

Understanding of High School Student Achievement in Geography Lesson at Malang - East Java - Indonesia

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Abstract: *The study understanding to reveal the meaning of achievement for students in High School or "Madrasah Aliyah" in a geography lesson. To uncover the meaning of this research using the phenomenological approach, which focuses on "because motive" behind the measures student achievement. This study used a qualitative approach in the perspective of phenomenology. Weasels the high school students and teachers of geography. Data collected by observation participation and in-depth interviews. Data were analyzed using an interactive model. The results showed that the forms of the motive causes of high school students who excel and excel in the subject matter of geography influenced by intrinsic and extrinsic factors. The intrinsic factors include: self-direct learning, learning continous pattern, the pattern of gradual learning, the most interesting subjects, favorite subjects, like geography from an early age, learning is part of worship, study and prayer, intention to maintain a fixed value either. While extrinsic factors include: facilities instructional materials are complete, the support of parents and the family, the method good learning, motivation of teachers, methods of contextual learning, teachers who lack both in teaching but impatient and pull in teaching, hours of study a lot, geography subjects easily memorized, attractive teacher during teaching, and materials related geography context of everyday life. The findings of this research supplement and clarify the previous findings of such research Verma and Deshpande had never reveal the history, potential, and early detection of a person to excel.*

Keywords: *achievement, High School Students or "Madrasah Aliyah", and "because motives" achievement.*

I. Introduction

One of the unique High School in Malang, East Java is "MadarashaAliah". The uniqueness of it is school-based Islamic tradition, many notable achievement, favorite school, excelled in academic achievement, and school relegius atmosphere. This school, became one of the schools that have the most complete kind of extracurricular. One extracurricular conducted in cooperation with the Office "Brantas Watershed" is building "Communication Network Monitoring Water Quality". Extracurricular has close linkages with learning geography. It was, as it can be an implementation of a learning tool field (outdoor study) for students (Fatchan and Amirudin, 2007; Fatchan, Amirudin, and Utaya, 2012). Allegedly, it was one of the triggers interest of the students to learn geography to improve his performance.

As we know that every human action has a meaning, that action is always done purposively in various forms of rational choice (Wirawan, 2012). Honours students allegedly associated with rational choice of individual students themselves. He was part of the act of making the students liked the subject matter being studied. Existence becomes a symbol that their consciousness (self-awareness) strong of a person's actions.

As also described by McClelland that humans do have a tendency "natural" for the achievement. That success to win the competition (in the standard range of superior social) to be important for the reputation of individuals. Thus, the actual achievement become a basic need for human beings to live a social reality (Moore, Grabsch, and Rotter, 2010). Has been much research done to understand the learners' achievements. Achievement itself many interpreted as high performance. Achievement always associated with an outcome of maximum effort.

Writing about one's achievement that can be replicated by different individuals. One of them is Robert Dilts which elaborates on the pattern of a person's actions that lead to success, so that became world famous figures. They were like Arthur Conan Doyle's, Wolfgang Amadeus Mozart, Walt Disney. Subsequently, Albert Einstein, Sigmund Freud, Leonardo da Vinci, and Nicola Tesla in the third series (Dilts, 1994; Dilts, 1995). In this regard, has actually been a long time researchers in the field of education do the mapping on a variety of factors that affect student achievement. Some believe that the systems, methods, and strategies that influence. However, others in part better believe that teachers make teaching a different (Wright, Horn and Sanders, 1997). This shows that student achievement is influenced by various factors.

Related to student achievement, research in Indonesia, many towards the implementation and experimentation of the methods, models, media development and teaching materials to improve student achievement. Student achievement is generally measured in terms of learning outcomes. Still have not found research to understand what it means for student achievement and how the process of achievement was

obtained. The study, there is still likely to be developed based on the viewpoint of teachers, researchers, as well as existing theories.

Some research related to factors that affect student achievement in geography materials are as follows. Kubiátko, Mrazkova, and Janko (2012), the results of their study showed that gender and grade levels are varied affect the perceptions of students in the subject of geography. The influence of gender on the perception has different forms at different grade levels. Male students tend to have a better perception than female students. This happens because the male students find it easier to understand the material in geography as compared to female students.

