The Influence of Work Attitudes on Student Achievement at SMK Negeri 1 Tomohon

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Abstract— This research is motivated by the influence of work attitudes on student achievement. Students can now act quickly due to several factors of the times and technology that affect student attitudes in the course of learning, affecting their learning achievement. The goal of this research was to identify workplace attitudes about student success. This research uses an experimental method with a quantitative approach to determine the effect between variables. A questionnaire on work attitudes was utilized to collect data, while student achievement was obtained from the student score document. The data analysis technique used is a simple linear regression test. The results of this study indicate that there is an effect of work attitude on student achievement. According to the findings of this study, it can be said that if the work attitude impacts the high student learning achievement and vice versa, if the work attitude is low, it will also impact the low student achievement.

Keyword: work attitude, student achievement

I. INTRODUCTION

Today, with the advancement of science and technology, as well as the more fast flow of information, all existing resources must be utilized optimally to increase human resources that can compete in today's globalized world. One of them is to promote national education quality, competence, and shape of noble national character and civilization in teaching the country. It aspires to help students realize their full potential as human beings who believe and respect God Almighty, have a noble character, are healthy, informed, creative, have accomplishments, and become democratic citizens. As well as being responsible as contained in Law No. 20 of 2003.

In order to implement Law No. 20 of 2003, the government organizes academic units, which we know as schools. The school's main task is to prepare students to achieve optimal development, namely if students can get an education and then achieve good learning outcomes (Mokalu et al., 2021).

The fact shows that in addition to students who succeed brilliantly, there are also students who get less than encouraging achievement results. Some of them even do not go to class or do not pass the final stage of evaluation. hard work and so on (Kamagi et al., 2022). The attitude of hard work is the tendency

to give students effort and enthusiasm to achieve something they want and not feel afraid and struggle to achieve it.

Work attitudes are formed based on the stimuli received or responses to the environment, objects, places, circumstances, and people involved in the work of an organization, in the form of:
1. Cooperation
2. Discipline
3. Honesty
4. Access and organize information
5. Responsibility
6. Effective and efficient
(Karina, 2011)

Learning achievement is significant as an indicator of success for a teacher or student. For teachers, student achievement can be used to assess success in student learning activities. Teachers are said to be successful in carrying out their learning programs if some or more of the students have achieved specific and general instructional goals. For students, learning achievement is a benchmark that measures the level of ability to learn success, whether experiencing positive changes or negative changes. No student does not want a good learning achievement, but getting all of that is not easy, and learning that every student owns that. Such differences will lead to the achievement of different

learning achievements. Namely, the achievements are classified as high, medium, and low (Bungangu et al., 2022).

This can happen because of the many factors that affect student achievement, including the hard work attitude factor in completing their studies, as an effort to the maximum by undergoing the process in earnest. Very rarely students without a hard-working attitude will get maximum results (Akiba & Liang, 2016).

The attitude of hard work is essential in the midst of an instant culture that is increasingly endemic in various fields of life, so understanding and awareness must be instilled among the younger generation that no one can get what they aspire to without an attitude of hard work (Ngainun, 2021). The attitude of hard work is one thing that determines students' progress to achieve good achievement. In addition, work attitude is one of the characteristics that must be developed considering that with high hard work, students can become more enthusiastic about learning, so that students can excel in every ability they have.

The attitude of hard work is essential in supporting student success towards achievement. Students at SMK Negeri 1 Tomohon face many pretty dense learning activities and school practices. Outside of school, if students do not have a good work attitude, student learning achievement will be low and vice versa. The factors that influence learning are internal and external. Internal factors are factors that exist within the individual, while external factors are factors that exist outside the individual.

According to (Slameto, 2010), the factors that influence learning are:

A. *Internal factors*

1. Physical factor

i. Health factor

Healthy means in a good life, the whole body, and limbs/ are free from disease. Health is the state or thing of being healthy. A person's health affects his learning. If a person is in a healthy condition, then the learning process will obtain optimal results and vice versa.

ii. Body defects

Disability causes less good or less than perfect about the body. Disability means blind, half-blind, deaf, half-deaf, broken leg, broken arm, paralyzed, etc.

