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THE EFFECTS OF ACHIEVEMENT MOTIVATION, LEARNING DISCIPLINE AND LEARNING FACILITIES ON STUDENT LEARNING OUTCOMES

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ABSTRACT

Senior High School (SMA) Yadika 5, Jakarta, Indonesia, implements high discipline to improve student learning outcome. According to pre-study results by collecting primary data through questionnaires, there are three (3) dominant factors that are estimated to have effects on student learning outcome, they are achievement motivation, learning discipline and learning facilities. The objective of this research was to test and analyze the effects of achievement motivation (X1), learning discipline (X2), and learning facilities (X3) on student learning outcome (Y), in Senior High School (SMA) Yadika 5 West Jakarta, Indonesia. The research used descriptive design with quantitative approach and survey method. The data were collected by questionnaires distributed to 252 respondents with random sampling method. The results of partial hypothesis test indicated that the achievement motivation variable has significant effect on the learning outcomes, discipline variable has the significant effect on learning outcome; the learning facilities variable has the significant effect on the learning outcome. And simultaneously, the three independent variables of achievement motivation, learning discipline and learning facilities have positive significant influences on student learning outcome. In accordance with this research, in order to improve the student learning outcome, the teachers must be able to motivate and implement discipline for students, and the school management must provide adequate learning facilities.

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INTRODUCTION

The 2013 Curriculum has the objective to prepare Indonesian people in order that they have good life skill as individuals and citizens who believe in God, being productive, creative, innovative and affective and able to contribute to the life in community, nation, state and world civilization. The 2013 curriculum focused on character education and mental revolution makes teachers do not only teach science and practice, but they also build up the students' character where the character building here starts by discipline, although basically the previous curriculum also implements similar discipline to the students, but in the practice, the teachers merely concentrate on teaching and giving assessment. How to encourage students to implement discipline for themselves,

there should be motivation embedded in students. Extrinsic motivating factors include school environment, parents and intrinsic motivating factors include achievement, work, and others. The discipline will be realized if students are motivated and motivate themselves. The problem frequently encountered in the world of education in Indonesia is the violation against the school rules and regulations, from minor level violations to high level violations. Of course, those need prevention and mitigation and it is the importance of school discipline. Schools are places for students to build achievement motivation. Achievement motivation and discipline of course, should also be supported by learning facilities in schools that are expected to support students' achievement. As the place for teaching and learning process, schools should provide learning facilities in the form of facilities and infrastructures

supporting the ongoing students' learning process. The achievement, discipline and learning facilities motivation in schools are expected to influence the improvement of learning outcome to be reached by students in school. Learning outcome can be defined as the result achieved by a student after attending the teaching and learning activities within a certain period or after completing a particular program. Senior High School (SMA) Yadika 5 implements a high-level discipline, but achievement and discipline motivations as well as learning facilities motivation in schools for students do not always 100% support the improvement of student learning outcome. Motivation is thought to be less in SMA Yadika 5, especially achievement motivation. The discipline in SMA Yadika 5 is also a selling point as a private school, so parents are willing to send their children to Senior High School Yadika 5, but the data indicates that the students' presence is still in under 100%. The average attendance is 96.95%, it is still below the standard stipulated by the AbdiKarya Foundation (No. II: Student Obligations, item 5 on the attendance must be above 98%, and when it refers attendance regulation in SMA Yadika 5, it has the absence limit or it has a guideline on the absence limit of 12 times and also refers to the absence rule of $\geq 5\%$ in one Senior High School (SMA), which is a Rayon of West Jakarta, by looking at the result of the above recapitulation, then students have not 100% motivated 100% to attend and make achievement. The availability of adequate learning facilities and infrastructure is to support the learning process of the Curriculum 13 implementation. The data on learning facilities satisfaction in high school Yadika 5 is on average 4.12 from Likert scale of 5, but the achievement of student learning outcome is under Minimum Completion Criteria (KKM) 75.