Another study conducted Ozdemir (2012) showed the students liked geography because it is influenced by a variety of reasons. One of the most powerful reason is students are happy with the way teachers teach. Students were delighted with the ability of teachers to present material to draw. Students benefit more if they learn geography. The other reason is they want to proceed to the next level by taking courses related to geography. Understand the geography material is considered to increase the knowledge and specific abilities such as understanding the environment, improve the ability to understanding natural occurrence, and cope with natural disasters.

Various studies have been done if it appears they lead to the realm of perception, not in the realm of action and the overall learning process. The study was impressed unfinished because it only leads to result, but ignore the process and meaning. Thus, a need to examine more deeply and thoroughly holistic mainly about the process and meaning of achievement for students.

Based on the various descriptions above, this study aims to explain what “because motive” that influence students to become achievement in the subject matters of geography. To obtain this, the study will use a phenomenological approach. This is based on the focus of phenomenology which focuses on the essence and structure of the experience of the phenomenon. In phenomenology, all of which appears in reality contain different meanings according to each individual. To that end, the necessary interpretative understanding with the goal of finding the essence of a phenomenon (Fatchan, 2013). The perspective used is phenomenological “because motives” interpretative. Phenomenology is based on the condition of social reality. The ultimate goal is to gain knowledge of the social reality in a structured and organized than an individual action, namely the achievement of students (Schutz, 1964). Thus, understanding unique to each student who excel will be revealed with an outlook that is inseparable from everyday life.

II. Method

This research was designed using qualitative research. To understand the “because motives” students become accomplished, the approach used in this study is a phenomenological perspective. The phenomenological perspective used of the phenomenology of Schutz about intersubjective world and everyday life. The research was carried without abandoning the principle of intentionality natural attitude in High School in Malang. The school-based Islam, commonly referred to as "Madrasah Aliah". The uniqueness of these schools are (1) students who study came from out of town, (2) the students lived in huts or lodger, (3) the students are in a social setting a religious environment, (4) students are on a very disciplined environment rules. The subjects of this study were students who excel in the subject matter of Geography. The data collection is done by observation participation and in-depth interview. Observations are supported by in-depth interviews become a major tool of data collection in this research (Wilson, 2002). Analyses were performed using data analysis interactive model as developed by Miles and Huberman. The hallmark of this model is the data analysis is not only done in one process, but continues, repeatedly and continuously. The stages of data analysis including data collection, data reduction, data presentation and conclusion drawing/verification is mutually following analysis activities (Miles and Huberman, 2014)

III. Research Result

The research findings indicate that the “because motives” students are achieving much influenced by many things, including in the historical experience when studying the matter of geography. It is then divided into various forms of events that have close connections during the learning geography. The results of this research are complete can be seen as following matrix.

Matrix 1:

Students Achievement Caused Liking Geography

NO	INFORMANTS	STATEMENT INFORMANTS	MEANING STATEMENT INFORMANTS	THEMES ARISING
1	Anisa	Any time in the elementary school teacher like geography as tasty and fun	Students are happy with geography because of like with his teacher	-Teacher interesting -Since early like

	Citra	Primary Schools used to like the subjects of the existing Social Sciences, especially geography	Students like social science subjects that no material geography	geography -Subject matter of geographic context of everyday life
	Tika	In Elementary School used to like geography, especially when learning about the countries	Students like materials in geography	
	Affan	Used to like Social Sciences including geography, because I see in everyday life	Students are happy to geography as they relate to everyday life	
	Aditya	Learning geography in the elementary and junior high school time easier for memorizing in the life around me.	Students happy subjects memorize and context of everyday life	

Based on the above matrix, it can be concluded in the form of minor proposition as follows, **minor propisi 1:**

Motif high school students always excel caused by factors like geography from an early age, teachers are interesting when teaching, and materials related geograf context of everyday life.

