Jurnal Ekonomi
Volume 13, Number 03, 2024, DOI 10.54209/ekonomi.v13i03
ESSN 2721-9879 (Online)
https://ejournal.seaninstitute.or.id/index.php/Ekonomi

The Influence Of Task Load, Student Engagement, And New Student Selection On Learning Achievement Of Students At SMP Negeri 63 Batam

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Article Info
Keywords:
Task Load,
Student Engagement,
New Student Selection,
Learning Achievement.

ABSTRACT
This research aims to identify the influence of task load, student engagement, and new student selection on the learning achievement of students at SMP Negeri 63 Batam. The research method used is quantitative with a survey approach. The population of this study includes of all 220 seventh grade students at SMP Negeri 63 Batam. Data were collected through questionnairesand analyzed using multiple linear regression. The result of the study indicated that task load, student engagement, and new student selection have a positive and significant effect on students learning achievement with an F value of 130.513 > F table value of 2.646 and a significance level of < 0.001. This research is expected to contribute to the improvement of strategies and the quality of education more effectively at SMP Negeri 63 Batam.

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INTRODUCTION

One measure of a students success in the learning process can be seen from their academic achievement (Mukaromah et al., 2018:15). Academic achievement is an attaintment obtained by students in learning activities, achieved through studying, completing assignments, test, or exams at a certain educational level, in the formof grades or scores obtained from evaluations conducted by teachers (Lomu et al., 2018:745). Students' academic performance may be seen by comparing the amount of topics they studied to the grades they received from their teachers. This also applies to informatics subjects, where each learning activity is expected to result in optimal learning outcomes.

One factor that affects students academic achievement is their task load at school. This relates to homework, projects, quizzes, exams, or their assignments that students must complete as part of their learning at school. The task load can vary depending on the level of education, subject, or school curriculum. Based on field interviews with teachers, students, and parents/guardians at SMP Negeri 63 Batam, it was revealed that many students complain about the excessive number of assignments. Not only do students have complete subject related task, but there are also various other assignments outside of academic subjects, such as mandatory school activities and extracurricular assignments. Student's rest time is reduced because it is used to complete the piled up task. According to observations, students often appear unenthusiastic, lose interest in learning, and are late in filling out reflection sheets or

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submiting assignments. This issue occurs not only in one subject but also in others, causing students to feel overwhelmed by the numerous tasks.

Student engagement in school is driven by intrinsic motivation or individual needs, which foster positive feelings and enable students to continue their practice with perservance and convidence. Therefore, enhancing student engagement in school is an effort that can determine students success in school (Fikrie & Ariani, 2019:103). Learning activities in schools encompass various activities designed to enhance student engagement, such as independent task, group assignments, and active class participation. Students get the chance to practice taking initiative and thinking critically via independent work, while group assignments allow them to collaborate, communicate, and share ideas with classmates. Additionally, student participation in school activities, such as engaging in class discussions, presentations, and projects, is highly encouraged based on the comprehensively developed teaching modules by the school. Positive learning outcomes correlate with student engagement. Students that actively participate in behavioral, emotional, and cognitive activities tend to do better in school (Mulyadi & Asra Omika, 2023:161).

Another factor that also affects academic achievement is the selection of new students. New students admitted through the zoning based enrollment system live closer to public schools compared to those admitted throught the achievement based enrollment system. However, the drawback of the zoning system is that all students who apply must be accepted to be able to pursue their education at the school. The composition of students admitted through the zoning system tends to have lower and more varied scores compared to students admitted through the achievement system. One of the many problems with using the zoning method at SMP Negeri 63 Batam is that, in comparison to students enrolled through other routes, those admitted using the zoning system often have inferior cognitive capacities and academic accomplishments.

METHODS

Learning Achievement

The term "learning achievement" refers to the results obtained by individuals during a certain time period as a result of their exertion in learning, which can be represented by symbols, letters, or phrases (Arrixavier et al., 2020:83). Learning achievement is an outcome of the learning process within a definied period. It can also be pretended as the measurement of student's ability to absorb the material provided by educators. It's the responsibility of students to learn in orded to develop their potential. Through evaluating students learning achievements, we can assess the extent of student's diligence in learning and monitor their progress in understanding the material (Ashshidieqy, 2018:74).

Learning achievement is the outcome acquired after completing the teaching and learning process. Each learning activity aims to reach the best possible results. Achieving good learning outcomes is challenging, because there are a lot of moving parts when it comes to students' achievement, and it takes a lot of work to reach the top (Giovanni & Komariah, 2019:151). Accomplishment in learning is intrinsic to and results from learning itself. It's

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signifies an individual's success in learning aligned with the learning objectives set after evaluating the learning activities (Budi, 2022:29).

