Correlation Achievement Motivation With Learning Achievement of Street Children in Elementary School Subdistrict Kemranjen District of Banyumas

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Article Info	Abstract
	Street children who can excel in formal schools can be an example for other street children who prefer to drop out of school. Learning achievements are not only influenced by high intelligence and only capable learning facilities, but learning achievements can also be influenced by other factors such as achievement motivation. The purpose of this research is intended to measure and identify or prove achievement motivation relationship with the learning achievement of street children in District Kemranjen Banyumas District. Penelitian ini dilakukan di kecamatan Kemranjen kabupaten Banyumas dengan 30 anak jalanan sebagai subjek penelitian. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif korelasi dengan menggunakan uji korelasi pearson product moment. The results showed that there was a positive and significant relationship between achievement motivation and learning achievement with a correlation coefficient value of 0.622. The level of relationship between achievement motivated variables with learning achievements has a strong level of relationship with a correlation coefficient value of 0622 * * Located at intervals of 0.60 – 0799. It is hoped that the study of teachers can have a study that can foster the motivation to achieve their students so that the child can be more in the spirit of learning and achieving their achievements at school.

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INTRODUCTION

Children are the next generation of the nation, so the right of the child to education becomes a top priority for all circles, the same rights also apply to street children Yuniarti (2012), street children are not children who Should be abandoned, but children who are very necessary to be cared for both in education and in the field of health.

Jufri (2012) in accordance with the regulation of the Minister of Social Republic of Indonesia number 08 year 2012 that street children are the children who spend most of the time at least 5-6 hours to do daily living activities on the streets, both for Make a living or wander the streets and other public places.

Street children have characteristics, aged between 5 to 18 years, who do activities or hang out on the road, the most boring appearance. As a generation of street children, there is also the right to identify education and get facilitation in accordance with the rights of the nation and nation.

Schools as an educational institution can be used by street children to learn and obtain a better life as a result of education. The school is also a formal educational institution that helps street children learn in a sustainable way. Schools can be educational institutions for street children to change their lives into better individuals.

Learning achievement is one measure to show success. According to Tirtonegoro (2001) learning achievement is an evaluation of the results of learning activities expressed in the form of symbols, numbers, letters and sentences that can reflect the results that have been achieved by each child in a certain period.

The research conducted by Martin, A. J, (2009) mentions that the achievement of learning is influenced by a number of good factors that come from inside the students (internal) or coming from outside students (external). Factors that come from within the students (internal) include emotions, attitudes, habits, motivations, interests, and self-adjustments. Factors that come from outside the students (Extenern) include the environment of the family, school environment, neighborhood friends, curriculum, programs, facilities and infrastructure as well as teachers, community environment.

With regards to the factors affecting the learning performance above, it is needed one of them is motivation for achievement. The motivation for achievement is one of the factors that support street children in order to excel in the midst of their many shortcomings.

Mulyadi (2008) suggests that street children who are forced to work for a living, have made them have a dilemma to choose between working to help parents (dropouts) or stay in the midst of financial impact. For those who choose to stay in school and work during the day after school, they will experience disturbances either physically or psychologically. They have to indirectly divide their time between work and study. But they still have behaviors that reflect that they have a high motivation for learning.

Research conducted by Asnandar (2017) in the city of Samarinda mentions that the street children who still want to go to school have a responsibility to the duties given from the school although they have to divide the time between school and Work on the streets.

According to Worell, in Hadinata (2006) in the aspect of motivation to learn in the students there are responsibilities, diligent, effort, feedback, time and purpose. Efforts on street children who are still in school are also seen in between their free time on the streets that they are carrying a book of school packages and not infrequently doing homework amid the street crowd as a form of responsibility to School assignments.

The efforts of the street children to excel in accordance with the opinion of Santrok (2007) which mentions that achievement motivation gives a big influence on the achievement of people gained. A person who is motivated by high achievers will always be passionate and ambitious, perform the tasks given to him in the best possible, learn more quickly, and have achievements in their field of expertise. With high achievement motivation, street children can perform well in school.