Matrix 2:

Students Achievement Due to the Attractiveness of the Geography Matter

NO	INFORMANTS	STATEMENT INFORMANTS	MEANING STATEMENT INFORMANTS	THEMES ARISING
2	Citra	Geography in the position of subjects are more important than other subjects	Geography subjects most favored	-Geografi Most interesting subjects -Learning a lot -Geografi Favorite subjects -Geografi Subjects easily memorized
	Anisa	Geography lesson hours more than the Social Sciences such as sociology and economics	Hours geography lessons are more numerous and endeared	
	Affan	I like the subjects of geography. For me the geography of the first rank, continues to rank second to sociology and economics	Geography is a favorite subject	
	Tika	I like the lesson that a lot of memorization. Geography I like most because of how easy and subjects memorize English I also like because it is easy to memorize	Geography is a subject that is a favorite because it is easy to memorize	

Based on the above matrix, it can be concluded in the form of minor proposition as follows, **minor propisi 2:**

Motif high school students always perform due to the geography factor most interesting subjects, many learning hours, geography favorite subjects, geography subjects easily memorized

Matrix 3:

Students Achievement Caused Master Patient

NO	INFORMANTS	STATEMENT INFORMANTS	MEANING STATEMENT INFORMANTS	THEMES ARISING
3	Anisa.	Geography teachers teaching subjects in my class less attractive. He just often, the story of his personal, and does not lead to a geography lesson. On thing I like Geography. So my geography good score because I taught myself.	If less attractive geography teacher, the students learn on their own geography.	-Self Direct learning, because teachers are poorly taught him -Teacher patient and kind to make glad the subject matter of geography.
	Razak	If at the time was taught in my class do not really like. How to convey the less interesting geography lessons. For that I often read books of geography alone in the library or at home	Feeling less during geography lessons in class, the students learn at home or at the library	
	Tika	When my geography teacher taught him although less good, but very patient. So I like the geography lesson. Although only about 50% of subjects in school, but I add my geography knowledge at home	Feeling less during geography lessons in class, the students learn at home	
	Affan	My geography teachers was very patient. So I like the geography lesson	Students delighted in a good and patient teacher	
	Nurohma	My geography teacher is very patient and kind to all students. So I like the geography lesson	-Teacher have a good personality geography	

Based on the above matrix, it can be concluded in the form of minor proposition as follows, **minor propisi 3:**

Motif high school students always excel due to self-direct learning factor, due to unfavorable teachers and teachers are patient and kind to make glad the subject matter of geography

Matrix 4:

Students AchievementCaused Facilities and Support Family

N0	INFORMANTS	STATEMENT INFORMANTS	MEANING STATEMENT INFORMANTS	THEMES ARISING
5	Anisa	In my house every day to learn each finished the evening (6.30 pm) until 9.00 pm at night, especially the subjects of geography	Students learn routine is an important activity for achievement categories	-Learning routine -Learning gradually -Facilities Teaching materials complete -Support Parents
	Tika	Geography subjects matter a lot, so I need to learn gradually and regularly at home. So that I can control all the material that my parents bought books geography	To excel in the subjects of geography necessary to implement a gradual learning and support the book at home	
	Affan	For my geography learning materials regularly every day at home, which I studied for 30 minutes per day, read a book or material from the internet	Students learn routinely considers an important activity for achievement	
	Nurohma	I learned if want final test, three days earlier. I focus on studying geography at home	Objective end of the semester is a special moment to learn geography	

Based on the above matrix, it can be concluded in the form of minor proposition as follows, **minor Proposisi 4:**

Motif high school students always perform due to the factor of learning patterns of routine, gradually learning pattern, teaching materials complete the facilities, and the support of parents or family

Matrix 5:

Students AchievementCaused Learning is Worship

N0	INFORMANTS	STATEMENT INFORMANTS	MEANING STATEMENT INFORMANTS	THEMES ARISING
5	Affan	Learning subject matter of geography (including learning other subject matter) is worship. So it should be done seriously	Learning is a part of worship, because the study should be taken seriously	-Learn is part of worship -To get the most value both have to study and pray. -There is an intention to maintain a fixed value good
	Anisa	Learning serious and routine that I do intention is to be the reward of worship	Learn the routine and continuous is worship to reward	
	Citra	Due score geography subjects can often be excellent (score A) became more diligent study and pray that score well kept	In order to score good geography should study and prayer	
	Nurohma	Score geography subjects I was always very good (score A) became more diligent study and pray that score well kept	Score good geography should be maintained	

Based on the above matrix, it can be concluded in the form of minor proposition as follows, **minor proposisi 5:**

Motif high school students always perform due to the factor of learning is part of worship, to get the most value both have to study and pray, there is an intention to maintain a fixed value good.

Based on the description above, it is understood that historical experience had a significant influence for the students to be achievers. Students experience various positive experiences such as studying with a good teacher, met with the material favored, until satisfaction upon the achievements attained. These experiences happen again when in higherschool. It was then reinforce students' positive views on subjects of geography.

