

THE CORRELATION BETWEEN THE NEED FOR ACHIEVEMENT, SELF-ESTEEM, LOCUS OF CONTROL, HABIT IN STUDYING, PARENTS' SUPPORT AND LEARNING ENVIRONMENT IN THE CLASS WITH UNDERACHIEVEMENT OF STUDENTS AT SENIOR HIGH SCHOOL IN MEDAN, INDONESIA

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ABSTRACT: *The objectives of this research are (1) to describe and to explain the correlation between the need for achievement, self-esteem, locus of control, habit in studying, parents' support and learning environment in the class as their contribution to the underachievement students, (2) to find a set of variables from among those that are under study, that are most efficient in explaining of underachievement students. This study is descriptive correlational in nature. The study was undertaken in 8 (eight) general high schools in Medan that constituted the sample of the study. The research subjects are all underachievers that totaled to 114 students. The data were collected through surveys using questionnaires, scales, inventories, and formats that are administered to student. The data obtained through surveys were analysed using a descriptive technique and multiple-regression with Stepwise. The results of analysis are drawn: (1) the underachievers were found to be low in need for achievement, self-esteem, tend to be internal in locus of control, have poor learning habit, low parental support, and poor learning environment in the class was found to be moderately strong with a multiple R of 0,544 ($p \leq 0,05$), with an effective contribution of 29,6%. (2) the most efficient set of independent variable in predicting of the underachievement students consisted of parental support, need for achievement, learning environment in class, and locus of control, which could explain 27,40% of the variance in the underachievement students. Based on the conclusions drawn, some suggestions are proposed as follows: (1) through appropriate design of learning environments, in facilitating the inculcation of impedent learners that are able not only to respond convergent question, but also have the habit to explore alternative solutions, and even to reshape problems before attempting to solve them, with the full backing of appropriate school culture, (2) the existence of one or more factors other than those that are investigated in this study that could explain of underachievers which should be further pursued*

KEYWORDS: Achievement, Selfesteem, Locus of Control, Learning Habits, Parents Support

INTRODUCTION

The educational psychologists generally believe that the achievement of an individual has a relationship with his/her ability. Basically, the achievement of an individual is the realization of his ability. It means that is intellectual ability that has more real functional relationships with one's learning achievement (Bennett, 1982; Aiken, 1985; Anastasi, 1988).

Based on the result of previous research conducted by Ardhana, 1980; Semiawan, 1984; and Pali, 1993 can be concluded that intellectual ability has a positive relationship with student achievement. It means that the level of one's learning achievement can be explained by variable

intellectual abilities. Pali (1993) said that a person who has the high intellectual ability tend to be able to achieve a high academic achievement as well.

Although the opinions of the educational psychologist and research results show that the level of intellectual ability is a predictor of one's learning achievement, but in reality is not always the same, there is also someone who has a high intellectual ability, but academic achievement is low (*underachievement*). The results of initial observation conducted in one of Senior high school found that approximately 17.5% grade II are underachiever students. Underachiever students are the students who have the general ability above normal level (based on Progressive Matrices tests), but the learning achievement obtained is low (below the value 6). The result of the research that has been done by Achir (1990) in two senior high schools in Jakarta identified that 39% of all students classified as underachiever students.. Gandiwirawan (1976) in a study conducted in Yogyakarta identified that 19.5% of students classified as "*underachievers*". US Commission on Excellence in Education (in Ford & Thomas, 1997) estimates that 50% of children in schools classified as "*underachievers*". Gowan; Gallagher; Raph, Terman & Oden; Goldberg & Passow (in Carr, 1991) estimates that 15-50% of students in the school classified as "*underachievers*". While Seeley (in Baker, 1998) estimates that 15 - 40% of the number of students in schools categorized as underachiever students. Rim (1986); Semiawan, (1997); Whitley (1988; and Munandar (1999), generally a person who is underachievement can cause a chaos in the classroom and in the family, they are described as a lazy childs, less interested in the subject, less of learning motivation, and some have dropped out of school.

The achievement that under the abilities of someone is a glaring problem of the various problems that occur in the school, because the students who potentially does not guarantee will be success on educational or productivity. The existence of a number of underachievement student, consciously or not, directly or not, will be able to raise the particular problems for the students themselves, school, family, and society in general, and it is a factor that affects the person's life, especially the academic life (Semiawan, 1997).

The basic problem is why there is a inequality between the level of ability and learning achievement of a person? What factors are associated with these inequality? To answer these questions, conceptually stated that the gap between the level of ability and learning achievement of someone is related to some of the characteristics of students, the support of parents, and the learning environment of students (Whitmore, 1980; Rimm, 1997; Clark, 1988; Butler-Por, 1993; Ford & Thomas, 1997; Semiawan, 1997; and Munandar, 1999).