Theoretical review

Learning outcome

According to Burton (1999) that learning outcomes are patterns of deeds, values, meanings, attitudes, appreciations, abilities and skills. Bloom classifies learning outcome in three domains or known as Bloom's taxonomy, they are: cognitive (knowledge) domain, affective (attitude) domain, psychomotor (skill) domain. Individual characters such as intelligence, cognitive style and personality play an important role in learning and teaching as well as the learning context that affects learning outcome (Tella, 2007). According to Rosenthal and Jacobson (1968), there is a direct relationship between how a teacher observes a student and teacher intervention affects the student's learning outcome, while Parkison stated that the academic success and student behavior are determined by the students' expectations. That their efforts will result in achieving the goals and that the goals are worth to be achieved. Learning outcomes are obtained from formative assessments that try to evaluate the students' progress and on the other hand, make the effort to evaluate the student's achievement from defined goals as the certification of students' abilities (Pettig, 2000)

Achievement Motivation

A research on motivation can be understood as a study on how thought and belief are related to action and behavior (Griffin 2006). According to Glynn et al. (2005) motivation is an internal state to generate, direct and support human behavior that plays a fundamental role in learning and in order to

encourage students' motivation effectively, it is important to understand why students try to achieve certain goals, how intensively they try, how long they try, what emotions that characterize them in this process. The study on achievement motivation relates to internal factors in values and people motives who direct them to make use of opportunities (McClelland et al., 1963). Furthermore, Mc. Clelland et al, stated that achievement motivation is the individual goal to be successful from competition by setting a high standard and motivation is a need so that the motivation or needs that encourage human behavior consists of three kinds, they are: 1) achievement motivation (n-ach), 2) motivation to affiliate (n-affil) and 3) motivation to have the power (n-pow). Intrinsic motivation has positive correlation with the perceived teaching quality, (Dahl and Smimou (2011) The motivation is divided into two, they are: extrinsic motivation indicating that motivation orientation dimension affects students' judgments on their learning experiences in school, while intrinsic motivation indicates strong positive effect on students' teaching and evaluation quality. Rehman and Haider (2013) motivation is a key factor for learning and achievement for students in school.

Learning Discipline

Sugai and Horner in (2002) stated that school disciplinary practices vary according to school locations. Mag (2012) asserted that there are two discipline categories they are obedience and responsibility models. In his research, Maag identified that both models include exclusive components as a consequence of irresponsible behavior, he questioned the efficacy of a obedience model program that uses exceptional practices as a first-line strategy to deal with students' behavior problems. Stanley (2014) in his research regarding the effect of discipline on students' academic achievement/learning outcome revealed that school rules and regulations play an important role to improve students' academic achievement/learning outcome). Somayeh et al. (2013) says that discipline is one of the most effective factors in the learning process. Discipline must be a positive method to help and guide children to achieve self-control (Marshall, 1998)

Learning Facilities

McGuffey (1982) placed a foundation for the relationship between the school physical environment and the students' achievement, synthesizing the findings in a number of studies indicating the relationship between students' achievements and the quality of buildings, new buildings, better lighting, comfort and indoor air .The quality and specific building features such as science laboratories and libraries. In general, public schools keep suffering from more basic problems, such as lack of necessary materials and equipment and poor routine school facilities maintenance and improvement. In many cases, these shortcomings are directly reflected in the students' academic performance (Paraguassu, 2008). Durán-Narucki (2008), the physical environment plays an important role to shape students' behavior. Lawanson et al. (2011), described that school facilities can be defined as things that enable teachers to do their work very well and to help the students to learn effectively. Earthman (2004) also stated that special building features related to human comfort has proven having relation to learning outcomes. Those include building age, climate control, indoor air quality, lighting, acoustical control, design classification and overall impression, in Indonesia, there are rules and regulations on school facilities that must be complied

with because school facilities are one of the requirements to establish a School, in the Ministerial Regulation No. 19 of 2005, on National Education standard, Chapter VII on Facilities and Infrastructure Standards.

