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# The Influence Of Learning Process Quality And Learning Motivation On Student Learning Achievement

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**Abstract.** In addition to the choice of inputs, there are additional aspects that determine the so-called external factors and students' internal factors that have an impact on the improvement of student learning outcomes. Infrastructure at the school, teachers, the teaching method, and other elements that stem from the family context are examples of external variables affecting children. Internal factors, such as good health, talent, intelligence, interests, and motivation. When determining the learning outcomes of students, the effectiveness of the learning process has a significant impact. In the meantime, motivation influences, supports, and guides students' learning behaviors. 1) To ascertain the impact of the effectiveness of the learning process and learning motivation on student achievement. 2) to ascertain how learning motivation affects student performance.

**Keywords.** process quality, psychology, family, school, motivation

## 1. Introduction

The terms "quality" and "process" have various connotations. This is the meaning of the word "quality," which can be determined based on the Fourth Edition of the Big Indonesian Dictionary, (2008: 744) that "quality" means "the level of good or bad something; degree or level, intelligence or skill, quality," while Peter Salim and Yenny Salim in the "Big Contemporary Indonesian Dictionary", (1991: 781) that: The word "quality" has a meaning; The first is "the level of good or bad something, also talking about the level The second definition refers to the caliber, or degree, of intelligence, skills, and so forth. For instance, an excellent school is one that can turn out graduates of the highest caliber. If a student meets the requirements set by the school or other educational institutions, he is considered to be qualified. The Big Indonesian Dictionary (2008: 8) states that the term "process" can refer to a number of different things, the first of which is the progression of events that occur during the creation of a given entity. For instance, social progress continues. the production or processing procedure that results in the product, which comes in second. The third is a legal matter. The word process is juxtaposed in the phrase adiabatic (civilized, has karma, good morals), which has the same meaning as referring to any changes in a system without the system accumulating or losing heat (first, heat that arises owing to fires or from body heat), according to Tanty Yunniar (t.th).

According to Peter Salim and Yenny Salim (1991:1194), the word "process" refers to the order of events that take place during the development of something. Second, the chain of

events involved in the production or management of a product. Thirdly, verbal procedures in court cases or court proceedings refer to reports about an incident, such as when it occurred, where it occurred, information and other instructions, and minutes. heat that results from a flame or body heat. Second: an object's internal motion energy. According to Peter Salim and Yenny Salim (1991:1194), the word "process" refers to the order of events that take place during the development of something. A product's management or manufacturing process comes in second. Third, court cases or court procedures, while verbal processes refer to reports about an incident, such as when it occurred, where it occurred, information and other directions, and minutes. either heat produced by a flame or by body heat. The second is the motion energy that makes up an object. The original meaning of the word process, according to Peter Salim and Yenny Salim (1991:1194), is the order of events that lead to the development of anything. A product's management or manufacturing process comes in second. Third, although verbal processes refer to reports about an incident, such as when it occurred, where it occurred, information, and other instructions, cases in court or court proceedings. Given some of the criteria given above, it is possible to say that process quality is a progression or occurrence that involves perfecting something abstract. The phrase "process" can also be used in conjunction with the adiabatic word from the previous phrase, with the latter denoting a process in which no heat is introduced into or removed from the system. Or the learning process at the grade level pupils have reached in this situation, where they are learning science. As a result, the teacher is the one who provides the "heat" in education. In light of the etymological connotations of some of the words used above, it can be claimed that quality is an axiology of the outcomes attained by students, or in this case, students. While a process is a sequence of actions or modifications. Then, the activity that is connected to the teaching and learning process will always involve two human elements interacting, namely the students as the learning party and the teacher as the teaching party, with the students as the major subject. According to Sardiman AM (2011: 14), "the process of interaction between students and teachers requires supporting components such as educational interactions"; therefore, the author states that the process's effectiveness is dependent on the presence of educational interactions between teachers and students. Considering that the objective of teaching and learning interactions is to aid youngsters in a particular growth.