Clark (1988) and Rimm (1986) in his book "*underachievement Syndrome: Causes and Cures*" stated that the achievement under the ability has a close relationship with low self-esteem. Butler-por (1993); Burgess (in Butler-Por, 1993); Morgan (in Whitmore, 1986) argued, that the locus of control and the need of achievement have a relationship with the achievement that under the one's ability level. Shaw and Dutton (in Butler-Por, 1993); Shaw (in Clark, 1988); Whitmore (1980); and zucone (1986) argues that the attitude and the support of parents affect the achievement under one's ability. Furthermore, Whitmore (1988) said that the learning environment in the classroom is the cause of the achievements under the ability.

Based on the study of theoretical and empirical facts, this research was focused to describe and explain the factors that affect inequality between learning achievement level of intellectual ability of students, namely the need for achievement, self-esteem, locus of control, study habits, parent support, and learning environment in the classroom. Further, examined which factors

was most significant for predicting achievement under the ability of Senior high school students in the city of Medan.

RESEARCH METHODS

Research Design

This type of research is *ex post facto* with a descriptive-correlational design that aims to make the description and interpretation of the existing relationship between the dependent and independent variables. In addition, explain the contribution of the independent variable toward the dependent variable, and what was the variables that are most significant to explain the achievements under the student's ability.

Subject Research

The subjects were all students of grade II of the eight senior high schools in Medan who have achievements under their ability. The steps on finding the students who has achievement under their ability were: *First*, find the students who have high intellectual capability by given a test of scholastic ("*Differential Aptitude Test*", Bennett 1982) to 3288 students, the criteria of scholastic ability is high if students achieve a percentage of 75% and above (Joni and Djoemadi, 1976). Based on the test of scholastic result, it was found 813 students who have high scholastic ability. *Second*, Collecting average test scores of all subjects gained by 813 students. The Average values are grouped into five (5) groups: highest, high, medium, low and lowest which were determined by the width of the interval. Based on the grouping of low and very low achievement, then of the 813 students who have high intellectual abilities, gained 114 students who have achievement under their ability.

Data Analysis

Data analysis technique used to answer research questions about the relationship between need for achievement, self-esteem, locus of control, study habits, parental support, and learning environment in the classroom with the achievements under the student's ability were Multiple Regression with stepwise method. Stepwise method used to find the independent variable most dominant influence on the dependent variable (Sugiyono, 2004).

RESEARCH RESULT

The results of this study indicate that the tendency of each variable need for achievement (mean 46.77 and deviation standard 2.864), self-esteem (mean 48.307 and deviation standard 4.150), locus of control (mean 14.63 and deviation standard 2.092), study habits (mean 48.456 and deviation standard 3.940), parental support (mean 34.307 and deviation standard 2.417), and the learning environment in the classroom (mean SD 102.009 and 5.615) are generally considered low.

Relationships of each independent variable, need for achievement (X1), pride (X2), locus of control (X3), study habits (X4), parental support (X5), and the learning environment in the classroom (X6) with the dependent variable, achievement under ability (Y) showed a significant positive correlation.

Table 1. Correlation coefficients of each variable with achievement under capability

Variable	N	R _{count}	R _{table}	Probability	Information
X1 □ Y	114	0.283	0.195	0.05	Significant
X2 □ Y	114	0.198	0.195	0.05	Significant
X3 □ Y	114	0.239	0.195	0.05	Significant
X4 □ Y	114	.228	0.195	0.05	Significant
X5 □ Y	114	0.338	0.195	0.05	Significant
X6 □ Y	114	.196	0.195	0.05	Significant

Relationship between independent variables (need for achievement, self-esteem, locus of control, study habits, parental support, and learning environment in the classroom) with the achievements under the ability shows the significant results as shown in Table 2 below.

Table 2. Results of multiple regression analysis

Model	R	R. Square	F	Sig. F
1	.544	.296	7,510	.000

Based on the table above, the R value of 0.544. The R Value of *Square* or the coefficient of determination is 0.296. Thus, the contribution of the independent variables together to the dependent variable (achievement under capability) by 29.6%. That is, there are 70.40% is contributed by other factors not disclosed in this study. Furthermore, the F value of 7.510 ($p \geq 0,05$) which means that the independent variables are jointly associated with the achievements under the capability.

The effective contribution of each independent variable is calculated by multiplying the formula standardized regression coefficients (beta) with *product moment* correlation coefficient or *zero-order correlation* (Hasan, 1995). The contribution of each variable can be seen in Table 3.