RESEARCH METHODS

Conceptual Framework

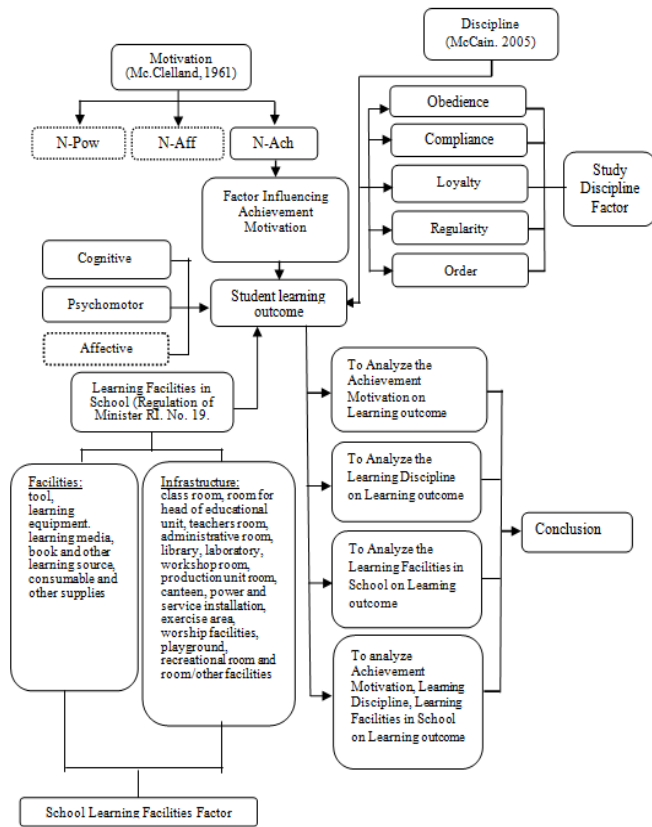
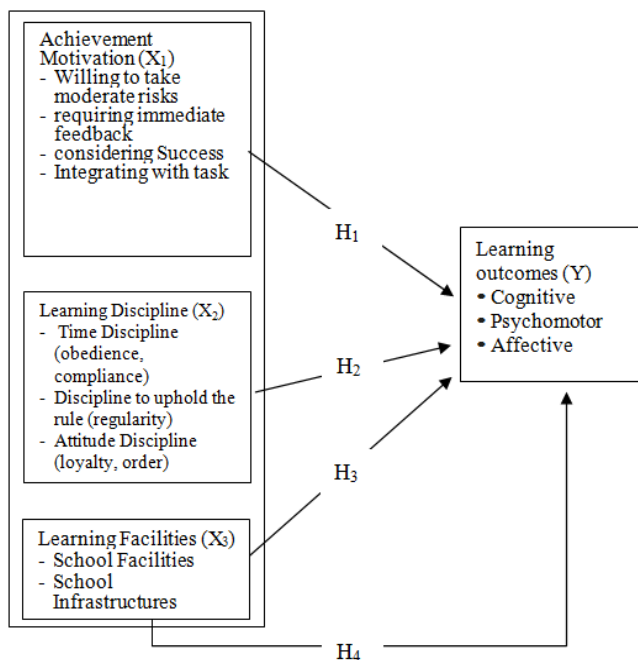


Figure 1. Conceptual Framework

Research model



Hypothesis

- H1:** There is the influence of Achievement Motivation on Student Learning outcome in Senior High School (SMA) Yadika 5, Joglo, West Jakarta.
- H2:** There is the influence of Learning Discipline on Student Learning outcome in Senior High School (SMA) Yadika 5, Joglo, West Jakarta.
- H3:** There is the influence of School Learning Facilities on Student Learning outcome in Senior High School (SMA) Yadika 5, Joglo, West Jakarta.
- H4:** There is the influence of Achievement Motivation, Learning Discipline and School Learning Facilities on Student Learning outcome in Senior High School (SMA) Yadika 5, Joglo, West Jakarta.

RESEARCH METHODS

The research method used is quantitative analysis method, which is a research emphasizing its analysis on numerical or number data that area obtained by statistical method and conducted in inferential research or to test hypothesis accordingly it is obtained the significance of relation between variables studied. The research was conducted at Senior High School (SMA) Yadika 5, JalanJoglo Raya no. 190, Kembangan Jakarta Barat. The research population are all students of Senior High School (SMA) Yadika 5 X, XI, XII year, majoring either science or social program, totally 670 students, based on the Slovin samples calculation, the sample of the research are 252 students with proportional random sampling method. According to the testing instrument, namely validity and reliability test, the results of the research indicate that the questionnaire measurement used is valid and reliable. Hypothesis Test (F-Test and t-Test) are carried out after classical assumption tests was successfully performed, they are Normality, Linearity, Homogeneity Multi-colinearity, heteroscedasticity and autocorrelation. The analysis method used is multiple linear regression analysis. The correlation coefficient calculation and testing technique are carried out using computer assistance with SPSS 22 program.