In line with this research conducted by Siregar (2017) shows the positive relationship between achievement motivation and academic

achievement with a partial correlation of 0.844 with P of 0.000 (P < 0.05), which means the higher the motivation of achieving a person, the higher the academic achievement.

Another study of Sari (2018) mentions that it can be a significant relationship between the motivation of learning with the learning achievement of students stating there is a significant relationship between the learning motivation of students with the learning achievement of student VIII SMP Negeri 1 Sukadana Year lesson 2016\/2017 received.

From some of the research above shows the connectedness between achievement motivation and students ' learning achievements, but some of the above studies are conducted on ordinary students who do not have low job and economic burden, It makes researchers want to examine the same relationship but with the different research subjects that are street children who become beggars and able to achieve, it is interesting to be researched because the most street children It's time to Dihabisan in the street and even the time to study is less likely but they are still able to excel at school and can compete with other students.

METHOD

The method used by this research is quantitative with quantitative design correlation, i.e. researchers can see a variable-free relationship to a bound variable. A free variable or (X) is an accomplished motivation, while the other variables are learning achievements (Y).

In this study, the population was a street child in Kemranjen Sub-district of Banyumas, 120 authors took 25% samples from the population, so the number of research samples became 30 street children.

The analytical techniques used are correlational with statistical analyst techniques on the relationship between two or more variables. This analysis is used to determine the correlation between variables and the formula of the product moment.

RESULTS AND DISCUSSION

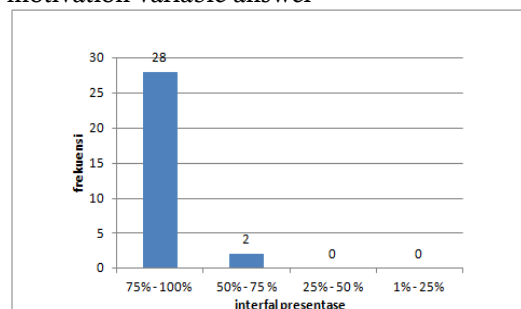**Variable motivation of Prestige**

Variable Achievement motivation obtained through an accomplished motivation variable questionnaire whit get A 10-item statement with a number of respondents 30 street children who are students in the Fornal school. Based on the achievement motivation data processed using SPSS 25 program, it is achieved the highest score of 40 and the lowest score of 29. The results of the analysis show an average of 34.4; Median 34.5; 31 mode and the standard deviation of 3.34.

Table 1. The respondent's response distribution on motivational variables

Interval percent	Kategori	Frequency	%
75 - 100	Very high	28	93
50 - 75	high	2	7
25 - 50	medium	0	0
1 - 25	Low	0	0
Total		30	100

According to the table above, shows that in general the motivation of achieving street children in the district Kemranjen in a very high category of 93% or 28 children is located at a percentage interval of 75%-100% and 7% or a number of 2 children in the high category Located on Interfal percentage of 50%-75%. More clearly the results of the percentage of respondents responses to the motivational variables an accomplished researcher presented in the form of the histogram as follows

Figure 1. Percentage score of the achievement motivation variable answer

Further researchers present data on the reply of prersented questionnaire to the achievement of motivational variables also in the form of pie charts as follows :

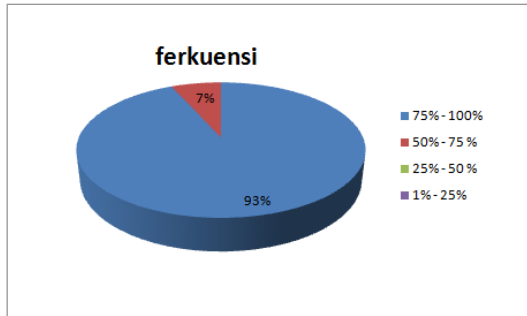**Figure 2.** Pie diagram of the answer to the questionnaire variable achievement motivation

Table 2. Distribution of each achievement motivation indicator

No	indicator	average score	percent	criteria
1	Desire and desire to succeed	7.00	88	Very high
2	Encouragement and needs	7.30	91	Very high
3	Hopes and ideals	10.17	85	Very high
4	Achievement	9.87	82	Very high

Can be seen in the distribution table each achievement indicator shows the majority of indicators in the achievement motivation of street children belong to a very high category, named from the four motivating indicators of achievement, Push indicators and needs greater than the percentage of the other indicators of 91% of the thing illustrates the motivation of achieving street children very high based on the drive and the need to excel in school Formal, Encouragement is the urge to actively learn that can be obtained from oneself and others and the urge to get high scores in schools and the need to study in school it makes street children can Motivated to achievers in the.