The perspective that has been formed and then made the students do various forms of action. Students who excel have more serious efforts, both in class and independent study time, do chores, to prepare for the exam. Various actions then made students who excel in contrast to students in general. Based on the description and some minor propositions above, major propositions can be constructed as follows.

Proposition Mayor:

High school students who excel in the geography caused by factors intrinsic and extrinsic factors. Intrinsic factors that cause students excel in the geography is a self-direct learning, learning patterns that continous, learning patterns gradually, subjects of most interest, favorite subjects, early like geography, learning is part of worship, study and prayer, intention to maintain the value of a good stay. Extrinsic factors that cause students to become accomplished is the facility of teaching materials are complete, the support of parents and the family environment, the method good learning, motivation of teachers, methods of contextual learning, teachers who lack both in teaching but impatient and pull in teaching, many hours of study,

geography subjects easily memorized, attractive teacher during teaching, and geography materials related context of everyday life.

IV. Discussion

Achievement is the end result of the process of learning to do students. The ability of students to excel is supported by a variety of things. The support it is a way of thinking, the form of the action, and how to make sense of everything that happened during the learning process. Various factors because motives as a driving force that motivates students to learn geography. This study found that high school students who excel in the field of geography caused by intrinsic and extrinsic factors.

The intrinsic factor is anything that is attached to or coming from within the students themselves. One factor that becomes intrinsic motive because student achievement is the "joy" in the subject of geography. Feeling "happy" with the material of this geography became an important capital for any actions of students in learning can be maximized. These research findings complement and clarify the findings Verma and Deshpande (2016) who noted that a difficult feat to achieve in the absence of a positive perception on the subjects that followed. The existence of a positive perception of the material being studied became the start for student achievement. This happens because these perceptions may determine the attitudes of students in the action to be performed. Students who have a positive perception will direct their actions on things that can take on achievement.

Students who are the subject of this research showed such symptoms. Where they have had the pleasure to early geography. They are happy geography, since being in the elementary school up to the time at the level of junior and high school. Thus, it is understood that the positive perception of the geography it has been there and built a long time, namely since elementary school.

This indicates that student achievement is always associated with positive meaning of the subject matter. Our understanding of what is then construct the perception of whether or not the students to learn better. As is also understood that the ability to find meaning is to be one measure of human capacity. It makes different achievements every students. They were able to give a positive meaning to the reality that it faces. In this case the meaning is always associated with the structure of experience in terms Schutz called the stock of knowledge (Scutz 1962).

Their consciousness to do better in achievement is one of the driving factors in the students themselves. As Descartes says about "cogito ergo sum", the process of thinking reflectively will always be a part of human life (Bertens, 2006). Their awareness of this fact which then lead someone on a purposive action (Lindauer, 2012). Thus, their actions will not be separated from the consciousness of logical thinking of the individual self.

Merleau-Ponty argues that *res cogitans* (consciousness) and *res extensa* (body) are not separated (Munawar and Rahman, 2013). The emergence of achievement would be supported by the student's self-consciousness on their own. The process of the emergence of consciousness itself is also not simple. There are various processes involved until it becomes feasible as an excuse for students to become achievers.

Consciousness that appear in a person can not be separated from the various forms of knowledge. Consciousness will appear at the time a person reaches a certain level of cognitive complexity. In this case, consciousness itself is divided into two types, namely primary consciousness and higher order consciousness that involves self awareness. Primary consciousness arises when cognitive processes accompanied with an experience of perceptual, sensory, and emotional. While higher order consciousness involves a reflection process that requires a variety of mental imagery to formulate a values, beliefs, goals, and strategies (Capra, 2003). In this research, see that high school students who excel in the field of geography in terms of awareness of the intrinsic and extrinsic. An overview of the different sides to the theory of consciousness above. In other words, this research is different and complementary about primary theory of consciousness and higher order consciousness.

This research is more directed that the presence of the student achievement can be understood from the presence of the students themselves and the surrounding environment. Such a situation makes that student achievement would not exist without the support of the various actions which must also involve a process of reflection in it. Furthermore, such a consciousness that make students want to work harder, though not supported with good learning and fun.