2. Psychological aspects

i. Intelligence

Intelligence is divided into two types: the capacity to cope with and adapt to new situations

quickly and efficiently, the ability to employ abstract concepts effectively, and the ability to know and understand relationships fast.

ii. Attention

Gazali claims to be a linguist; attention is an enhanced mental activity aimed at objects to ensure good learning outcomes (Slameto, 2010).

iii. Interest

Interest is a persistent tendency to pay attention and remember some activities. Interest means an interest in learning. Students who are less interested in learning can be cultivated to have an interest.

iv. Talent

Talent is the ability to learn, the ability to train. This ability will be realized into a real skill after learning and practicing.

v. Maturity

Maturity is a phase in a person's development when the organs of the body are ready to perform new tasks (C. E. J. Mamahit, 2019) (C. J. Mamahit, 2021) (C. E. J. Mamahit, 2021).

vi. Readiness

According to Jamies Drever, readiness is the willingness to respond or react (Slameto, 2010).

B. *External factors*

1. Family factor

i. How parents educate

In this case, students who do not have a good work attitude in learning, it is feared that students are less able to complete their tasks well, both in material and in practice that has been given by the teacher at school, so that in this case student achievement will decrease.

Based on observations at SMK Negeri 1 Tomohon, there are problems with work attitudes towards student learning achievement. In this case, the researcher observes class XI TITL SMK Negeri 1 Tomohon, wherein everyday life. Some students are less obedient in following school rules and do not follow what the teacher assigns. Some of them do not follow the practice, play with friends while practicing, want to work alone, and do not want to cooperate with friends because they always feel smart and always expect friends to do homework or group assignments given by the teacher.

From the results of brief observations, it is reasonable to suspect that work attitude influences student learning achievement. As a result, researchers are eager to investigate and examine the Effect of Work Attitude on Student Achievement at SMK Negeri 1 Tomohon.

Based on the background of the problems that have been stated, it can be identified as follows:

1. Students always expect friends or groups to do the assignments given by the teacher
2. Do not want to cooperate when working in groups
3. Skipping during practice
4. Always late when participating in practice
5. Play with friends while practicing
6. Feeling smart
7. Underestimating the teacher

Based on the identification of the problem, given the time constraints and problem constraints, the researcher focused this research on the problem of the effect of work attitudes on student achievement in SMK Negeri 1 Tomohon. Based on the context, problem definition, and problem limits, the problems to be solved in this research are: is there an effect of work attitude on student achievement in SMK Negeri 1 Tomohon? This study aimed to determine the effect of work attitudes on student achievement at SMK Negeri 1 Tomohon.

Attitude is a broad notion for comprehending human conduct. A person will comprehend the actions of others more readily if they first grasp the attitude or backdrop of that person's formation (Luthans et al., 2006). Ongoing attitude change is a change in the system from positive to negative judgments or vice versa, feeling emotions and attitudes of agreeing or disagreeing with objects. The object of the attitude itself consists of knowledge, judgment, feelings, and changes in attitude (Twenge, 2010).

Attitudes are evaluative statements, both favorable and unfavorable, towards objects, individuals, or events (Robbins & Judge, 2007). It reflects how a person feels about something. Attitude is a pattern of behavior, tendencies, anticipatory readiness, and predisposition to adjust to social situations, or attitude is a response to conditioned social stimuli (Saifudin, 2013).

Attitude refers to a person's feelings of pleasure, unhappiness, or neutrality toward anything. (Sarwono, 2013). Objects, events, situations, individuals, or organizations are all examples of something. A positive attitude is something that develops when something pleasurable occurs. A negative attitude is what you have when you are sad. If he has no sentiments, it indicates that his attitude is neutral (Sölpük, 2017).