## **2. Literature review**

### **Definition of Learning**

As educators, they must understand that a teacher's professionalism lies not in their capacity to acquire knowledge, but rather in their capacity to facilitate engaging and fulfilling learning for their pupils, which is known as PAKEM and later PAIKEM transforms to (PAKEMB). Similar to Degeng (1998) in Sugiyanto (2010), who stated that a subject's (learning's) attractiveness is influenced by both the subject itself and the teacher's method of instruction. As a result, a teacher's job is to transform lessons that were previously uninteresting, perceived as tough, or meaningless into something that is both easy and meaningful. The instructor can be considered a successful educator if she or he can meet these requirements, the pupils voluntarily learn more because there is a need for it and because they are interested in the lesson rather than merely because they have to. It is difficult to accomplish this, though, because it calls for teachers with specialized abilities and attitudes (competencies), as well as community acknowledgement of their instruction. These four traits—professional competence, pedagogical competence, personal competence, and social competence—are often referred to

as the four educator or teaching competences. As stated by Joyce and Weil in Sugiyanto (2010:3), attaining this is challenging because it calls for synergistic schooling.

These four traits—professional competence, pedagogical competence, personal competence, and social competence—are often referred to as the four educator or teaching competences. However, attaining this is not simple because it calls for synergistic education, as well as unique abilities and attitudes (competencies) of instructors and as well as community acknowledgement of such teachers' teaching. This is according to Joyce and Weil in Sugiyanto (2010:3). These four traits—professional competence, pedagogical competence, personal competence, and social competence—are often referred to as the four educator or teaching competences. Sugiyanto (2010:3) quotes Joyce and Weil as saying the following:

“Teaching involves assisting pupils in acquiring knowledge, concepts, abilities, morals, and methods of thinking and expressing themselves. The long-term objective of learning activities is to support students in developing their full potential so they can learn more effectively and efficiently in the future. Thus, in order to accomplish what Joyce and Meil claim, teachers must have a conceptual learning framework or learning model that supports the accomplishment of the aforementioned learning objectives. As opposed to Winataputra's statement in Syamsudin that: Teaching and Learning is a conceptual framework that describes a systematic procedure in organizing teaching and learning experiences to achieve specific learning goals, and serves as a guide for instructional designers and teachers to plan and implement learning activities. thus, education.”

#### **Learning methods**

The learning method is a form of teacher strategy in improving the quality of the student learning process. The relevant learning methods to use in learning are:

#### **Cooperative Learning Method**

The Salims, Yenny and Peter (2001:769) Cooperative has two definitions, notably "1. 2. Desire assistance or teamwork. Cooperative learning, then, is a type of constructivist-based learning. Cooperative learning has its roots in constructivism, where students work together from the beginning to locate and comprehend all of the teacher's materials. This method of learning involves students creating their own knowledge based on their own experiences. Cooperative, then, is an interaction structure intended to enable the attainment/achievement of a particular product to achieve goals through teamwork. According to Isjoni (2009:14), a constructivist understanding-based cooperative learning approach is "a form of learning."

Cooperative learning, then, is a teaching method where students are placed in small groups according to their level of aptitude. The cooperative technique is used when students or group members are working together to complete group assignments and aiding one another in understanding the material. If one of the companions in the group has not grasped the course material, learning is said to be incomplete in cooperative learning. In order for learning to take place, students from a variety of backgrounds—including those related to race, religion, and even level of intellectual capacity and learning preferences—must participate. In order to effectively teach each pupil, the instructor must demonstrate his knowledge in a clever manner and be able to recognize the distinctive qualities of each one.

Therefore, both in urban and rural settings, the cooperative learning approach to education is highly relevant. The cooperative learning paradigm is appropriate, according to Iskandar (2009: 126): Learning that intentionally and purposefully establishes caring interactions between students to avoid offense and misunderstandings that might escalate to antagonism. In light of the fact that cooperative learning necessitates collaboration among peers in order to carry out or finish activities assigned by the teacher, the cooperative learning model

is particularly beneficial for a teacher's task of communicating the material to be presented. Slavin Iskandar asserts (2009:126) The assumption behind constructivist learning in the classroom, which heavily utilizes cooperative learning approaches, is that students will locate and comprehend challenging concepts more readily if they debate them with one another. Both pupils with low ability levels or low achievers and those with high ability levels or high achievers who work on academic assignments together can benefit from cooperative learning. The extra help from peers with diverse hobbies is provided when high achievers teach their lower achiever friends.

