



DISTANCE OF STUDENT'S RESIDENCE TO LEARNING ACHIEVEMENT OF ENSINO SECUNDÁRIO GERAL UATO CARBAU

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ABSTRACT

Distance is the gap that shows the length of the student's journey from home to school which makes students arrive at school so that they can receive the subject matter because they are not tired, energy is drained, and time is wasted. The purpose of this study was to determine and analyze the effect of distance between students' residences on student achievement. This research is a quantitative research using a questionnaire that contains a number of questions about student residence and student achievement to 45 respondents and then analyzed using simple linear regression analysis technique. From the results of the study, it shows that there is a significant effect of residence distance on student achievement at Ensino Secundário Geral Uato Carbau, where the value of $t_{count} = 4.484 > t_{table} = 1.681$ at a significant value of 0.005, then the alternative hypothesis (H_a) is accepted and H_0 is rejected. For the equation of a simple linear regression line $Y = 24,222 + 0,598X$. The correlation coefficient is 0.564 and the coefficient of determination (R^2) is 0.319 or 31.9%, which means that 31.9% of student achievement at Ensino Secundário Geral Uato Carbau is influenced by the distance of residence, while the remaining 68.1% influenced by other factors not examined in this study.

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to be able to have spiritual, religious, self-control, intelligence, noble character and skills needed by themselves, society, nation and state. Furthermore, education is defined as an effort carried out by a person or group of other people to become adults or reach a higher level of life in a mental sense.

Distance is the space between which shows the length of the area between one point to another. Based on this definition, it means that the gap between the students must be close to arrive at the school. Residence is a location where it is possible for students to take shelter or live, namely in a house. The residence in question is a place to live with parents, boarding house, or staying at someone else's house. So, the place of residence referred to in this study means the house that is occupied by students everyday. So what is meant by the distance from which students live is the distance traveled by students from where they live to school in order to be able to take lessons. If the distance traveled by students from home to school for a long time, the child becomes tired to take lessons so that it affects student learning achievement.

Achievement is the result that has been achieved from what has been done, made, done and made as an effort by someone. Learning is an activity that is carried out consciously to get a number of impressions from the material that has been studied, as a result of learning activities there is a change in the individual. Thus, learning is said to be successful if there has been a change in the individual, on the contrary if there is no change in the individual, then learning is said to be unsuccessful.

Based on the results of observations and interviews in accordance with the reality that happened at Ensino Secundário Geral Uato Carbau, that Ensino Secundário Geral Uato Carbau students always came late. The reason for the delay was influenced by the means used to travel the distance to school, generally the facilities used by Ensino Secundário student Geral Uato Carbau to travel the distance to school using public transportation, bicycles, and walking. If facilities are an obstacle for distance travel, it means that the distance from where you live can interfere with the student's learning process. Thus, the distance between the distances can affect the condition of students, especially in achieving learning achievement. So the authors identify several things that can affect the distance traveled to school, among others: the distance itself, means of transportation, climate change, tiredness and boredom of students. So after going through observations and strengthened by interviews conducted by the author on one of the third grade students named Cezaria Gusmão stated that: With the distance from where we live which we travel to school every day, it always drains our energy and mind so that most of it also drains our learning motivation. it also affects our learning achievement. With such a long distance to travel, we only walked or biked, so when we arrived at school we were already tired or vice versa, even more tired because of the hot sun, we had to fight it so we could get home quickly.

LITERATURE FRAMEWORK

Residence Distance

Distance can be a natural barrier. Distance is closely related to the meaning of location and efforts to fulfill the basic needs or necessities of life, transportation of goods and passengers or long trips. Therefore, distance is not only expressed by a measure, a straight distance in the air that is easily measured with a map (by taking into account the scale of the map), but can also be expressed as a mileage, both related to the required travel time and the unit of transportation costs. Moch. Amien, 1994: 28).

Residence is where the student takes shelter or lives in a house. The residence in question is a place to live with parents, end a boarding house, or stay at someone else's house. So, the residence referred to in this study means the house occupied by students everyday.

So that the existence of students taking shelter far from school greatly affects these students to obtain the desired learning achievement, because sometimes with long distances and with the lack of facilities/transportation used, students often come late to take part in the teaching and learning process, and do not hesitate to neglect just because I'm tired and bored to walk to school. Often teachers also provide additional lessons, but the participation of the students is lacking only because of the long distance students travel to go back and forth to the school due to the lack of transportation used by students.

Location can be defined as "a place, a physical position that has a strategic function because it can participate in determining the achievement of the goals of the business entity, (Sriyadi, 1992; 60). So what is meant by the distance from where students live is the distance traveled by students from where they live to school. Students who live or whose house is far from school, then when they arrive at school will feel tired so they are less motivated in learning this also affects their learning achievement.

