2017) with the title "Relationship Between Student's Self-Directed-Learning Readiness and Academic Self-Efficacy and Achievement Motivation in Students" this study found the results that the relationship between students' independent learning readiness and efficacy academic self and academic motivation so it would bring up academic achievement. Students who have achievement motivation do not want to waste their time completing assignments given by their teacher because individuals who have achievement motivation will always think of getting the best grades so that they get academic achievement at school.

These researches illustrate that achievement motivation can improve student academic achievement, this is in line with previous research conducted by Widyastuti (20110) with the title "The Relationship of Learning Motivation and Intelligence Tests with Learning Achievement". Then research conducted by Akpan & Umobong (2013) with the title "Analysis of Achievement Motivation and Academic Engagement of Students in the Nigerian Classroom" found that students who have high achievement motivation have a significant impact on academic involvement than students with medium and low motivation, because students who have high achievement motivation will be responsible for the task they want to do and will try to successfully complete it so that from this students will bring academic achievement in school. This is also supported by research conducted by Afiah (2012) that there is a relationship between academic potential and learning motivation with student academic achievement. Based on the literature review above, there is the influence of school readiness and achievement motivation on academic achievement in Elementary School students. The following is an overview of the role of school readiness and achievement motivation on student academic achievement:
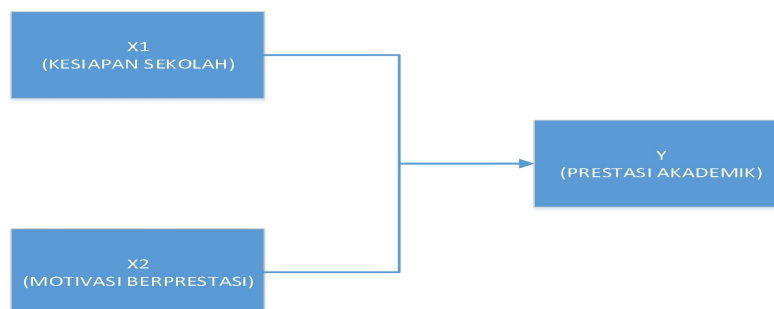

Figure 1. Simultaneous Role of School Readiness and Achievement Motivation toward Academic Achievement

II. METHODOLOGY

This research uses a quantitative correlational approach. The variables used in this research consisted of two independent variables namely School Readiness and Achievement Motivation; and one dependent variable, Academic Achievement.

The population of the research was first grade students in Sidoarjo with a total of 75 students. The research sample used was all members of the population as many as 75 students using saturation sampling techniques. The saturation sampling technique is a whole sampling technique from population members.

Data collection techniques in this research consisted of 2 psychological instruments and 1 document on student learning outcomes, including: 1) Nijmeegse Schoolbekwaamheids Test (NST) which is one of the Elementary School

Readiness Test Equipment developed by Monks, Rost, and Coffie (Sulistiyaningsih, 2005) with the reliability coefficient rxx = 0.851 (Maryati & Affandi, 2016). 2) Achievement Motivation Scale is compiled based on aspects of achievement motivation (Hardiansyah, 2013) with an observation model and quantitatively calculated, the reliability of achievement motivation scale is Rxx = 0.895.3) Student Learning Outcomes Documents obtained by class teachers to explore student achievement data.

Analysis of the data used to determine the effect and predictive power of the two variables X (Elementary School Readiness and Achievement Motivation) on the Y variable (Academic Achievement), using multiple regression. Before a multiple regression analysis is performed need to be done assumption test of normality and linearity.

III. RESULTS AND DISCUSSION

Data analysis techniques in this research used SPSS program with multiple regression techniques to test the major hypotheses. Hypothesis tests show that there are simultaneous influences on both variables, readiness to enter elementary school and achievement motivation toward academic achievement by getting the value of F = 18.866 (sig 0.000 <0.05). Academic value is 0.326 (32.6%), while 67.4% is influenced by other variables. This is showed by students who have readiness to enter elementary school will have the ability in academic knowledge, basic thinking skills, physical well-being and motor development, social emotional maturity self-discipline and communication skills. The students who have high self-motivation behaviors such as: having responsibility, considering the risk of task selection, paying attention to feedback, paying attention to the time of completion the task, and the desire to be the best will have high academic achievement. It causes the academic achievement of students at school also shows a high score.

The research results above are strengthened by the results of previous research conducted by Puar & Thukral (2012) with the title "Role of Social Maturity in Academic Achievement of High School Students" which said that social maturity has a contribution to academic achievement especially in students with female gender, obtained the result that the contribution was 64.20% in male students and 77.90% in female students. Other researchers also said that the readiness of students revealed in the independent learning program and achievement motivation had an influence on the academic achievements of payamnoor students (Saeid & Eslaminejad, 2018).

The results of the analysis to test minor hypotheses show the influence of school readiness on students' academic achievement with score of F = 8.270 (sig. 0.005 <0.05). The influence of school readiness on academic achievement is 0.089 (8.9%) This is in line with the opinion that readiness of children to enter elementary school is the skills that children have to carry out academic tasks in elementary schools that is students aged 6-7 years or at the beginning of basic education (Mariyati and Afandi, 2016). Fayez et al (2016) which states that school readiness consists of six dimensions they are: (1) academic knowledge, (2) basic thinking skills, (3) physical well-being and motor development, (4) social emotional maturity, (5) self-discipline and (6) communication skills.