Research Operational Variable

The Research Operational Variables are as follows:

RESULTS OF THE STUDY

Respondent Demographic Profile

The respondents according to the gender in this study are male and female students totaling 252 students in which 51% or 128 of them are male (year of X, XI, XII), while the male students are 49% or 124 students (year of X, XI, XII). The respondents according to their class division consist of year of X of 98 students or 39%, year of XI of 84 students or 33% and year of XII are 70 students or 28%.

Descriptive Statistics

The descriptive statistics is used to present the average score, the highest and the lowest scores of the respondent's answer in the following research variables.

Table 1. Research Operational Variables

Variable	Dimension	Indicator	Question Number
<p>Achievement Motivation (X_1)</p> <p>Achievement motivation (n-Ach) is an individual's encouragement to direct itself to a reaction to achieve the best goal and result in accordance with the <i>standard of excellence</i>. (Mc.Clelland 1961,74-96)</p>	1. Willing to take moderate risks.	1. Willing to take a relatively high and challenging risks.	1
	2. Requiring immediate feedback	2. Enjoying challenging situations, where it can make use of individual abilities.	2
		3. Not giving up when encountering difficulties.	3
		4. Thinking optimistic for problem solving although the problem is very difficult.	4
		5. Requiring feedback to improve the work of the individual concerned	5
		6. Being responsible for problem-solving	6
		7. Completing assignment and homework thoroughly and seriously.	7
		8. Achievement is more important than theory.	8
	3. Considering Success.	9. Willing to reach high achievement	9
		10. Willing to achieve qualified learning outcomes	10
		11. Never be lazy to learn	11
		12. Satisfying to achieve good results	12
		13. Goal or task achievement provides more personal satisfaction than to receive praise or recognition.	13
		14. Excited to study at home to achieve the goal	14
<p>Learning Discipline (X_2)</p> <p>Discipline is a condition created and formed through the process of a series of behaviors that demonstrate values of obedience, compliance, loyalty, regularity and order. (McCain 2005)</p>	1. Time Discipline (obedience, compliance)	1. Seriously to implement rules with responsibility	1 to 3
		2. Students' knowledge to view importance of discipline in school	4 to 6
		3. Students behavior who demonstrate disciplinary action during the learning process	7 to 9
	2. Discipline to uphold the rule (regularity)	4. Demonstrating the balance between actions performed and speech	11 to 12
		5. Demonstrating the courage to bear all the risks or consequences for what have been done.	13 to 15
		6. Realizing obligations and can practice them correctly (in school as a student and at home as a child.	16 to 19
		7. Knowing the limit of attitude in school or at home.	20 to 22 23 to 25 26 to 28
		8. Appreciating school rules	
		9. Maintaining school environment in order to always be beautiful, safe and comfortable	
<p>School Learning Facilities (X_3)</p> <p>School study facilities are one of the conditions to establish a school, in the Minister Regulation of the Republic of Indonesia no 19 of 2005, on the National Education Standards, Chapter VII on Standard Facilities and Infrastructure.</p>	1. School Has Facilities	1. Supplies/education equipment, educational media, books and other learning sources.	1 to 2
	2. School Has Infrastructures	2. Consumables,	3
		3. Vacant Land,	4
		4. Class room,	5
		5. Chairman room,	6
		6. Teachers room,	7
		7. Administrative room,	8
		8. Library,	9
		9. Laboratory,	10
		10. Workshop room,	11
		11. Production unit room,	12
		12. Canteen,	13
		13. Power and service installation (power substation)	14
		14. Exercise area,	15
		15. Worship facilities,	16
		16. Playground,	17
		17. Recreational room,	18
		18. Room/other facilities required to support orderly and continuously learning process.	19 to 22
<p>Student learning outcome (Y)</p> <p>Classifies learning outcome in three domains or known as Bloom's taxonomy, they are: cognitive domain, affective domain, psychomotor domain (Bloom, 1956)</p>	1. Cognitive	Students behavior do not demonstrate discipline conduct at the time of learning process	

Source: Internal research (2017)

Table 2. Descriptive Statistics of Research Variables

Variable	Min	Max	Std Deviation	Mean
Achievement Motivation	44	70	5.42	57
Learning Discipline	84	137	10.58	110
Learning Facility	67	110	9.59	89
Learning outcome	70	92	4.71	82

Hypothesis Testing

Partial Test (t-Test)

Hypothesis testing of Partial test uses bivariate correlation test and multiple regression test. Correlation analysis is conducted to know whether there is a relationship between two variables, how the relationship between the two variables and how intense the relationship. While regression analysis is to determine the level of variable effect on other variables.