To achieve learning achievement, it is necessary to develop a teaching system. The development of a teaching system is a process that determines and creates certain situations and conditions that cause students to interact in such a way that there is a change in their behavior. The purpose of the system itself is to cause learning. To find out a learning achievement goal, it is necessary to hold tests on students.

So that to achieve a learning achievement goal, the student must focus and concentrate in order to study quietly. If students face certain situations and conditions that are not motivated, then these students will find it difficult to interact and learn calmly so that it affects the achievement goals desired by students and parents.

Learning Achievement

According to Winkel quoted by Max Darsono (2000:4) that learning is a mental or psychological activity that takes place in active interaction with the environment, which results in changes in knowledge, understanding, skills and attitude values. In accordance with the two opinions about the understanding of learning above, it contains the notion that learning is a series of activities that are deliberately carried

out by a person with the aim of obtaining a complete change in his behavior, as a result of his experience in interacting with his environment.

Gredler (1991:1) states that learning is the process of people acquiring various skills, skills, and attitudes. Meanwhile, according to Gagne in Whandi (2007) that learning is defined as a process in which an organism changes its behavior due to an experience. The last two opinions above have the intention that learning is a process taken by a person to gain new capabilities in himself in the form of skills, knowledge, attitudes and values.

According to Sumadi (2002) that learning achievement as a value which is a form of final formulation given by the teacher related to progress or student achievement during a certain time. Evidence of success from someone after gaining a learning experience or learning something is a learning achievement achieved by students within a certain time. According to Nana (1989) that learning outcomes or achievement is the realization or expansion of potential skills or capacities possessed by a person. Mastery of learning outcomes by a person can be seen from his behavior, both behavior in the form of mastery of knowledge, thinking skills and motor skills. Learning achievement is the result of measurement and assessment of learning efforts. By knowing the learning achievement, it can be known the position of the child in the class. As stated by Sutratinah that learning achievement is an assessment of the results of business activities expressed in the form of symbols, numbers, letters and sentences that can reflect the results that have been achieved by each child in a certain period.

Learning Achievement as a value which is a form of final formulation given by the teacher related to the progress or achievement of student learning during a certain time. Evidence of success from someone after gaining a learning experience or learning something is a learning achievement achieved by students within a certain time. Learning achievement is the result of measuring and evaluating student learning efforts after participating in the teaching and learning process at school.

Arikunto in Araujo (2011) suggests that student learning achievement is a number that reflects the extent to which students have been able to achieve the goals set at each level of study. The picture of student achievement can be expressed with numbers 0 - 10, which describes the results of the efforts, abilities, and attitudes of students in completing a task in the field of education. According to Arikunto (1993) student achievement with a score of 0 - 10, is exactly the same as the standard set by the Timor Leste ministry of education. Furthermore, he stated that every learning activity carried out by students will produce changes in the students concerned. The learning activities are passed through various stages where each stage will produce certain behaviors. The result of this learning activity is called learning achievement.

Nasution in Winarsih (2010) states that learning achievement is the perfection achieved by a person in thinking, feeling and doing. Learning achievement is said to be perfect if it meets three aspects, namely: cognitive, affective and psychomotor, on the other hand, it is said to be unsatisfactory if a person has not been able to meet the targets in these three criteria.

According to Winkel in Guterres (2011) said that to find out a person's learning outcomes in learning, schools carry out evaluations of the teaching and learning process, the goal is to find out the extent of student achievement after the

teaching and learning process takes place. The same thing was also expressed by Bloom in Guterres (2011) that to determine a person's learning achievement, a learning achievement test can be held in the form of a test that is arranged in a planned manner to reveal the subject's maximum ability in mastering the material being taught.

Measurement of learning achievement is an assessment of the results of learning activities that are expressed in the form of symbols, numbers, letters, and sentences that reflect the results that have been achieved by children in a certain period (Sutratinah, 1984:430). In addition, according to Tu'u (2004:75) learning achievement is the mastery of knowledge or skills developed by subjects, usually indicated by test scores or scores given by the teacher. So that the measurement of student achievement can be formulated as follows.

1. Student achievement is the result of student learning achieved when participating in and doing assignments and learning at school.
2. The student's learning achievement is mainly assessed from the cognitive aspect because it is related to the student's ability in knowledge or memory, understanding, application, analysis, synthesis, and evaluation.

Student learning achievement is proven and shown through grades or scores from the evaluation results carried out by the teacher on student assignments and the tests or exams they take.

METHOD

This research was conducted in Ensino Secundário Geral Uato Carbau, Viqueque Municipality, Tinor Leste. The population in this study was the third grade students at Ensino Secundário Geral Uato Carbau, totaling 45 students. Since the number of students is small, the sample in this study is the whole student, so this research is called population research.