Based on Iskandar's comments above, it can be concluded that students with lower achievements can increase motivation in learning the three cooperative learning methods, so that they will get maximum academic results.

### **3. Method Research**

In order to ascertain the relationship and causal influence between variables, researchers in this study used statistical data for variable measurement, data testing, and data analysis, as well as hypothesis testing and providing conclusions based on research findings. This type of study is classified as qualitative research with causal correlational research.

### **4. Results and discussion**

#### **Collaborative Learning Methods**

Successful learning strategies may emerge as a result of collaborative learning. The inequalities between people are minimized through collaborative learning, which involves student participation. The momentum of formal and informal education has increased due to the convergence of two forces, namely: the growing awareness of social interaction in an effort to achieve meaningful learning for students; and the realization of practice, that life outside the classroom requires collaborative activities in real world life. According to Peter Salim & Yenny Salim (2001: 754), cooperation is: Cooperation with adversaries "So, collaborative" is an interactional and personal lifestyle concept in which people take responsibility for their actions.

Thus, the writers concur that constructivist theory is the foundation of cooperative and collaborative learning. Because constructivist learning methods might be tied to the teacher's knowledge being transferred into the students' thinking. where pupils can learn things based on what they have personally experienced. Then, through fresh student learning experiences, that knowledge is rebuilt and expanded. Students actively participate in learning as well as passively take in information that is offered by a teacher (expert instructor). Collaborative learning that takes place in a social context through conversation between students and between teaching personnel and students. Through conversation with their peers, students acquire the knowledge and appreciation of many viewpoints. In-depth conversations with teachers help kids learn challenging vocabulary and the social norms that apply to groups of students who want to engage, such as historians, mathematicians, writers, and performers. Collaboration in the classroom is more of a personal concept than a practical approach. Encourage a method of interacting with kids that values and emphasizes each group member's skills and contributions in all instances where students are brought together in groups. group members accepting responsibility for collective activity.

#### **Competitive Learning Methods**

Competitive approaches have an impact on how creativity develops, although a survey of numerous research findings revealed a propensity for cooperative methods to be perceived

as more effective in fostering creativity than competitive methods. Since new theories, approaches, and methods can be discovered and generated through creativity, creativity is a very significant and vital component in every teacher's quest to develop new ways in their teaching that are beneficial to students' learning. Without creativity, existence would mostly consist of the repeating of patterns that are just as inventive as the highest form of human intelligence that is unique among all other species.

When one person wins, the other loses, which is a negative attitude in terms of reliance, a competitive situation is itself characterized by this. In order to prevent one student's success or failure from affecting the group, students in learning scenarios will be independent and work alone to achieve success. The presence of interdependence between people, on the other hand, is what distinguishes interaction in a cooperative setting. An individual will be held accountable for the group's success or failure in classroom learning scenarios since their individual performance will have an impact on the group's performance. It will be more of a repeat of the same patterns in teaching without the innovation of the teacher, where one person gains and the other loses.

The presence of interdependence between people, on the other hand, is what distinguishes interaction in a cooperative setting. An individual will be held accountable for the group's success or failure in classroom learning scenarios since their individual performance will have an impact on the group's performance. Without the teacher's innovation in teaching, learning will consist more of repetition of the same patterns in instruction. wherein if one person wins, the other person automatically loses. In order to prevent one student's success or failure from affecting the group, students in learning scenarios will be independent and work alone to achieve success. in order to prevent a person's success or failure from affecting the group. The presence of interdependence between people, on the other hand, is what distinguishes interaction in a cooperative setting. An individual will be held accountable for the group's success or failure in classroom learning scenarios since their individual performance will have an impact on the group's performance. Without the teacher's innovation in teaching, learning will consist more of repetition of the same patterns in instruction. in order to prevent a person's success or failure from affecting the group.