Table 3. The results of variable statistical analysis of achievement motivation, learning disciplines and learning facilities on learning outcome

Variable	Determination Coefficient		t-Test	
	R	R ²	t	Sig
Achievement Motivation	.341 ^a	.116	5.731	.000
Learning Discipline	.143 ^a	.020	2.281	.023
Learning Facility	.388 ^a	.151	6.659	.000

Hypothesis 1. Achievement Motivation (X₁) on Learning outcome (Y)

Table 5 above shows that t_{count} of 5.731 and probability value (p value) are 0.000. Given t_{table} of 1.984 with a significance level of 0.05. Thus $t_{count} 5.731 > t_{table} 1.984$ and probability value (p-value) $0.000 < 0.05$, it is proved that the Ho hypothesis is rejected and Ha is accepted, then it can be expressed partially that achievement motivation variable significantly influences on learning outcome of the students of senior high school (SMA) Yadika 5. This shows correlation coefficient (r) of 0.341 indicates that the relationship between the two variables are low because they are in the value interval 0.200 - 0.399 according to the interpretation table against the correlation coefficient. The determination coefficient (R²) is 0.116 that means that it contributes only 11.6% on the Achievement Motivation to Student learning outcome, while 88.4% is other factor influencing the Learning outcome. Hypothesis test result indicates that there are positive and significant influences between achievement motivation toward the Students' Achievement of Senior High School (SMA) Yadika 5. It means the better achievement motivation, the better the achievement of the Students.

Hypothesis 2. Learning Discipline Variable (X₂) on Learning outcome (Y)

The table 5 shows t_{count} of 2.281 and the probability value (p-value) of 0.023. Given the t_{table} in two-way test with significance level of 0.05, the number of respondents (n) 252 individuals and degree of freedom (df) $n - 2 = 250$ is 1,984. Because $t_{count} 2.281 > t_{table} 1.984$ and probability value (p-value) $0.000 < 0.05$, then it is proved that the Ho hypothesis rejected and Ha is accepted, it can be partially expressed that learning discipline variable has a significant effect on the Learning outcome of the students of Senior High School (SMA)Yadika 5. Given the correlation coefficient (r) of 0.143 indicates that the relationship between the two variables is very low because it is in the value interval of 0.000 - 0.199 in accordance with the table of interpretation on the correlation coefficient. Determination coefficient is 0.016, which means that the Learning Discipline contributes only 2% on Learning outcome, while 98% is other factor influencing the Learning outcome. Hypothesis test result indicates that there are positive

and significant influences between learning discipline toward the Students' Achievement of Senior High School (SMA) Yadika 5. It means the better learning discipline, the better the achievement of the Students.

Hypothesis 3. Learning Facility Variable (X₃) on Learning outcome (Y)

The table 5 shows t_{count} of 6.665 and the probability value (p-value) of 0.000. Given t-table of 1.984 thus the $t_{count} 6.659 > t_{table} 1.984$ and probability value (p-value) 0.000 less than the significant level (0.05), then it is proved that the hypothesis Ho is rejected and Ha is accepted, then it can be partially expressed that learning facility variable has a significant effect on learning outcome of the students of Senior High School (SMA) Yadika 5. Given the correlation coefficient (r) of 0.388, it indicates that the relationship between the two variables is low because it is in the value interval of 0.200 - 0.299 in accordance with interpretation table of the correlation coefficient. Determination coefficient is 0.151, which means that the Learning Facilities contributes 15.1% on Learning outcome, while 84.9% is other factor influencing the Learning outcome. Hypothesis test result indicates that there are positive and significant influences between learning facilities toward the Students' Achievement of Senior High School (SMA) Yadika 5. It means the better learning facilities, the better the achievement of the students.