Data collection techniques are tools that are selected and used by researchers in their activities so that these activities become systematic and facilitated by them. The data collection techniques used in this study were: Observation (used to observe the problem that became the research place), Questionnaire / Questionnaire, Documentation (secondary data used to complete primary data).

The data analysis technique used in this study is a simple regression analysis model where this regression analysis is a statistical procedure that is useful for analyzing between one dependent variable and one independent variable. Simple linear regression analysis was used to determine the effect of residence distance (X) on learning achievement (Y) of Class III students at Ensino Secundário Geral Uato Carbau Ensino Secundário Público Uatu Carbau. The formula for the simple linear regression model is:

$$Y = a + bX$$

Based on the results of calculations using the Statistical Product and Service Solutions (SPSS) for windows version 21.0 program, it can be used as a basis for analyzing to prove the proposed hypothesis. To prove the proposed hypothesis, the t-test is used, which is to test the significance of the regression coefficient with the following formula:

Ho : $b_1 = 0$; there is no effect of the distance of the student's residence on student achievement

Ha : $b_1 \neq 0$; there is an effect of the distance of the student's residence on student achievement

The test is done by t-test by comparing tcount with ttable at $\alpha = 0.05$.

1) tcount > ttable then Ho is rejected, Ha is accepted

It means: a) The independent variable can explain the dependent variable, and

b) There is an effect of the independent variable on the dependent variable.

2) tcount < ttable then Ho is accepted Ha is rejected

It means: a) The independent variable cannot explain the dependent variable, and

b) There is no effect of the independent variable on the dependent variable.

RESULT

Based on the results of statistical analysis with the help of the SPSS version 21.0 windows program in detail, the statistical data can be described as follows:

Table 1 Description of Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Learning achievement	53.80	8.322	45
Residence Distance	49.44	7.852	45

From the description of the table above, it can be explained that of the 15 items from each variable, Distance of Residence (X) and Learning Achievement (Y) were given to 45 respondents. The results show that the mean value for the variable Distance of Residence (X) is 49.44 and the standard deviation is 7.852. Meanwhile, the mean value for the learning achievement variable (Y) is 53.80 with a standard deviation of 8.322.

Simple linear regression analysis was used to determine the relationship and effect of one independent variable (Dwelling Distance) on the dependent variable (Learning Achievement). Simple linear regression analysis in this study to determine the model of the relationship between the independent variable Distance of Residence (X) on Learning Achievement (Y). The following are the results and model of the relationship between the independent variable and the dependent variable based on the results of the analysis using SPSS software version 21.0 for windows.

Table 2 Regression

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	24.222	6.677	
Residence Distance	.598	.133	.564

a . Dependent Variable: Learning achievement

Based on the above analysis, the equation for the simple linear regression line in the Coefficients table can be expressed by the equation: $Y = 24.222 + 0.598X$. The interpretation of the regression line coefficient shows that if the residence distance variable is constant, the a value is 24,222. If the learning achievement variable is increased by one unit, the learning achievement variable can have a positive impact of 0.598X.

To determine the effect of the independent variable (distance from residence) on the dependent variable (learning achievement). For the t-test (t-test), that is by comparing the probability of tcount with the level of significance (0.05). It can be clearly seen in the table below

Table 3 t test

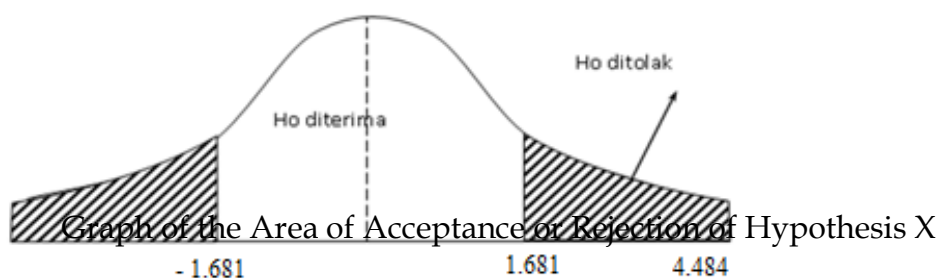
Model	t	Sig.
1 (Constant)	3.628	.001
Residence Distance	4.484	.000

The results of the SPSS version 21.0 analysis show that the value of tcount = 4.484 is greater than ttable = 1.681 (tcount = 4.484 > ttable = 1.681) at the error rate (5%) so that Ho is rejected and Ha is accepted. So, the tcount value for the distance of residence is 4.484 in ttable with 43 db and a significant level of 0.05 obtained 1.681, because tcount > ttable then Ho is rejected and Ha is accepted. The steps for testing the hypothesis are as follows

$H_0 : \beta_1 = 0$, meaning that the variable distance of residence (X) has no effect on Learning Achievement (Y)

$H_1 : \beta_1 \neq 0$, meaning that the variable distance of residence (X) has an effect on learning achievement (Y).