It is possible to draw a conclusion based on the preceding viewpoints that work attitudes are thoughts and feelings of being satisfied or dissatisfied, liking or disliking their work, and having the propensity to react favorably or adversely to get what they want in their work.

Learning is an activity carried out by a person to collect or memorize facts presented in the form of information/subject material on particular objects (Syah, 2010). Learning is a process of effort by a person to obtain a new change in behavior due to his own experience in interaction with his environment (Slameto, 2010). Learning is characterized by a change in behavior or appearance, which is followed by a sequence of activities such as reading, watching, listening, mimicking, and so on (Sardiman, 2007).

Based on several expert understandings above, it may be stated that learning is a continuous process by individuals by digging up information and digging up existing facts. By writing, they listened, observed, and analyzed situations and conditions consciously and optimally. It was intended to gain self-improvement, especially changes in the field of knowledge. They were so learning to encourage someone to behave better.

Achievement comes from the Dutch language, namely "prestie" then, in Indonesian, it is called "prestasi" (achievement), which means the result of effort (Arifin, 2011). Learning attainment has been a persistent challenge throughout human history since, throughout their lives, humans have constantly sought achievements in their particular disciplines and skills.

According to several explanations of the above understanding, it can be concluded that learning achievement is a result aimed at mastery, knowledge, and skills in academic terms. Learning achievement is also an innovative material that can be used to drive students to improve science and technology and how much achievement results are obtained. Learning achievement is often measured by educational value and can enhance the standard of students' knowledge and uphold the institutions involved.

Learning achievement is increasingly important to learn, below are the main functions of learning accomplishment:

1. Learning accomplishment indicates the quality and quantity of knowledge that students have mastered.
2. Learning accomplishment as a symbol of satisfying curiosity.
3. Learning accomplishment as a source of knowledge in educational innovation assumes that student learning accomplishment may be utilized to motivate pupils to better science and technology. In addition to providing comments for enhancing educational quality.
4. Learning accomplishment as an internal and external indication of a school's quality. Internal indicators in the sense that learning

accomplishment may be used to gauge an educational institution's output.

5. Learning accomplishment can be used as an indicator of students' absorption (intelligence). Students are the main focus that must be considered in the learning process because students are expected to absorb all the subject matter.

(Arifin, 2011)

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If you look at the explanation above, then how important it is to understand students' learning achievement. Both individually and in groups. Learning attainment is not only a measure of the success of a subject of study, but it is also an indicator of the institution's quality. Performers of achievement give feedback to teachers and institutions (Peterson et al., 2016).

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II. METHOD

This research method uses a simple linear regression type of research to analyze how much influence between variables is shown in Figure 1.
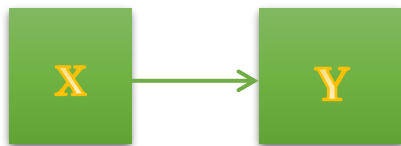

Figure 1. Research design

For:

X : Work attitude - independent variable

Y : Learning achievement - dependent variable

In the research, we test the first and second hypotheses using simple linear regression analysis, which can be seen in Equation 1.

$$a = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{n\sum x^2 - (\sum x^2)} \quad b = \frac{n\sum xy - (\sum x)(\sum xy)}{n\sum x^2 - (\sum x^2)}$$

(1)

Simple regression analysis consists of one independent variable (predictor) and one dependent variable (response) with Equation 2.

$$Y = a + bX$$

(2)

For :

Y   = Dependent variable

X   = Independent variable

a   = Constant (value of Y if X = 0)

b   = Regression coefficient

(Sugiyono, 2014)

The basis for deciding on a simple linear regression test refers to things, namely by using the T-test, by comparing T column and T arithmetic as in Equation 3.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

(3)

Given the limited time, in this case, the researcher uses the help of the SPSS application.