Table 3. Effective contribution of each independent variable the dependent variable.

variable	Standardized regression coefficients (beta)	Product Moment Correlation Coefficient	effective contribution
need for achievement	0.216	0.283	6.11
Pride	0.040	0.198	0.79
locus of control	0.261	0.239	6.24
habit in studying	0.146	0.228	3.33
parents' support	0.297	0.338	10.03
learning environment	0.175	0.196	3.43

According to the table above, it can be concluded that the effective contribution of need for achievement is 6.11%, self-esteem is 0.79%, locus of control is 6.24%, study habits is 3.33%, parental support is 10.03%, and the learning environment in the classroom is 3.43% of the achievements under the capability.

Based on the screening device the most efficient independent variables explain the dependent variable using stepwise method is described in Table 4.:

Table 4. The results of the screening analysis using stepwise method

Model	R	R Square	F	Sig. F
1	0.338	0.114	14.439	.000
2	0.429	0.184	12.520	.000
3	0.492	0.242	11.730	.000
4	0.523	0.274	10.286	.000

Based on the table 4, the main variables that explain the achievements under capability is parental support, locus of control, need for achievement and learning environment. Correlation coefficient of 0.523 with a coefficient of determination or R^2 of 0.274. This means that 27.4% of achievement under the student's ability is explained by parental support, locus of control, need for achievement and learning environment in the classroom.

DISCUSSION

The result showed that the tendency of each independent variable (ie need for achievement, self-esteem, locus of control, habit in studying, parents' support, and learning environment in the classroom) is relatively low. The results of multiple regression analysis Rated R is 0,544 which showed that the correlation of the independent variables with the dependent variable (achievement under capability) is strong ($p \geq 0,05$). Rated R Square is 0,296 which showed that 29.6% of the variation of achievement under the student's ability can be explained by variations in the overall independent variables. The remaining 70.4% is explained by other factors.

The reason mathematically (statistically) to support the role of his six independent variables, should also browse from the value perspective budya school (*school culture*) that characterizes every activity the school community. In this context, Moye (1999) mentions school culture is the values that evolved as a form of long-term goals of the school. These values are written in a clear vision and mission and should be implemented jointly by the entire citizen school. The Citizens schools should adjust their activities in each school with the vision and mission, so that the development of the school is getting better.

Pedersen (1991) argues that if the cultural values of the school did not materialize in any activity undertaken by each school community, it has had enormous influence on the behavior of student learning in the classroom and have an impact on students' progress slump. Creemers & Reynolds (1993), a strong school culture is characterized by the realization values of the organizational culture of the school by the entire school community, the development of schools become better and make students more satisfied, motivated and have a great commitment to the school.

Peters and Waterman (in Hanson, 1996) states, that the values are consistently implemented in schools that is both ensuring quality and service; always strive to be the best; pay attention to the trivial things; do not make the distance with students; do something as good as possible;

work through people (not just cooperate or to rule); spurring innovation; and tolerance of attempts have not been successful.

Based on opinion above, if illustrated in the context of the school, not all schools run like that theory. It is because of the vision and mission of each school is different. Differences in the school's vision and mission closely related to the cultural characteristics of school organization, covering the history of the development of the school, learners (raw input) and government support for the school, parental support, and alumni as well as the values of the culture that developed in school. By varying the vision and mission of each schools affect the difference in quality between one schools to another schools.

Based on the explanation above, it can be conclude that the improvement of cultural values in schools is inconsistent as it happens, will be given its own color to the activity of the school, which in turn can be fused lacking in self-image the entire school community, especially students and teachers. Less has the image of the school, will be able to make students and teachers lack of motivation high work to become the best.

Furthermore, the results of this study indicate that unimplemented of school culture is related to the lack of parental support of student learning at home and school. The impact of lower parental support it will be the least motivated students to study at home and school. Roinich et.al. (1997) stated that in the lack of concern and facilities for children in learning, then the child will be learning motivation slump and will ultimately affect the deterioration of academic achievement. Rimm (1983) stated that in the absence and lack of learning facilitation of children, then the children learning motivation will slump and will ultimately impact on Kemerotan learning achievement of children. Accles, et.al. (In Dornyei, 2001) suggested that parental support (in the form of facilitation) correlated significantly in improving learning motivation and learning achievement of children. The relationship is motivated by the high role model of motivation, the condition of effective family-supportive, responsible use of development time, the emphasis on high academic pres-tation and the level of confidence in their ability.

CONCLUSION

Students perform below the ability to have a relationship with the need for achievement, self-esteem, locus of control, habit in studying, parents' support, and learning environment in the classroom. Effective contribution of independent variables to the dependent variable of 29.60%. The tendency of other factors affecting the size of the effective contribution can be traced from the perspective of school culture that characterizes every activity the school community. Differences in cultural perspective portrayed in aspects of school disipline, achievement and competition, independence and prestige.

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