Meanwhile, the other performance motivations indicators also contribute to forming a high-performance motivation for street children.

Learning achievement variable

The learning performance Instrument of street children in this study is the analysis of the value of street children raport in formal school. Data of the Raport value obtained from the documentation is then analyzed with the help of the computer program SPSS 25 which can then be interpreted as the result of the data processing of the Raport value.

Arikunto (2006 281) reveals, criticizing the study achievement assessments as follows:

Table 3. learning achievement assessment criteria

value of 100	value of 10	explanation
80-100	8.0-10.0	good value
66-79	6.6-7.9	well
56-65	5.6-6.5	less
40-55	4.0-5.5	failed
30-39	3.0-3.9	good value

The following are the results of the data processing that has been done:

Table 4. The recapitulation of Strongswan Raport street children in the district of Kemranjen

NO	Respondent code	Score	Criteria
1	Res-1	84.55	good value
2	Res-2	87.3	good value
3	Res-3	89.7	good value
4	Res-4	85.4	good value
5	Res-5	84.15	good value
6	Res-6	84.6	good value
7	Res-7	83.15	good value
8	Res-8	81.8	good value
9	Res-9	84.35	good value
10	Res-10	85.5	good value
11	Res-11	82.65	good value
12	Res-12	83.25	good value
13	Res-13	84.85	good value
14	Res-14	80.3	good value
15	Res-15	85.8	good value
16	Res-16	84.7	good value
17	Res-17	80.35	good value
18	Res-18	80.2	good value
19	Res-19	85.05	good value
20	Res-20	80.05	good value

21	Res-21	80	good value
22	Res-22	86.75	good value
23	Res-23	78.9	well
24	Res-24	83.15	good value
25	Res-25	84.2	good value
26	Res-26	84	good value
27	Res-27	83	good value
28	Res-28	83	good value
29	Res-29	84	good value
30	Res-30	84	good value
Average		83.62	good value

Looking at the table above shows that the value of street children who attended formal school in three elementary schools in the district Kemranjen namely SDN 1 Pagaralang and SDN 2 Pagaralang and SDN 3 Pagaralang showed the majority of street children have excellent learning achievement demonstrated by the accumulation of the value of subjects in the school of the even semester of the 2019/2020 academic year.

The Data that has been collected then sought the correlation of achievement motivation with the learning performance of street children, then the calculation of the correlation product moment with the help of computer application SPSS 25, obtained the following results:

Table 5. Correlation test Result

Variabel	Sig value	correlation coefficient value	interpretation
achievement motivation with learning achievement	0.00	0.622**	Strong

Can be seen in the table above the hypothesis test results for an accomplished motivational variable having a Sig value of 0.000 < 0.05 so that Ho is rejected and Ha accepted, seeing it can be simulated that there is a link between achievement motivation with the learning achievement of street children.

Further to know the level of the relationship between achievement motivation and learning achievement can be done by looking at the value of correlation coefficient in table of relation strength. The results of the hypotheses of the relationship for motivational variables in achievement with the learning performance indicate the value of the correlation coefficient of 0622 * *, the value of the correlation coefficient is further consulted by the table for Relationship degree guidelines, by looking at the table of degrees of relationships, it can be concluded that between an accomplished motivational variable with a learning achievement has a strong level of relationship with the value coefficient of correlation 0622 * * Located at intervals 0.60 – 0799.

Referring to the results of hypotheses test with Pearson Produck test moment a partial relationship between an accomplished motivational variable and a learning achievement can be concluded to have a strong relationship.

An accomplished motivational relationship with Street child learning achievements

Students with high achievement motivation will learn longer than low-motivated students. Students who have high achievement motivation are more likely to have success in working on the tasks in the school.