III. RESULTS AND DISCUSSION

Research data was obtained from the results of giving questionnaires to research respondents. The questionnaire used has been tested for validity and reliability. This study involved 30 students of class IX TITL SMK Negeri 1 Tomohon as research samples. The sampling technique in this study used a simple random sampling technique. The questionnaire approach was utilized to collect data for this study. This study's questionnaire used a Likert scale, which allows alternate replies to questions on each statement item (Sugiyono, 2015).

The data for the variable (X) of work attitude got the highest score with 99 and the lowest score equal to 78. Based on these data, the mode was 82. The median was 82.5. The average was 84.1, with a standard deviation of 5.82. The frequency distribution is presented in Table 1 and the histogram in Figure 2.

Table 1. Frequency Distribution of Work Attitude Data

No	Interval	Absolute Frequency	Relative Frequency
1	78-81	13	.43%
2	82-85	4	.13%
3	86-89	5	.17%
4	90-93	3	.1%
5	94-97	2	.7%
6	98-101	3	.1%
Total		**30**	**100**

When grouped into 3 parts, the work attitude of students is high 17% (score 98-101), medium 27% (score 90-93), low 56% (score 78-81).
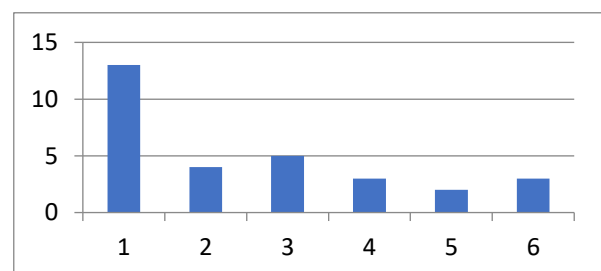

Figure 2. Histogram of work attitudes

The variable (Y) student achievement data got the highest score with 95 and the lowest score equal to 80. Based on these data, the mode was 85. The median was 85.5, the average was 87.2, and the standard deviation was 4.11. The frequency distribution is presented in Table 2 and the histogram in Figure 3.

Table 2. Frequency Distribution of Student Achievement Data

No	Interval	Absolute Frequency	Relative Frequency
1	80-82	3	.1%
2	83-85	6	.2%
3	86-88	9	.3%
4	89-91	8	.27%
5	92-94	3	.3%
6	95-97	1	.3%
	Total	30	100%

When grouped into 3 parts, the highest student achievement is .27% (score 89-91), medium is .57% (score 92-94), and the lowest is .03% (score 80-83).
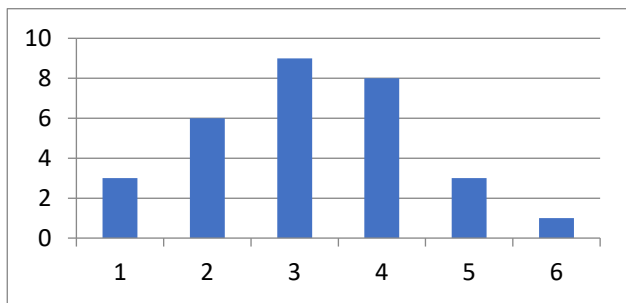

Figure 3. Histogram of Student Achievement

A. Pre-Requirements Analysis Test

1. Normality test

The Shapiro-Wilk formula is used to find the significance value because the number of respondents is less than 30. The criteria are at the 5% significance level. The data is normally distributed if the significance value is $p > .05$ (Kadir, 2016).

The data taken from research students use the Shapiro-Wilk formula through the SPSS 25 for Windows program. The summary results of the normality test can be seen in Table 3.

Table 3. Summary of Data Distribution Normality Test Results.

No	Variabel	Sig. S-W	Siq. Level (5%)	Desc.
1	Work attitude	.06	.05	Normal
2	Learning achievement	.07	.05	Normal

From the results of Table 3, the summary of the test, the significance value of work attitude is .06. The significance value is $.06 < .05$, then the assumption of normality of work attitude is said to be expected. The significance value of student achievement is .07. The significance value is $.07 < .05$, then the assumption of normality of student achievement is said to be expected.