In light of the foregoing, it is reasonable to assume that students' performance in the classroom is indicative of how well they understand and apply classroom instruction. It also mirrors student's diligence in learning and allows monitoring of their progress in understanding the material. Achieving learning achievements is not easy, as it's influenced by several factors and students need to make significant efforts toattain good learning outcomes. The indicators of learning achievement are divided into three categories there are: (1) Cognitive. Cognitive indicators relate to students understanding and intellectual thinking. This includes everyhing related to knowledge, analytical thinking and problem solving. (2) Affective. Affective indicators relate to students feeling, attitudes, motivation and emotional responses to learning and subject matter. (3) Psychomotor. Psychomotor indicators relate to students phisical skills and motor movements (Misbah, 2022:146).

Task Load

Students get a deeper understanding of the concepts taught in class through assignments, which are a type of hands-on activity, either individually or in groups. Its purpose is to enhance student's cognitive abilities and creativity. Regulary assigned tasks can instill a habit of positive learning attitudes and can also motivate students to learn independently (Reski, 2019:34). Cognitive task load involves the mental processes required for acquiring knowledge and comprehension, including activities such as thinking, knowing, remembering, judging, and problem solving. Cognition, in general, refers to all mental activities involved in receiving information (Nurwanda et al., 2020:2631). Although task may be burdensome for students, they are educational and can make students active and creative in school. Assignments also provide work for students at home, helping them better understand the material presented in class. Tasks should also be varied to encourage students to study more diligently (Wulansari, 2021:157).

Based on the above statements, it can be conclude that student task load refers to the assignments given by teachers to students, either individually or in groups. The purpose is to enhance student's cognitive abilities and creativity by involving them in the process of understanding the material. Although task can be burdensome, they have a positive educational impact. Regular assignment giving helps instill positive learning attitudes and encourages students to learn independently. Cognitive tasks involve mental activities such as thinking, knowing, remembering, judging, and problem solving, which ultimately support material comprehension. In order to keep students motivated, tasks should be diverse and provide them opportunity to practice what they have learned at home. The working conditions, the usage of working time, and the objectives to be attained are some indicators of the task load or burden that students get (Koesomowidjojo, 2017:33). According to the explanation, a hypothesis was proposed, namely: H1: The impact of task load on learning success is favorable and statistically significant.

Student Engagement

The learning process is greatly enhanced when students actively participate. Student involvement is positively correlated with learning accomplishment, according to a large body

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of data. (Karabıyık, 2019:282). High student engagement in the learning process is shown through active participation behaviors such as paying attention to material explanations, completing assignments given by educators, and preparinng for various learning models, which can directly improve students academic performace. Therefore, efforts to incrase student engagement in the blended learning process are important to maximize the learning objectives (Lei et al., 2018:518).

Students who are interested in a subject tend to focus on it, perceiving it as personally meaningful and striving to grasp it's intricacies. They enjoy engaging with it, either because it can lead to something or because of it's intrinsic value. The learning process will proceed will be effective if students ate interested. They will learn regulary and effectively, and they will succed if they have a high interest in the subject being studied. Student engagement will reduce undesirable behaviors such as cheating, skipping class, not listening to the teacher, and other negative behaviors, and will foster self awareness to adhere to school rules (Rahman & Rusli, 2020:2).

The foregoing arguments lead to the conclusion that active participation in school activities by students is crucial to their academic success. Student engagement includes students attitudes and participation in various school activities, which have a positive impact on their academic achievement. Students who are actively engaged in the learning tend to better understand the material, complete assignments, and achieve good academic performance. There are also three indicators used to measure student engagement in analyzing research data namely, actively participating in group discussion, expressing personal opinions, Completing individual tests (Gaghunting & Bermuli, 2023:90). According to the explanation, a hypothesis was proposed, namely: H2 : Learning achievement is positively and significantly impacted by student involvement.

New Student Selection

In formal education, the first step to commence at an educational level is through enrolling new students. There is a selection procedure that schools use when they are accepting new pupils. In order to promote equitable educational opportunities and expanded access to educational services, this procedure is required to be nondiscriminatory, objective, transparent, and responsible. Regulation No. 17 of 2017 concering New Student Admission, published by the Minister of Education and Culture, is a step in the right direction toward educational equality. The zoning method that schools are required to employ when accepting new pupils is outlined in this rule (Paramartha et al., 2020:284).