The opinion is strengthened by the opinion of Weiner (Wuryani, 1988:161) that the students will be motivated to continue to carry out their duties longer than those of students who are less than high in their own achievements, even after they have experienced failure and To connect its failures with no or less effort. Students who are motivated to achieve achievements want to expect to succeed and if they fail will try harder until they are suskes.

Hamzah B. Uno (2006:29) mentions that the motivation factor of achieving an individual's indicator of the motivating motivation is that an individual has a passion and a desire to succeed. Students with the same abilities as well as the same family environment, but if the spirit to complete the task is different, the result will also differ. Students who have a high success desire will be faster and precise in completing their duties. While the students have no desire to succeed, it is slower to work on the task.

In line with the opinion of B. Uno above the results of a questionnaire of achievement motivation about the indicator of the presence of desire and the desire to succeed in this research shows a very high level of 93% the percentage of street children of 30 samples or as many as 28 street children whose formal schooling lies in Interfal 75%-100% and belongs to the category of very high achievement motivation while 7% or two other street children belong in high order, it is Demonstrate how high the street's achievement motivated the child with the desire and desire to succeed. Although with the limitation of learning time of the street children with a desire and a desire to succeed the high able to compete with other normal students.

The next indicator is the encouragement and need to learn, sometimes someone accomplishes the task precisely because of the urge to avoid fear of failure. Students will appear to work more seriously for fear if the task is not resolved properly, They will be marked by teachers, parents, even diolok-olok by friends. Then it can be said that student success is driven by a factor that comes outside of him. In line with the opinion of the measurement with a poll questionnaire based on the indicator of the impulse to learn street children shows that street children have the urge to learn very high it is demonstrated by The average value in measurement using an accomplished motivational poll questionnaire for street children indicators earns a score of 7.30 with a percentage of 91% and belongs to a very high category.

With a willingness to learn high street children in the district Kemranjen still maintain their education and stay in school even though they have time limitation to study and economic alignment does not make them dropouts. One of the factors of street children did not attend school and did not continue to study they were built schools are due to limited funds and time is very less because they have to work on the road more than 6 hours every day.

The opinion is strengthened by the research results from Kamsihati (2016) in District Sugihan Cilacap District as many as 22 children who dropped out of primary education, namely the level of elementary education (ELEMENTARY School) and secondary school education First (junior high School) is due to the poor family factors and the loss of curiosity to learn because it is more prioritized to work and to find money. Seeing this was a very concern for the age that children still had to drop out of school and abandon their right as a student in a formal school. Street children in the district of Kemranjen who are constantly excited and motivated to continue to Excel and learn will certainly be a demonstration for other street children who have the same family and economic background to keep learning.

The next indicator according to B. Uno (2006:29) is future expectations and ideals. The emergence of ideals in students accompaniments the development of personality. Ideals are a willingness to be accompanied by common sense calculations. So ideals are not imaginary, but a will that can be fought. Ideals will strengthen learning behaviour. So that it can realize self-actualisation in students.

In line with the opinion of the measurement results using the achievement of motivational questionnaire for the indicator of hope and future goals of street children showed a very high sexor with a value of 10.17 with Percentage of 85%. Street children as a child generally have high hopes and ideals despite the midst of limitations as beggars in the street do not close their hopes to change their lives towards a better life. These hopes and ideals keep them in school and become their motivation factors for achievement.

The final indicator for motivational achievement according to B. Uno (2006:29) is a tribute. A student in his first repatriation gets a good value, so he will be even more excited. Achievement motivation strengthened with high replay value. same with the results of achievement motivation measurement for the indicators of appreciation by using the achievement of outstanding Motivation Questionnaire, street children in the district of Kemranjen formal schools show the Value of 9.87 and a percentage of 82%.