Simultaneous Test (F-Test)

To know whether the independent variables (achievement motivation, learning discipline and learning facilities) jointly are feasible or not in an independence variable (Learning outcome), the F-statistic test is used. The test of model significance on the achievement motivation regression model, learning discipline and learning facilities with Learning outcome can be seen in the following table:

Table 4. Significance test of achievement motivation regression equation with learning outcome

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	864.572	3	288.191	15.193	.000 ^b
	Residual	4704.106	248	18.968		
	Total	5568.679	251			

a. Dependent Variable: Learning outcome

b. Predictors: (Constant), Learning Facilities, Learning Discipline, Achievement Motivation

Regarding the table 6, the value of F_{count} is 15.193 with probability value (p-value) of 0.000 or significance of 0%. F_{table} value for the significance level (α) = 5% two tailed 252 is obtained numerator df using k-1 or the number of variables less 1, its numerator df of 4-1 = 3, and denominator df using n - k or the number of samples less the variable, it is denominator df 252- 4 = 248 then it is obtained F_{table} , which is 2.65. The assessment in accordance with F test if $F_{count} > F_{table}$, then Ho is rejected, means that the significance, from the calculation of the above analysis is $15.193 > 2.65$ and probability: if p-value $0,000 < 0.05$ then Ho is rejected. Thus, it can be concluded that achievement motivation, learning discipline and learning facilities simultaneously have the significant effects on the Result of the Students of Senior High School (SMA) Yadika 5, Joglo, Jakarta

Table 5. Significance test of the coefficient of achievement motivation, learning discipline and learning facility on learning outcome of the students of Senior High School (SMA) Yadika, 5, Joglo, Jakarta

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	62.027	3.851		16.107	.000
	Achievement Motivation (AM)	.016	.104	.019	.155	.877
	Learning Discipline (LD)	.031	.027	.069	1.162	.246
	Learning Facilities (LF)	.176	.059	.358	2.963	.003

Table 6. The coefficient of determination of achievement motivation, learning discipline learning facilities on learning outcome

Summary ^b Model				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.394 ^a	.155	.145	4.35525

The above table indicates the regression equation: $F = a + b_1X_1 + b_2X_2 + b_3X_3$. Then the influence of achievement motivation, learning discipline and learning facilities has a simple regression equation:

$$Y = 62.027 + 0.016AM + 0.031LD + 0.176LF$$

The regression equation indicates direct relationship between achievement motivation, learning discipline and learning facilities and learning outcomes, in which the higher the achievement motivation, the higher the learning outcome. The significant influence of Achievement, Learning Discipline and Learning Facilities on Learning outcome can be seen in the following table 8. The above table demonstrates the determination coefficient of (R^2) of 0.145 or 14.5%. It indicates that the percentage of contribution of the achievement motivation (X_1), learning discipline (X_2) and learning facility (X_3) to the dependent variable of learning outcome (Y) is 14.5%, while the rest 85.5% is influenced by other variables that are not included in this research.

DISCUSSION OF THE RESULT OF THE STUDY

The effect of achievement motivation on learning outcome

With respect to the results of t-test described above, it can be seen that hypothesis 1 is proven to be correct. The test proves that the variable achievement motivation has a positive and significant effect on the variable of Learning outcome, suggesting the low coefficient value on Learning outcome. It indicates that any assessment given by teachers on achievement motivation given to the students significantly influences the learning outcomes. It illustrates that the senior high school students (SMA) Yadika 5 still improves the learning outcome, the students implement a lot of learning activities that constitute students obligation to absorb information from teachers in every subject. The teachers must be able to create the condition for students by providing motivation to obtain better learning outcome. Thus, it can be concluded that the higher the achievement motivation, the higher the learning outcome for the Students of Senior High School (SMA) Yadika 5 Joglo West Jakarta.

The effect of learning discipline on learning outcome

The results of t test above indicate that hypothesis 2 is proven to be correct. The test proves that learning discipline variable has positive and significant effects on learning outcome variable. Learning discipline has a very low correlation coefficient value to the learning outcome. It indicates that any

assessment given by the teacher on the learning discipline of the students does not have significant effect on the learning outcome.

It illustrates that the students of senior high school (SMA) Yadika 5 still improve their learning outcomes, the students perform a lot of learning activities according to schedule of the subject, doing exam, completing tasks in accordance with the provisions. Under such conditions, teachers must be able to create discipline condition for students with more directive learning atmosphere. Thus, it can be concluded that the higher the learning discipline, the higher the learning outcome for the Student of Senior High School (SMA) Yadika 5 Joglo West Jakarta.