### **Learning strategies**

"Strategy comes from two basic words, namely: *Tratos*, which means large numbers or scattered, and *again*, which means to lead or maybe interpret it, collect," claim Harvey and colleagues (2012:1). In the meantime, it is defined as follows by Peter Salim and Yenny Salim (1991:1463): First, the science of organizing and directing large-scale military operations to profitable major areas. Second, military strategy or tactics. The ability to plan or organize, particularly with the use of strategy, comes in third. Fourth, carefully preparing an activity to accomplish a goal or target. As stated in the Big Indonesian Dictionary KBBI Third Edition (2002: 1092).

"1. The science and art of utilizing all national resources to carry out specific policies in times of peace and conflict. 2. The art and science of commanding forces to engage the enemy in battle under favorable circumstances. 3. Careful planning of tasks to accomplish unique tasks. A good location in terms of military strategy. Consequently, based on the definition of the word given above, which is that "strategy" indicates a deliberate plan to attain goals, there is a distinction between "teaching" and "using favorable conditions in learning" in a strategy. Teachers must include methods into their lessons to raise the standard of instruction. If the instructor uses this approach in the classroom, learning will be incredibly effective.

The quality of the learning process is one of the strategies or benchmarks that can determine the success or failure of the learning process. It is necessary for the authors to emphasize here that the measure of quality or not in a school in learning is relative, because the benchmarks that are used continuously will always change according to the changing challenges of the era or era. By looking at the various comments above, strategies are needed to help teachers improve the quality of learning and student learning, including:

### **Learning model**

The Learning Model is a method for anticipating changes in student behavior in a generative and adaptable way. According to Nanang Hanafiah and Cucu Suhana (2012: 41), the learning model is extremely closely tied to students' learning styles and teachers' teaching methods, both of which go by the acronym "SOLAT" for Style of Learning and Teaching. Determining the steps that can be followed in the learning model, according to Hanafiah and Cucu Suhana (2012: 42), are as follows: Groups of students are formed, and each group's members are assigned a number. Each group completes the duties given by the teacher. The group discusses the right response and confirms that each participant is capable of providing or is aware of the response. According to the comments above, this is truly a teacher's method of achieving academic objectives. A teacher's attempt to enhance the caliber of the educational process for students is represented by the learning model put forth by Hanafia and Cucu Suhana. Considering that the learning model is an intentional attempt to foresee the teacher's approach. The constructivism learning theory, which emphasizes that teachers should merely accompany students while they build their own knowledge based on their own experiences, is more in line with this learning model. Learning is the process of altering behavior as a result of environmental interaction. According to Daryanto and Muljo (2012: 211), modifying behavior requires conscious effort and is based on interactions with the environment.

### **Instructional Media**

According to Nanang & Suhana (2012: 59), learning media are all sorts of stimulation and instruments that teachers give to pupils to enhance quick, accurate, easy, proper learning with no verbalism. Therefore, learning media serves as an audiovisual (audio) and hearing aid for students to achieve a meaningful learning experience. According to Munandi (2008: 36), the examination of functions based on media and based on usage is where learning media's concentration lies. The first function of learning media is as a source of learning, one of three purposes of learning media that are based on media analysis. B) a manipulating function; and C) a semantic function. Second; Therefore, the primary purpose of learning media is to serve as a learning resource. However, it must be acknowledged that there are additional roles that arise from analysis of its general qualities; for example, the language used communicates messages and positively affects students' learning. According to Yudhi Munandi (2008: 2), the usage of media or tools is very beneficial for learning process activities both inside and outside the classroom, particularly aiding in raising student achievement. Therefore, in this situation, the learning medium should be an engaging and useful teaching tool, but few teachers actually use it. Instead, the lecture approach is extremely common among teachers in the classroom. When compared to other teaching approaches, the lecture method still plays a significantly larger role because of the limits of learning media on the one hand and teachers' poor capacity to use learning media on the other. Additionally, one of the factors contributing to teachers' limited ability to raise the standard of education generally is regarded to be the limited learning media tools that are based on technology and employed in class. According to

Yudhi Munandi (2008:2), media use is not ideal for the learning process when it comes to religion. Consequently, teachers benefit greatly from the usage of learning media in the classroom.