The award is the praise of the teacher when the street children get high scores,

although only praise and motivation but make the street children feel comfortable and proud to study in the school it is found With the option on the item statement on the award indicator is "My teacher gave me a gift if I was able to answer the question" with the item number 12 average option get a value of 4 of the susceptible 1-4 answer value of 17 or 56.7% of the subject Get a gift or compliment from their teacher when they are able to complete the task properly and answer the question of the teacher well and 9 other or 30% get the average value of 3 of the vulnerable 1-4 answer value, in more detail can Seen from the analysis results of SPSS 25 for item statement 12 which is coded P12 below:

Table 6. Item Motivation Questionnaire Achievement Indicator Award

P12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RG	4	13.3	13.3	13.3
	S	9	30.0	30.0	43.3
	SS	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

From the results it illustrates that the award in the form of praise or other forms of the students get good results are very necessary to be done by the teacher because it can motivate the students to achieve, in line with the opinion Research from Widayanti (2018) There is a positive correlation of reward (X1) to Learning achievement (Y) of 0.91 (very strong relationship level) between the influence of reward or appreciation for learning achievement. This means that the greater the reward influence given by the teacher, the greater the learning achievement of the students.

From the explanation that has been presented above can be concluded that the motivation of achieving street children who are formal school in the District Kemranjen Banyumas District is very high by looking at several factors such as Desires and desires to succeed, encouragement and needs, hopes and ideals and rewards in the form of praise and gifts given by the teacher or parents.

Further to know the relationship form and the relation between the achievement of motivation the with street children learning achievement, researchers conducted a partial test using the Pearson Product moment test to find out the relationship between achievement motivation with Street Child learning achievement as result of the test obtained results that for the achievement motivation variable has a value of Sig 0.000 < 0.05 so Ho rejected and Ha accepted, see it can That there is a relationship between achievement motivation and street child learning achievement.

Furthermore, there is a strong level of relationship between achievement motivation and street Child learning achievement with a value of 0.622[**] and located on Interfal 0.60-0.799 at the degree of relationship belonging to strong relationship, which means High motivation performance of street children, the greater the achievement of learning Street children. The results of the tests that have been done are as follows:

Table 7. Correlation test Result

Variabel	Sig value	correlation coefficient value	interpre tation
achievement motivation with learning achievement	0.00	0.622[**]	Strong

From the results obtained in the calculation in the table above is 0.622[**] In the absence of negative signs (-) It means there is a significant positive relationship between the achievement motivation with the learning achievement of street children. Thus, it can be concluded that if the higher the motivation of achievement, the higher the performance of the street children. Conversely, if the motivation of low achievement of street child learning is also low.

Based on the results it can be known that achievement motivation is a very important factor to support learning performance for street children. The opinion is in line with the motivational theories expressed by Mc Clelland and Atkinson (Djiwandono, 2009) The most

important motivation for educational psychology is an accomplished motivation, whereby one tends to struggle to achieve success Or choose an activity that is oriented for a successful or unsuccessful purpose.

Another degree that reinforces research results is the opinion of Murray in Winkel (2004) Achievement Motivation (achievement motivation) is the driving force to achieve the highest level of learning achievement as possible for the sake of hope. The other Penelelitian that strengthened the results in this study was the study conducted by Achmad (2017) which showed that achievement motivation has a positive correlation to the learning achievement because, the first hypothesis testing showed RS calculated > RS table (0.595 > 0.396), concluded that there was a significant relationship between achievement motivation towards learning achievement of Class VIII A Junior High School 7 Prafi school year 2016/2017.

From the research and theories and other investigations that support the results that have been done can be concluded that there is a positive relationship with the category of strong relationships between achievement motivation with the learning achievement of street children, The achievement motivation in question is the desire and the desire to succeed from the high street children and the encouragement and the need to actively learn and motivation from teachers and parents who also support the learning achievement of street children, Hope and goals in the future to live better and the appreciation of the teacher Dengna give praise and gifts of the street children are able to get good results in the lesson also helped support the learning achievement of street children in formal schools.

CONCLUSION

Based on the research and analysis that has been done by using tests partially and simultaneously against three free variables and one variable is bound, namely the relationship between achievement motivation and parenting patterns and interpersonal relationships with learning performance of street children can be concluded that there is a link between achievement motivation with learning achievement with significance value that is 0.000 < 0.05 so that Ho rejected and Ha accepted, relationship level Between achievement motivation with learning achievement included in strong relationship level with the value of correlation coefficient 0.622** included in Interfal degree of relationship 0.60 - 0799.

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