In the process of admiting new students, the community has been accustomed to using national ecams scores or school administered tests as criteria for acceptance into desires schools. Over time, this has shaped public opinion regarding favored and non favored schools (Rohmah et al., 2020:26). Students with strong qualifications, both academically and financially, tend to prefer attending schools considered favored, even if these schools are located for from their residences. As a result, schools perceived as non favored are populated by students with average qualifications, both academically and financially, and face a shortage of students (Mu'ammar, 2019:102).

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The zoning system is a method of regulating the process of admitting new students based on their residential areas. This system is governed by Minister of Education and Culture Regulatin No. 14 of 2018 and is aimed at eliminating the distinction between favored and non favored schools (Nurviana et al., 2021:86). After considering the information provided, it is clear that the process of admitting new students to formal education is crucial for ensuring educational fairness. This is because it marks the beginning of a student's educational journey. The zoning system aims to address this issue by organizing student admissions according to their residential areas, thereby eliminating the perception of favored and non favored schools. This is expecter to promote educational equity, reduce disparities in student quality, and guarantee that every school has a fair chance to grow. Some factors that serve as indicators of the influence of new student selection are objective, accountable, transparent and non discrimination (Paramartha et al., 2020:286). According to the explanation, a hypothesis was proposed, namely: H3 : Learning achievement is positively and significantly impacted by new student selection.

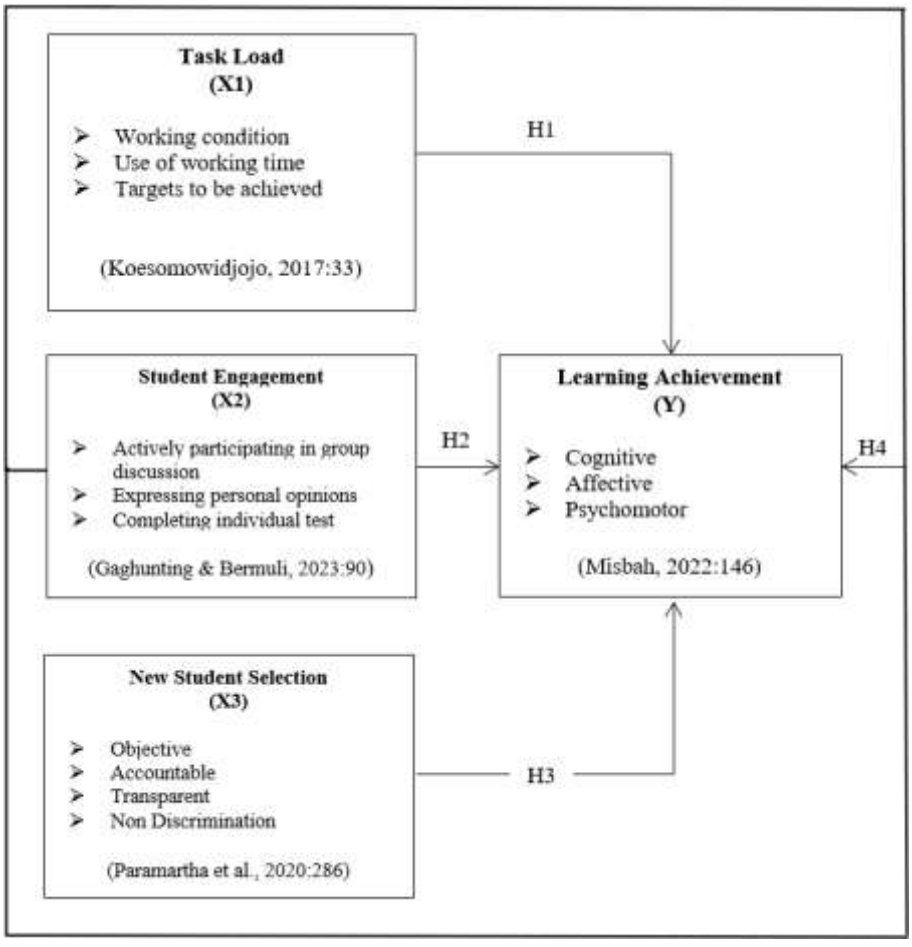

Figure 1. Research Method

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RESULTS AND DISCUSSION

Validity Test

To determine if the research instrument's questions are legitimate, a validity test is employed. This research instrument's validity and reliability in measuring the variables under study may be further assured with the findings of the construct validity test (Sugiyono, 2021:180). The validity test meets the criteria if: (1) Calculated r is greater than r table, instrument is valid. (2) Calculated r is less than r table, instrument is invalid.