Students who have readiness will be able to take advantage of their knowledge and learning experiences both at school and at home, so that when faced with academic problems they are able to complete the academic tasks that they face even they are better then another. This is reinforced by previous research conducted by Van Zyl (2011) with the title "The Relationship between Readiness and School Performance in First Grade and Fourth Grade". It showed the results that there was a syndicated relationship between readiness to enter primary school with academic performance and it was looked that school readiness affected student performance in arithmetic in first grade. Another research conducted by Dangol & Shrestha (2019) with the title "Learning Readieness and Educational Achievement among School Students" found that there was a relationship between learning readiness and achievement academic with a result of P <0.01 and the

value of donations 16.6%. Research conducted by Pan et al (2019) with the title "School Readiness Profiles and Growth in Academic Achievement" had results that children who were developed with positive growth patterns in one form of readiness to enter elementary school will have an impact on academic achievement. In this research also showed that 85% of children were classified in the top six profiles, they were; cognitive development (28%), comprehensive risk (24%), personal and social strength (20%), cognitive and language strength (5%), health strength (5%) personal and social cognitive strength (3%).

The results also shows that there is a role of achievement motivation on students' academic achievement with a score of F = 36.610 (sig. 0.000 <0.05). The great influence of learning motivation on academic achievement is 0.325 (32.5%) and the role is greater than the readiness of school on student academic achievement. According to Hardiansyah (2013) achievement motivation is the encouragement of students to obtain learning achievement. Aspects of high achievement motivation according to Mc Clelland (1987), includes: responsibility, consider the risk of task selection, pay attention to feedback, time to complete tasks, and the desire to be the best. Students who have a responsibility for the tasks that they get at school and study while at home, have maturity in considering the chosen task, pay attention to the feedback, have time management in completing the tasks that have been given, have the desire to be the best so that in the end they will get a high academic achievement. The desire to do the best is related to the goal setting model. the model of determining your goals for your best goal has a higher effect when compared to the performance goals on students' academic achievement (Affandi & Hastjarjo, 2010).

This is consistent with the previous research conducted by Kumar & Sangeetha (2019) showed that there was a significant influence of achievement motivation toward academic achievement with a sig value of less than 0.05, that was 0.0031. The results of the research were also strengthened by research conducted by Mahato & Barman (2019) with the title, "Academic Achievement Motivation and Academic Performance of SC, ST Community Students in the District of Purulia" got the results that achievement motivation affected the academic performance of the student community.

Another study conducted by Amrai et al (2011) with the title, "The Relationship between Academic Motivation and Academic Achievement Students" found significant relationships between academic motivation and academic achievement. Gupta & Mili (2015) with the title, "Impact of Academic Motivation on Academic Achievement: a study on high schools students" obtained results that achievement motivation had an impact on academic achievement, if achievement motivation is high then student academic achievement will be high too.

In this research also found that the effect of achievement motivation toward academic achievement is greater than the influence of school maturity toward academic achievement. This is caused by the motivation of the presentations born from the impulses within even though little influenced by the environment. For example a student wants to be a class champion then he will be responsible for more active learning and completing the assignments given, managing the time between learning and playing. As shown by Saeid & Eslaminejad's research (2018), it is known that achievement motivation has an effect of 21.1% on academic achievement.

In contrast with the readiness to enter school which is encouraged to be ready to learn when children have social, emotional and cognitive deficits but the environment is supportive such as the school environment, teachers and parents then the child will be ready to go to school despite having deficiencies, but if the child has social cognitive and emotions that support while the school environment, teachers and parents do not support the child becomes unprepared but if it is supported by the environment there will appear readiness to enter the school and the skills that exist in students. This is based on Diamond's research (2010) said that school readiness emphasizes the importance of personal and social skills,

the role of family and society. This means that when children must be ready to enter family school, the community and schools must be ready to support the child's development. But need to pay attention to aspects of culture in applying the readiness of schools to support student academic achievement (Affandi & Maryati, 2017). The limitation of this research is that it has not looked in more detail whether achievement motivation is the moderator of the relationship between school readiness and academic achievement, or vice versa that school readiness is the moderator of the relationship between achievement motivation and academic achievement. In addition, the scope of the sample which is not too broad, only limited to a number of schools in East Java, may cause a link between school readiness and academic achievement showing a small score.

IV. CONCLUSION

The conclusions of the research results indicate that school readiness and achievement motivation simultaneously show its effect on increasing achievement motivation of first grade elementary school students, the total is 32.6%. And separately the results of the research showed that school readiness has a role in increasing student achievement by 8.9%. And achievement motivation has a significant role in early elementary school students' learning achievement by 32.5%. Achievement motivation has a higher role compared to the role of school readiness in the learning achievements of Dasa Rawal school students.

Suggestions for schools, in increasing student achievement, the teachers in accepting students can consider the conditions of student school readiness, student readiness may influence on student achievement while at school. When learning at school it is expected that teachers can provide learning patterns that can increase student motivation because learning motivation can affect the increase or decrease on student achievement.

For parents should apply care models that can improve children's school readiness and motivation to learn when they are in school, because it will allow an impact on their children's learning achievement while at school. As for future researchers, it should dig deeper into the model of academic achievement as seen from students' learning readiness and learning motivation. And make one of them as a moderator variable to see which of the two free variables is the main variable and as a supporting variable in improving student learning achievement in school.

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