2. Linearity Test

The linearity test is intended to determine whether the data obtained is linear. The relationship between X and Y if the significance obtained is greater than the 5% significance level. The test is designated in the line deviation from linearity listed in the ANOVA Table from the output generated by the SPSS program.

Table 4. Linearity Test Results

Variable	F_{count}	F_{column}	Sig.	Sig. Level	Desc.
Work attitude (X) with learning achievement (Y)	1.119	3.34	.413	.05	Linear

From Table 4, the significance value of X with Y is .413, so the variable X and Y is linear. This causes the value of Sig. = $.413 > .05$.

B. Hypothesis test

We are testing the hypothesis of this study using a simple regression test. The findings of testing the study data for normalcy and linearity using the SPSS 25 program are shown in Table 5.

Based on Table 5, the correlation coefficient between X and Y has a positive relationship of .186. Following the guidelines for interpreting the correlation coefficient in Table 5, the X and Y correlation coefficients of .186 are included in the shallow category, where the significance level is $.325 > .025$. So, it can be concluded that the correlation between work attitude variables on student achievement variables has a positive effect in the low category.

Table 5. Correlation Test Results X with Y

		X	Y
X	Pearson Correlation	1	.186
	Sig. (2-tailed)		.325
	N	30	30
Y	Pearson Correlation	.186	1
	Sig. (2-tailed)	.325	
	N	30	30

Table 6. The results of the test of the magnitude of the effect of correlation between variables X, Y

Model Summary[b]		
R	R Square	Adjusted R Square
.186[a]	.035	.000

a. Predictors: (Constant), work attitude
b. Dependent Variable: student achievement

According to Table 6, the size of the correlation or link (r) is .186. The coefficient of determination (r) calculated from the output is .035, implying that the independent variable (work attitude) has a 3.5% influence on the dependent variable (learning accomplishment).

From Table 7, given that the constant value (a) is 76.987 and the work attitude value (b) is .122, the regression equation may be expressed as follows:

Table 7. t-test X with Y

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	76.987	10.260		7.503	.325
	Work attitude	.122	.122	.186	3.001	.000

$$Y = a + bX$$
$$Y = 76{,}987 + 0{,}122$$

The constant in the equation is 76.987, which means that the value of the learning achievement variable constant is 76.987, and the X regression coefficient is .122, which means that for every 1% rise in the work attitude value, the student accomplishment value improves by .122. Because the regression coefficient is positive, we may conclude that the variable x has a positive impact on y.

C. Decision making in simple regression test

Based on the significant value from the coefficient table, a significance value of $.000 \leq .05$ is obtained, so it can be concluded that the work attitude variable (X) affects the student achievement variable (Y).

Based on the t value, it is known that the calculated t value is $3.001 > $ t column 1.701,
Comparison with t column:
 a = 5%
 df = n-k = (30-2) = 28
If seen from the distribution table, the value of the t column is
 = 1.70113

So that it can be seen that the value of t count = 3.001 with a significance value of $.000 < .025$, then HO is rejected and HI is accepted, meaning that it is possible to infer that work attitude (X) has a positive effect on student achievement (Y).

IV. CONCLUSION

Based on the findings of the study and the results of data management, the authors conclude that there is an influence of work attitude on student accomplishment at SMK Negeri 1 Tomohon. The influence is positive. It shows that work attitudes affect student learning achievement. Thus it can be said that if the work attitude is high, it will impact high student achievement. Vice versa, if the work attitude is low, it will also impact the low student achievement.

The working attitude of students in every school and at every level needs to be improved in various ways because it affects learning achievement. Principals, teachers, and teaching staff further instill a work attitude towards students to build student achievement. The results of this study can be used as reference material. Researchers suggest being able to develop research variables that are more varied than this research.

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