### **Motivation to learn**

The technique of motivating pupils to engage in academic activities in order to meet learning objectives is known as motivation. Therefore, motivation is an attempt made by outsiders, in this case the instructor, to urge, activate, and move his students to be consciously involved in the learning process. Teachers can also inspire pupils by igniting a passion for learning and by giving them new expectations. According to Peter Salim and Yenny Salim (2001:997), the word "motivation" refers to two things: first, the impulse or desire that manifests itself in a person, both consciously and unconsciously, to accomplish something with a certain aim. activities that have the potential to move a specific person or group of people to act because they want to achieve the desired fulfillment or objective. According to the definition given by the Big Indonesian Dictionary (2008: 930), motivation is the encouragement that is created in a person, either consciously or unconsciously, to carry out an action with a certain objective.2. an endeavor that moves a certain person or group of persons to act because they wish to accomplish the goals they have in mind. As a result, it is possible to define motivation as the encouragement brought on by the desire to accomplish a primary objective. According to John W. Santrock (2011: 510), "Motivation is a process that offers excitement, direction, and perseverance of conduct. In other words, motivated conduct is action that is focused, energetic, and persistent. "Motivation has a root word from the Latin movere, which means movement or encouragement to move," claimed Purwa Atmaja Prawira. The term "motivation" derives from the Latin verb movere, which means "to move," according to Dale H. Schunk, Paul R. Pintrich, and Judith L. Meege's definition in 2012: 6. This concept of mobility is reflected in rational conceptions of what motivates us and causes us to complete tasks. In contrast, Atkinson claims in Purwa Atmaja Prawira that "motivation is explained as a person's tendency to do something that increases in order to produce one result or more influence" As opposed to AW Bernard, who said in Purwa Atmaja Prawira that "motivation is a phenomenon that is involved in stimulating action towards certain goals that previously had little or no movement towards certain goals." So, motivation is an effort to maintain or grow a movement in order to accomplish specific objectives. Motivation is something that is continuous (fixed), never ends, varies, and is complex, according to Abraham Maslow's definition in Purwa Atmaja Prawira. So, as previously stated, motivation simply refers to an effort made by a person or group of individuals to increase a behavior in order to achieve a shared or specific objective, including student learning activities. The term "learning motivation" refers to anything that motivates students to engage in learning activities and become more engaged in their studies in order to attain better results. According to Sardiman AM (2011: 73), "motive" is defined as the effort that propels someone to take a particular action. Motives are the internal forces that direct a subject to engage in specific behaviors in order to accomplish a goal. Motive can also be seen as a state of readiness on the inside. Starting with the word "motive," Motive can also be seen as a state of readiness on the inside. Starting with the term motive, "motivation" can be understood as an active driving force. At some moments, especially when it is felt or important that goals be attained, motives become active. As a result, motivation can come from both within and without the individual student. In order for students to attain a satisfying achievement, motivation is a strength that comes from both within the student and from the family as support. According to McDonald in Sadiman, "motivation is a change of energy in a person that is

marked by the appearance of feeling and preceded by a response to the presence of a goal." In light of Donald's earlier remarks, Sardiman (2011: 74) identifies three key components of motivation: 1. Each person's energy shifts in response to that motivation. Numerous energy changes will occur in the neurophysiological system that exists in the human body when motivation grows.

2. The emergence, emotion, or affection of someone is what defines motivation. In this instance, motivation is pertinent to psychological concerns, attachment, and feelings that have the power to influence human conduct.

3. The pursuit of a goal will boost motivation. Therefore, motivation in this instance is essentially a reaction to an action, namely a goal. Humans do possess innate motivation, but it is amplified or fueled by the existence of other factors, in this case a goal.

As a result, it is possible to describe motivation as complex. Students' energy will alter as a result of motivation, and they will then act to accomplish the goal by sticking with their psychological issues, feelings, and emotions. Conducting a physical or mental activity is necessary for motivation. Therefore, it may be said that motivation is the process of starting and continuing actions aimed at reaching objectives.