Effects of learning facilities on learning outcome

Regarding the results of t test above, it can be seen that hypothesis 3 is proven to be correct. The test proves that learning facility variable have positive and is significant effect on learning outcome variable. Learning facilities have a low correlation coefficient on learning outcome. It indicates that any assessment given by the teacher on the learning facilities provided by the school does not have significant effect on the learning outcome.

It illustrates that the students of senior high school (SMA) Yadika 5 still improve learning outcomes, students do a lot of learning activities with facilities that have been provided by schools to support the learning process. Teachers must be more creative to make use the existing facilities with interesting learning methods. Schools must also better equip and upgrade the existing facilities and replace ones that are not proper. Thus it can be concluded that the higher learning facilities, the higher the learning outcome for Students of Senior High School (SMA) Yadika 5 Joglo West Jakarta.

The effect of achievement motivation, learning discipline and learning facilities on learning outcome

From the results of the F test above, it seems that hypothesis 4 is proven to be correct. The hypothesis 4 test proves that the variables of achievement motivation, learning discipline and learning facilities have positive and significant impacts on learning outcome variables. In accordance with the table 8, it is obvious that achievement motivation, learning discipline and learning facilities simultaneously have positive and are significant for learning outcome variable. Among the three independent variables, the facility variable is most influential

variable for learning outcome for the Students of Senior High School (SMA) Yadika 5 Joglo West Jakarta.

Conclusion

In line with the research stages that have been carried out, including theoretical study of each variable, preparation research instrument, instrument test and improvement, data collection, data analysis, the following conclusions can be drawn:

- Achievement motivation has a significant and positive effect on the learning outcome for the students of senior high school (SMA) Yadika 5 Joglo West Jakarta. The value of the coefficient is positive with the relationship level interpretation is low. It indicates that the better achievement motivation will improve learning outcome.
- Learning Discipline has a significant and positive effect on the learning outcome for students of senior high school (SMA) Yadika 5 Joglo West Jakarta. The value of the correlation coefficient is positive with the relationship level interpretation is very low. It indicates that the better learning discipline will improve learning outcome
- Learning Facility has a significant and positive impact on the learning outcome for students of senior high school (SMA) Yadika 5 Joglo West Jakarta. The value of the correlation coefficient is positive with the relationship level interpretation is low. It indicates that the learning facility will improve learning outcome.
- Achievement motivation, work discipline and learning facilities simultaneously have a significant effect on the learning outcome for the students of senior high school (SMA) Yadika 5 Joglo West Jakarta. The value of correlation coefficient is positive with the interpretation of the relationship level is low. Thus if the learning motivation, learning discipline and learning facility are better, the better the learning outcome for the students.

Suggestion

In accordance with the results of research, discussion, conclusions and limitations of research that have been described aforementioned, the writer proposes some suggestions that can be used as the inputs for Senior High School (SMA) Yadika 5 Joglo West Jakarta. They are as follows:

For Students

The Students must be more self-motivated to be able to achieve a satisfactory learning outcome, in which the motivation must come from the students, especially the achievement motivation. The students are expected to improve the learning discipline either at home or in school to improve learning outcome, to maximize the use of school facilities for supporting the learning and must not damage the facilities provided by the school, so that students keep motivating in learning or reaching the achievement.

For Teachers

Teachers or educators must not only deliver the subject but they must also instill discipline in school and outside the school, teachers is motivator for students to achieve

satisfactory achievement, teachers are also facilitators and providing space for students to maximize their potencies either in term of academic and non-academic, teachers must be able to understand students' learning needs to support the learning outcome and to help uphold the learning discipline, teachers must also explore their potency as a qualified educator, a powerful motivator and right facilitator for the students

For School

Schools are place where every individual are educated, accordingly schools must improve their quality either teaching quality, and facilities and infrastructures thus the qualified teachers are required. Schools must always facilitate students well by providing adequate facilities for academic and non-academic requirements, schools must implement order for the students on the use of school facilities so that they comply with the applicable rules for the learning convenience within schools environment. School are expected to enforce the discipline for students by applying proper punishment and reward that are in accordance with the students' age especially in terms of learning discipline and do the task on timely manner.

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