$\alpha = 0,05 / 1$ with df (n - k - 1) = 43



Based on the calculations obtained tcount of 4.484 > from ttable of 1.681 then H0 is rejected at the 95% significance level, or the significant value of the t-test is 0.000 which is smaller than of $\alpha = 5\%$ so that Ho is rejected and H1 is accepted, so it can be concluded that the variable distance of place living has a significant effect on learning achievement at Ensino Secundário Uato Carbau.

Meanwhile, the coefficient (R) is used for the contribution of the independent variable (distance from residence) to the dependent variable (learning achievement), if the correlation coefficient (R) is close to 1 then the relationship is very strong and unidirectional. The results of the research on the contribution of the X variable to the Y variable can be seen in the following table:

Table 4 Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564 ^a	.319	.303	6.949

a. Predictors: (Constant), Residence Distance

b. Dependent Variable: Learning achievement

From the results of the analysis, the correlation coefficient (R) is 0.564. This value shows a positive influence and the relationship is strong and unidirectional, meaning that if there is an increase in the independent variable, namely the distance of residence, it will also be followed by an increase in learning achievement at Ensino Secundário Geral Uato Carbau, in this case if the distance of residence is increased, learning achievement also increases or vice versa. Meanwhile, the coefficient of determination (R^2) = 0.319 or 31.9% means that 31.9% of residence distance determines the ups and downs of learning achievement at Ensino Secundário Geral Uato Carbau. Meanwhile, the rest is 68.1%. The results of simple linear regression analysis show that the distance of residence has a significant effect on learning achievement at Ensino Secundário Geral Uato Carbau, amounting to 31.9%, while the remaining 68.1% is influenced by other factors not examined in this study.

DISCUSSION

The results of simple linear regression analysis show that the distance of residence has a significant effect on student achievement at Ensino Secundário Geral Uato Carbau, amounting to 31.9% while the remaining 68.1% is influenced by other factors not examined in this study. Based on the results of research at Ensino Secundário Geral Uato Carbau by giving a questionnaire as many as 14 items regarding the distance of residence and 14 items regarding student achievement to 45 respondents. The results of the research and analysis of each of these items using the Windows SPSS version 21.0 program showed that the t-test (t-test) showed that the distance from which to live had a significant effect on student motivation in Ensino Secundário Geral Uato Carbau with a t-value of 4,484 is greater than $t_{table} = 1,681$ at the error rate (5%). The results of the t-test show that t_{count} is greater than t_{table} or $t_{count} (4,484) > t_{table} (1,681)$ then the alternative hypothesis (H_a) is accepted and H_0 is rejected. Thus, it can be explained that learning achievement is the result of teaching and learning activities that are followed by students in order to achieve the expected and enjoyable goals as indicated by test scores or numbers from test results or evaluations carried out by teachers while students study at Ensino Secundário Geral Uato Carbau.

The results of the study indicate that to improve student learning achievement, it is necessary to support various choices as well as environmental and school conditions regarding the distance of students' residence from home to school. Because the results of the study indicate that the distance from which students live has an effect on student achievement, namely $Y = 24,222 + 0,598X$ with $r_{count} = 0,564$ and the determinant coefficient is 0,319 or 31,9% and the remaining 68,1% is influenced by other factors outside the study. For this reason, it is assumed that the

distance from which students live can have an influence on learning achievement where the closer students live, the better student learning achievement because with close residences, students are not tired in participating in teaching and learning activities.

The distance of students from home to school that is too far makes students arrive at school unrefreshed and difficult to accept lessons, because they are tired, drained of energy, and time is wasted. So in choosing a school, it is necessary to consider the distance students travel from home to school, the means to go to school, the time it takes to go to school, it is necessary to consider before choosing a school.

According to Nana (1989) that learning achievement or achievement is the realization or expansion of potential skills or capacities possessed by a person. Mastery of learning outcomes by a person can be seen from his behavior, both behavior in the form of mastery of knowledge, thinking skills and motor skills. Learning achievement is the result of measuring and evaluating student learning efforts after participating in the teaching and learning process at school. In general, learning achievement is influenced by the distance from the student's residence to the school.

CONCLUSION

Based on the results of the analysis and discussion above, the authors can draw the conclusion that there is a significant effect between the distance of residence on student achievement at Ensino Secundário Geral Uato Carbau, where the value of $t_{count} = 4.484 > t_{table} = 1.681$ at a significant value of 0.005, then alternative hypothesis (H_a) is accepted and H_o is rejected. For the equation of a simple linear regression line $Y = 24,222 + 0,598X$. The correlation coefficient is 0.564 and the coefficient of determination (R^2) is 0.319 or 31.9%, which means that 31.9% of student achievement at Ensino Secundário Geral Uato Carbau is influenced by the distance of residence, while the remaining 68.1% influenced by other factors not examined in this study

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