Table 1. Task Load Validity Test

Variable		Calculated r	R table
Task Load (X1)	X1.1	.599	0.132
	X1.2	.490	
	X1.3	.634.	
	X1.4	.572	
	X1.5	.581	
	X1.6	.560	
	X1.7	.622	
	X1.8	.635	
	X1.9	.637	

Source: SPSS Output Result

Table 1 displays the results of the data analysis, the validity test for the 9 elements of task load indicators is declared valid because the calculated r is higher than r table.

Table 2. Student Engagement Validity Test

Variable		Calculated r	R table
Student Engagement (X2)	X2.1	.456	0.132
	X2.2	.629	
	X2.3	.669	
	X2.4	.691	
	X2.5	.676	
	X2.6	.708	
	X2.7	.585	
	X2.8	.597	
	X2.9	.635	

Source: SPSS Output Result

From the data analysis result shown in the table 2, the validity test for the 9 elements of student engagement indicator is declared valid because the calculated r is higher than r table.

Table 3. New Student Selection Validity Test

Variable		Calculated r	R table
New Student Selection	X3.1	.793	0.132
	X3.2	.611	

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Variable		Calculated r	R table
(X3)	X3.3	.670	
	X3.4	.622	
	X3.5	.698	
	X3.6	.680	
	X3.7	.683	
	X3.8	.733	

Source: SPSS Output Result

From the data analysis result shown in the table 3, the validity test for the 8 elements of new student selection indicator is declared valid because the calculated r is higher than r table.

Table 4. Learning Achievement Validity Test

Variable		Calculated r	R table
	Y.1	.667	
	Y.2	.666	
	Y.3	.586	
Learning	Y.4	.553	
Achievement	Y.5	.669	0.132
(Y)	Y.6	.625	
	Y.7	.620	
	Y.8	.658	
	Y.9	.629	

Source: SPSS Output Result

From the data analysis result shown in the table 4, the validity test for 9 elements of learning achievement indicator is declared valid because the calculated r is higher than r table. It follows that the variables of student involvement, work load, and new student selection are all legitimate.

Reliability Test

Reliability testing is conducted by verifying the instrument only once, by obtaining data from respondents and then analyzing the consistency of their responses to the questions in the instrument. The reliability test will reveal how trustworthy the research tool is for measuring the variables under investigation. The higher reliability instrument, the more trust worthy and valid the result of the research will be (Sugiyono, 2021:186).

Table 5. Reliability Test Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.904	35

Source: SPSS Output Result

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If cronbach's alpha exceeds 0.70, all variables are deemed reliable. The table 5 above indicates a cronbach's alpha of 0.929, suggesting that task load, student engagement, new student selection and learning achievement are reliable.

Multicollinearity Test

Multicollinearity test identifies strong linear relationships between independent variables in a regresion model. It makes use of a VIF cutoff of 10 and a tolerance cutoff of 0.1. When the VIF value is more than 10 or the tolerance score is less than 0.1, multicollinearity is present. In contrast, a tolerance score greater than 0.1 or a VIF value lower than 10 indicate the lack of multicollinearity.

Table 6. Multicollinearity Test Result

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.256	1.644		3.198	.002		
	Task Load	.505	.064	.490	7.861	.000	.424	2.358
	Student Engagement	.253	.051	.283	4.944	.000	.503	1.987
	New Student Selection	.132	.058	.124	2.288	.023	.556	1.799

a. Dependent Variable: Learning Achievement

Source: SPSS Output Result

When looking at table 6,, the tolerance value for task load is 0.424, student engagement is 0.503, and new student selection is 0.556, meaning all variables have a tolerance value > 0.10. VIF score for task load is 2.358, student engagement is 1.987 and new student selection is 1.799, meaning all variables have a VIF value < 10.00. The results demonstrate that the independent variables do not exhibit multicollinearity.

Heteroskedasticity Test

Heteroskedasticity test is used to examine whether the variance of data within a group differs among it's members. If the variance of data is considered the sam, it's referred to as homoskedasticity. This test aims to identify whether there is a non uniform variability pattern among group members. If the rest results indicate heteroskedasticity, it means that the data variation is not constant and may affect the statistical analysis result.