### **Motivation function**

To accomplish goals in the field of education, tremendous motivation is required. The purpose of motivation is to spur pupils on to greater activity in their pursuit of the highest possible grade. Munandi (2008: 47) quotes Donald O. Hebb as saying that there are two theories of motivation: arousal and expectancy. Arousal is a teacher's attempt to awaken pupils' innate motivation, whereas expectancy is a belief effort that occurs right away to satisfy an expectation that motivates someone to engage in an activity. As a result, pupils' motivation to learn can come from the expectation of fulfilling a desire or purpose the teacher has instilled in them. One way to give students hope is to make it simpler for them to absorb and comprehend the lesson's material, even if they are viewed as weak, for example by using the right learning resources. According to John W. Santrock (2012: 511), extrinsic and intrinsic motivation are both necessary for achieving goals. Doing something in order to obtain something else—a means of achieving a goal—is extrinsic motivation. External incentives, such rewards and penalties, frequently have an impact on intrinsic drive. Intrinsic motivation refers to the desire to act for its own sake (the objective itself). Teachers often have more positive expectations for high ability students than low ability students. These expectations will affect the attitudes and behavior of students towards teachers. Brophy, 1985, 1998 in John W Santrock (2011: 530-531) that "one of the important teaching strategies is to monitor your expectations and make sure you have positive expectations of all students, including those with low abilities". Thus, motivation affects the existence of an activity. Sardiman, (2011: 85) says that there are three functions of motivation, namely: 1) Encouraging others to behave, such that they become a mover or engine that expels energy. Every action that needs to be taken is motivated in this situation. 2) Select the course of action, bearing in mind the desired outcome. As a result, motivation can give direction and encourage actions that must be taken in line with the definition of goals. 3) Choosing activities, or figuring out which ones must be carried out in unison to attain goals by putting aside acts that are not helpful for that purpose.

As stated by Sardiman above, it can be said that motivation is related to a goal in which there is encouragement, action and selection of activities to achieve the goal itself. Motivation can function as a driving force for effort and achievement. A student makes an effort, namely learning as an encouragement to achieve achievement. The existence of good motivation in

learning will show good results. Fudyartanto (3003) in Purwa Atmaja Prawira (2012:320) That writes the functions of motivation as follows: 1. Motivation directs and controls a person's actions. In real life, motives are frequently described as directing, orienting, and guiding a person toward a specific objective. If an individual's conduct changes in a given way, it is said to be motivated. 2. The role of motives in determining a person's behavior. Motives that belong to or are present in the individual cause the person in question to act in a way that is geared toward a goal that the individual has chosen and intended. 3. Motives both energize and constrain human conduct. Motives are known as impetus and rise in energy in order for organisms to exhibit observable activities. So, motivation also has a function to maintain that the action or interest continues over a long period of time. Thus motivation is felt to have a very important role. Motivation is interpreted as very important not only for students, but also for educators, lecturers, and school employees, or other educational institutions. So it was concluded that the main function of motivation is to encourage students, provide reinforcement, to students in learning.

### **Factors that influence student achievement**

In the commission's report submitted to the National Symposium on Postsecondary Student Success entitled *What Matters to Student Success: A Review of the Literature*, a framework for student learning success was developed based on a literature survey conducted by Kuh et al (2006). Within this framework, student success is defined as: Academic achievement, involvement in activities aimed at education, satisfaction, acquisition of knowledge, desired skills and competencies, persistence, achievement of educational goals, and performance after graduation. Factors that influence the success of learning can be divided into two stages,

While Slameto in his treatise said that "the factors that influence learning achievement can be classified into two groups, namely internal factors that come from the students themselves and external factors that come from outside the students themselves" (published in [www.jalilmu.blogspot.com/2011/10/](http://www.jalilmu.blogspot.com/2011/10/)). So the point is that internal factors consist of intelligence or intelligence, attention, talent, interest, motivation, maturity, readiness and fatigue. While external factors consist of the family environment, school environment, and community environment. Thus, the factors that influence students in achieving their achievements are internal and external:

### **Internal factors**

All students, parents and teachers as teachers want to achieve high learning achievement, because high learning achievement is an indicator of the success of the learning process. But in reality not all students get high learning achievement and there are students who get low learning achievement. The high and low learning achievements obtained by these students are influenced by many factors. According to Slameto (2003: 54-72) there are many types of factors that affect learning achievement, but can be classified into two, namely:

### **Intelligence**

Peter Salim and Yenni Salim (2001:574-575) that: Intelligence from the word Intelligence means; ability to adapt quickly and physically and mentally to new experiences, based on experience and knowledge that has been owned. While the definition of Intelligence is, intelligent people or scholars. So, intelligence is the ability of a student in learning and in the achievements he achieves. Thus, every student has a different level of IQ. (Winkel 1986:123)

says that: A student who has an IQ of 110 - 140 can be classified as intelligent, and one who has an IQ of 140 and above is classified as a genius. This group has the potential to be able to complete education in tertiary institutions. Someone who has an IQ of less than 90 is classified as mentally weak, this is what many have learning difficulties. Furthermore, Winkel (1986: 153) further narrows and gives boundaries regarding the notion of intelligence by saying, 'intelligence is the ability to act by obtaining a goal to think rationally, and to relate to the surrounding environment satisfactorily'. From this understanding it can be said that the intelligence factor becomes important in the learning process for a student in order to achieve academic achievement.

### **Talent**

Peter Salim and Yenny Salim (2001: 127) that Talent is a special ability as an innate trait. A sign that something will happen. Intellect or traits that are innate. So, Talent is the potential or basic skills that students are born with. So every individual or student in learning also has a natural talent that varies from one student to another. A student will find it easier to learn something that suits his talents more easily than those that are not his talents. If someone has to learn something that is not in accordance with his talent, he will quickly get bored, easily discouraged and unhappy. These things will be seen in students so they like to disrupt class, make noise, don't want to study so that their scores are low.

### **Interest**

According to Peter Salim and Yenny Salim (1991:979) that the word interest is the will that is in the heart for something. Passion, desire. Thus, the absence of a student's interest in a subject will arise difficulties in learning. Students who have no interest or no talent will have a little difficulty in learning. Mina is a will that was born from the student himself. The teacher only functions as a stimulating medium for students to be active in exploring their own knowledge. Thus the teacher can carry out his duties as a teacher namely, encourage, train, motivate and guide according to the interests of the students themselves. Whether there is student interest in a lesson can be seen from the way children participate in learning activities at school,

### **Mental health**

Learning is not only about intellect, but also about mental and emotional health. The relationship between mental health and learning is reciprocal. Mental health and emotional calm will lead to good learning outcomes as well as learning will always be successful and bring self-esteem to a student. Once again Peter Salim and Yenny Salim (1991: 962) that: Mental health is something that exists within humans, not the body and energy, formless, but the results of mental can be felt, internalized, and seen because mental relates to attitudes and character man. If it is related to the mind, then it is something that is invisible, is in the heart, involves human emotions and feelings. Thus talking about mental health means talking about the minds and souls of students in learning. If students in their studies get encouragement in the form of motivation to learn, students will try to learn and achieve. So students in learning always have needs and drives, such as: getting awards, gaining trust, feeling safe, feeling intimate, and so on. If that need is not met it will bring emotional problems and will cause difficulties in learning achievement. security, intimacy, and so on. If that need is not met it will bring emotional problems and will cause difficulties in learning achievement.

## 5. Conclusions

Social friendships will have an impact on students' ability to learn, and they will serve as the deciding element in whether or not they attain learning goals that are satisfactory. In order to lessen associations that could have a detrimental effect on the child, parents have a responsibility to supervise their children or students and to show understanding. Additionally, if the neighborhood is made up of students, students, and doctors, it can inspire kids to learn. Additionally, children will be greatly influenced if their neighbors are unemployed or out of school. Learning in youngsters can also be impacted by social activities. Parents' jobs are to guide their kids so that they can participate in extracurricular activities without losing sight of their academic obligations or cultural responsibilities. The attitude of one's submission to a supreme power underlies the interaction between psychology and religion in relation to the relationship between religion as a belief and mental health. A person with such a dejected outlook is encouraged to adopt an upbeat outlook so that good emotions like happiness, joy, fulfillment, success, feeling loved, or feeling safe emerge. Because it can help students understand how much they can value life and use it by acting in accordance with their religious beliefs, religiosity and the purpose of life are indirectly related. Indirectly, religion can help pupils understand the purpose of life and how to improve their chances of success in the future. A student's religious beliefs values must be instilled so that the student understands life and life more in a purely outward sense, which moves from the vertical dimension of life and transcends this life

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