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The Effect of Learning Motivation on the Academic Achievement of Fifth-Grade Students at MI KarangAsem

Pengaruh Motivasi Belajar terhadap Prestasi Akademik Siswa Kelas Lima di MI KarangAsem

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Abstract

Low academic achievement in elementary education is often linked not only to cognitive ability but also to students' willingness to learn. This study aims to examine the effect of learning motivation on the academic achievement of fifth-grade students at MI KarangAsem. The study used a quantitative associative approach with a saturated sampling technique. The population and sample consisted of 20 fifth-grade students. Learning motivation was measured using a Likert-scale questionnaire, while academic achievement was obtained from students' academic score documentation. After validity testing, 14 valid motivation items were used for further analysis. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, and simple linear regression. The results showed that learning motivation had a positive and significant effect on academic achievement, with a significance value of 0.015 and an R Square value of 0.287. These findings indicate that learning motivation contributes 28.7% to students' academic achievement.

Keywords: Academic Achievement; Elementary Students; Learning Motivation; Quantitative Research; Simple Linear Regression

Abstrak

Prestasi akademik siswa sekolah dasar tidak hanya dipengaruhi oleh kemampuan kognitif, tetapi juga oleh dorongan siswa untuk belajar. Penelitian ini bertujuan untuk menguji pengaruh motivasi belajar terhadap prestasi akademik siswa kelas V di MI KarangAsem. Penelitian ini menggunakan pendekatan kuantitatif asosiatif dengan teknik sampling jenuh. Populasi sekaligus sampel penelitian berjumlah 20 siswa kelas V. Motivasi belajar diukur menggunakan angket skala Likert, sedangkan prestasi akademik diperoleh melalui dokumentasi nilai siswa. Setelah uji validitas dilakukan, terdapat 14 item motivasi belajar yang digunakan dalam analisis lanjutan. Data dianalisis melalui statistik deskriptif, uji normalitas Shapiro-Wilk, dan regresi linear sederhana. Hasil penelitian menunjukkan bahwa motivasi belajar berpengaruh positif dan signifikan terhadap prestasi akademik, dengan nilai signifikansi 0,015 dan R Square sebesar 0,287. Temuan ini menunjukkan bahwa motivasi belajar memberikan kontribusi sebesar 28,7% terhadap prestasi akademik siswa.

Kata Kunci: Prestasi Akademik; Siswa Sekolah Dasar; Motivasi Belajar; Penelitian Kuantitatif; Regresi Linier Sederhana

INTRODUCTION

Students' academic achievement at the elementary school level is not solely determined by cognitive ability. Many students possess good learning potential but are unable to demonstrate optimal academic performance due to low learning motivation.[1] This issue is particularly important in basic education, including Islamic elementary schools, because learning motivation plays a crucial role in shaping students' willingness to attend classes, pay attention during lessons, complete assignments, and strive to achieve better academic outcomes. This issue becomes increasingly relevant among fifth-grade students, as they begin to face more structured learning demands, including mastery of subject materials, learning discipline, and preparation for the next educational stage.

Studies examining the relationship between learning motivation and academic achievement have reported inconsistent findings. Some studies found that learning motivation did not have a significant relationship with students' academic achievement, indicating that the influence of motivation may vary across educational contexts.[2] In contrast, other studies reported that learning motivation significantly affected students' academic achievement and contributed substantially to learning outcomes.[3] Other research also revealed that learning motivation had a partial effect on academic achievement, whereas learning facilities did not show a significant influence when analyzed separately.[4] These differences indicate that the influence of learning motivation on academic achievement is not always consistent across educational institutions.

Previous studies have further emphasized the importance of learning motivation in improving academic achievement. Research conducted at the elementary school level demonstrated that learning motivation has a strong relationship with academic achievement because it encourages persistence, active engagement, and effective learning management.[5] Similar findings have also been reported in higher education, where intrinsic and extrinsic motivation were found to influence learning behavior and academic performance.[6] Additionally, other studies revealed that intrinsic motivation has a strong influence on students' academic achievement.[7] In a broader international context, research has also shown a positive and significant relationship between motivation and students' academic performance.[8] Furthermore, previous studies at the

1 Hongbin Wu et al., "Medical Students' Motivation and Academic Performance: The Mediating Roles of Self-Efficacy and Learning Engagement," *Medical Education Online* 25, no. 1 (2020), https://doi.org/10.1080/10872981.2020.1742964.

2 Sheva Febriant Zahra Khoerunnisa et al., "Pengaruh Motivasi Belajar Terhadap Prestasi Belajar Siswa," *Menulis: Jurnal Penelitian Nusantara* 1, no. 6 (2025): 334–41, https://doi.org/10.59435/menulis.v1i6.349.

3 B Bainar, "Peluang Dan Tantangan Digitalisasi Bagi Pendidikan Agama Islam," *Baitul Hikmah: Jurnal Ilmiah Keislaman* 2, no. 2 (2024): 74–80, https://doi.org/10.46781/baitul_hikmah.v2i2.1092.

4 S Jumiati et al., "Pengaruh Motivasi Belajar Dan Fasilitas Pembelajaran Terhadap Prestasi Akademik Siswa," *Journal of Education Research* 5, no. 2 (2024): 2371–78, https://doi.org/10.37985/jer.v5i2.1116.