Table 7. Heteroskedasticity Test Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.308[a]	.095	.056	9.87121

a. Predictors: (Constant), X2_X3, X1_Quadratic, New Student Selection, Student Engagement, X2_Quadratic, Task Load, X3_Quadratic, X1_X3, X1_X2

Source: SPSS Output Result

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Table 7 shows the white test results, and the resulting Chi Square value is 20.90, which is the product of 220 and the R Square value of 0.095. The value of the chi-square table with df = n-1, where n = 220, is 254.523. It may be determined that heteroskedasticity is not present because the estimated result of the Chi-square test is less than the value of the Chi-square table.

Multiple Linear Regression Analysis

A technique for making predictions using a set of independent variables and a set of dependent variables is multiple linear regression (Novebrian Maharadja et al., 2021:96).

Table 8. Multiple Linear Regresion Result

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.256	1.644		3.198	.002
	Task Load	.505	.064	.490	7.861	.000
	Student Engagement	.253	.051	.283	4.944	.000
	New Student Selection	.132	.058	.124	2.288	.023

a. Dependent Variable: Learning Achievement

Source: SPSS Output Result

The equation may be stated as follows, using the findings from the multiple linear regression test shown in the table above:

$$Y = 5.256 + 0.505\ X1 + 0.253\ X2 + 0.132\ X3$$

With a score of 5.256, the constant value is positive. This positive value indicates a direct influence between tas load, student engagement, and new student selection on students learning achievement. If the variables task load, student engagement, and new student selection have a value of 0, then this constant value of the learning achievement variable.

The regression value score for the task load variable is 0.505. If other variables remain constant, then each additional 1 point in task load will incrase the learning achievement score. A positive task load value means there is a direct influence between task load and learning achievement. The regression value score for the student involvement variable is 0.253. If other variables remain constant, then each additional 1 point in student invilvement will incrase the learning academic achievement score. If the student engagement value is positive, it indicates that student involvement has a direct impact on learning attainment. The regression value score for the new student selection variable is 0.132. If other variables remain constant, then each additional 1 point in new student selection will incrase the learning achievement score. There is a clear relationship between the selection of new students and their academic performance if the new student selection value is favorable.

T Test

Using a T test, one may ascertain if the independent variables have a significant partial effect on the dependent variable. (Darma, 2021:41).

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Table 8 shows the results of the t test, which lead us to the following conclusions:

1. A computed t-value of 7.861 is more than the t-table value of 1.971, and the significance value is less than 0.001, which is less than the significance threshold of 0.05, indicating a heavy workload. This demonstrates that task load partially and significantly affects students learning achievement. This supports the hypothesis testing, confirming acceptance of H1
2. The estimated t-value of 4.944 is more than the t-table value of 1.971, and the significance value is less than 0.001, which is less than the significance threshold of 0.05, indicating student involvement. This shows that student engagement partially and significantly influence students learning achievement. This supports the hypothesis testing, confirming acceptance of H2.
3. Recruiting new students when the computed t-value of 2.288 is higher than the t-table value of 1.971 and the significance value of 0.023 is lower than the significance threshold of 0.05. This indicates that new student selection partially and significantly affects students learning achievement. This supports the hypothesis testing, confirming acceptance of H3.

F Test

If you want to know if two or more independent variables have an effect on the dependent variable as a whole, you may use a F test. Here, we use simultaneous hypothesis testing to see if any of the independent factors significantly affect the dependent variable when taken as a whole (Darma, 2021:48).

Table 9. F Test Result

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2931.027	3	977.009	130.513	.000[b]
	Residual	1616.955	216	7.486		
	Total	4547.982	219			

a. Dependent Variable: Learning Achievement
b. Predictors: (Constant), New Student Selection, Student Engagement, Task Load

Source: SPSS Output Result

CONCLUSION

The findings of this study are based on the following analyses and data: Task load significantly and positively affects students' learning success at SMP Negeri 63 Batam. A t-value of 7.861 > t-table of 1.971 with a significance level of < 0.001 proves this. At SMP Negeri 63 Batam, student engagement significantly and positively affects learning success. A t-value of 4.944, which is more than the t-table value of 1.971 and has a significance level of less than 0.001, proves this. The selection of new students at SMP Negeri 63 Batam has a notable and good effect on their academic performance. The fact that the t-value (2.288) is greater than the t-table (1.971) at the 0.023 threshold of significance proves this. At SMP Negeri 63 Batam, students' learning success is positively and significantly impacted by task load, student engagement, and new student selection. The fact that the f-value of 130.513 is

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greater than the f-table value of 2.646 at a significance level of less than 0.001 proves this. All three of these factors have a significant impact on the academic success of SMP Negeri 63 Batam pupils.

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