Related to student learning, the results of this research showed that those who excel more than happy to use other means rote learning. In particular geography material associated with the concept/theory of geography. All students who excel states have been more pleased with the text as compared to the figures. This indicates that students tend to be more pleased to read than to meet with mathematical formulas. To learn matters related to the conceptual. However, if the subject matter of geography associated with everyday life they would rather write and understand, then presented to peers. In other words, they prefer to learn by study and field observation or outdoor study learning models (Fatchan and Amirudin, 2007; Fatchan, Amirudin, and Utaya, 2012). Such

learning will bring high motivation and more meaningful if it is always connected to interests and skills possessed by each individual (Fatchan, 2016).

Nakayama, Yamamoto, and Santiago (2007) explains that the characteristics of the students also can influence learning outcomes. This can occur because the characteristics of the students will give the effect of learning behavior that appears. This learned behavior which then determines whether or not the final score learning outcomes. Thus, it is understood that the achievement will be obtained when the learning behavior of students in accordance with the character of the subject.

The results showed that the material character of geography in high school an influence on the behavior of student learning and achievement. This happens because a lot of material in the geography that presents everyday life of students. As is understood, geography itself is part of the social sciences. Thus, the existence of the text to be very important to bring the explanation to be easily understood. It became attractive to students who excel. They then tried to exploit their potential to explore the subject matter of geography.

Extrinsic factors influence on the high school students to excel in the geography. Actions of students who excel not only influenced by what is in him, but also the reality around him. Both have the same position in the process of student achievement. Extrinsic factors about the teacher's personality is often called by the students who excel. Research of Mart (2013) explains that a good teacher is to build emotional closeness with their students. If the teacher is able to present an empathic attitudes, students will have a greater willingness to learn. It was also seen in the figure geography teachers in the schools where the research. Students feel never faced an alarming condition. Teacher shows the various attitudes that makes the students have a positive perception as never angry, helping students outside learning process, and easy to communicate if a student has a problem. A positive attitude shown by the geography in the end make the students feel comfortable. Although learning in class does not seem appealing, but for students who excel, this would motivate them to learn independently. Because the portion of learning more, of course, be a better achievement than students in general.

Aspects of spirituality has also become an important extrinsic factors as a because motives students become achievers. All students who excel stated that they studied hard because it is a part of worship. They connect all actions in learning with spiritual values. This is then reflected in various religious rituals are followed, namely "sariat Islam". They always pray to the almighty, after and after learning. Seeing this phenomenon, it is understood that the students actually have to have a way of thinking at a high level. Dilts (1991) explains that spirituality is the highest level in neuro logical human level. All human actions will eventually be linked to spiritual values. Before being able to think in the standard way, someone would pass through a certain process up to the level of reflective thinking spiritually.

The results of this research reinforce and complement to research Hawkins (1995). He noted that the emotions that arise in a person has a certain energy. There is a correlation between actions and feelings which are then described as a map of consciousness. Hawkins so found that a person's actions will have more energy when accompanied by other forms of positive emotions. As for which is included in the form of positive emotions are: happiness, serenity, optimism, until enlightenment. While entering the negative emotions are: despair, hate, regret, to blame. If it is associated with it appears that students who excel always take action based on the positive emotions such as passion, respect for teachers, happy on the subjects of geography, optimistic got good grades, and learning as part of worship. Thus, it is natural if the achievement can be achieved by the students who always excelled in school where the research.

Being religious is not uncommon in a school environment where this research. As we know that the school place/subject of research is a school that is designed to be general knowledge and religion go together and fused. The behavior of the students controlled in Islamic morals. Thus, students who excel in school is different students who excel in other schools. In this school, the student's daily action is always attributed to moral religion of Islam, so that they act as religious intellectual.

V. Conclusion

Based on various reports and the description above results of this study can be concluded that students excel in the field of geography is affected by intrinsic and extrinsic factors. The intrinsic factors include: self-direct learning, learning continuous pattern, the pattern of gradual learning, the most interesting subjects, favorite subjects, like geography from an early age, learning is part of worship, study and prayer, intention to maintain a fixed value either. While extrinsic factors include: facilities instructional materials are complete, the support of parents and the family, the method good learning, motivation of teachers, methods of contextual learning, teachers who lack both in teaching but impatient and pull in teaching geography, hours of study a lot, geography subjects easily memorized, attractive teacher during teaching, and materials of geography context of everyday life.

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