5 Dhea Ramadhani, Ari Suriani, and Sahrun Nisa, "Hubungan Antara Motivasi Belajar Dan Prestasi Akademik Dalam Mata Pelajaran IPA Di Sekolah Dasar," *Jurnal Bintang Pendidikan Indonesia* 2, no. 3 (2024): 249–54, https://doi.org/10.55606/jubpi.v2i3.3108.

6 Moses Kopong Tokan and Mbing Maria Imakulata, "The Effect of Motivation and Learning Behaviour on Student Achievement," *South African Journal of Education* 39, no. 1 (2019).

7 P I Raysharie et al., "The Effect of Student's Motivation on Academic Achievement," *Journal Pendidikan Ilmu Pengetahuan Sosial* 15, no. 1 (2023): 168–75, https://doi.org/10.37304/jpips.v15i1.9552.

8 Z N Wilkesmann, A Steinmayr, and K H Fischer, "Influence of Motivation on Academic Performance of Students in Germany," *Journal of Education* 4, no. 6 (2021): 1–9, https://doi.org/10.53819/810181025018.

elementary school level demonstrated that student motivation and the school environment positively and significantly influence students' learning achievement.[9]

Although previous studies have examined the relationship and influence of learning motivation on academic achievement, several research gaps remain. Some studies were conducted in junior high schools, higher education institutions, international settings, or focused on specific subjects. Other studies incorporated additional variables, such as learning facilities, school environment, and learning behavior. Therefore, studies focusing specifically on fifth-grade students in Islamic elementary schools with a small population remain limited, particularly in understanding whether learning motivation significantly affects academic achievement within the context of MI KarangAsem. The contribution of this study lies in providing empirical evidence using a quantitative approach involving 20 fifth-grade students at MI KarangAsem, thereby offering a closer representation of students' actual learning conditions in the madrasah context.

Based on this background, this study aims to examine the effect of learning motivation on the academic achievement of fifth-grade students at MI KarangAsem. This study considers learning motivation as the independent variable and academic achievement as the dependent variable. Theoretically, this study is based on the assumption that students with higher learning motivation are more likely to achieve better academic performance. Therefore, the proposed hypothesis is that learning motivation has a positive effect on the academic achievement of fifth-grade students at MI KarangAsem.

Method

This study employed a quantitative approach with an associative research design aimed at examining the effect of learning motivation on the academic achievement of fifth-grade students at MI KarangAsem.[10] The independent variable in this study was learning motivation, while the dependent variable was students' academic achievement. The research population consisted of 20 fifth-grade students, and all members of the population were selected as the research sample using a saturated sampling technique due to the relatively small population size. The data consisted of primary and secondary sources. Primary data were collected through a learning motivation questionnaire administered to students, while secondary data were obtained from academic score documentation used as indicators of students' academic achievement. Therefore, the collected data represented the relationship between learning motivation and students' academic outcomes.

The research instrument was a learning motivation questionnaire developed based on indicators such as perseverance in learning, interest in participating in classroom activities, achievement motivation, learning independence, and effort in completing assignments. The questionnaire employed a Likert scale to quantitatively measure students' responses and enable statistical analysis. Prior to the main data collection, the instrument underwent validity and reliability testing to ensure that each statement item possessed adequate suitability and consistency in measuring students' learning motivation. The use of valid and reliable instruments was essential to ensure that the collected data accurately represented students' learning motivation and could be scientifically justified.

9 Yoga Heri Supratno, Murtono, and Mochamad Widjanarko, "The Influence of Student Motivation, School Environment, on Student Learning Achievement," *Journal of Physics: Conference Series* 1823, no. 1 (2021): 12089, https://doi.org/10.1088/1742-6596/1823/1/012089.

10 John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2014).

Data analysis was conducted using descriptive and inferential statistics with the assistance of IBM SPSS Statistics version 26 software. Descriptive statistics were used to describe the levels of learning motivation and students' academic achievement, while inferential statistics were employed to examine the effect between the two research variables.[11] Before hypothesis testing, the data were examined using the Shapiro–Wilk normality test because the sample size was fewer than 50 respondents. After the data met the assumption of normality, simple linear regression analysis was performed to determine the direction of the relationship, the magnitude of the effect, and the contribution of learning motivation to the academic achievement of fifth-grade students at MI KarangAsem.

RESULTS AND DISCUSSION

Quality of the Learning Motivation Instrument

The learning motivation instrument consisted of 18 statement items, which were tested for validity through the correlation between each item score and the total motivation score. The validity test results showed that 14 items were considered valid, namely M1, M2, M4, M5, M6, M7, M9, M10, M11, M13, M14, M15, M16, and M17. Meanwhile, four items, namely M3, M8, M12, and M18, were classified as invalid because their significance values were greater than 0.05.

Table 1. Results of the Learning Motivation Item Validity Test

No.	Item	Pearson Correlation	Sig.	Description
1	M1	0.563	0.010	Valid
2	M2	0.828	<0.001	Valid
3	M3	0.432	0.057	Invalid
4	M4	0.816	<0.001	Valid
5	M5	0.569	0.009	Valid
6	M6	0.480	0.032	Valid
7	M7	0.730	<0.001	Valid
8	M8	0.302	0.196	Invalid
9	M9	0.620	0.004	Valid
10	M10	0.769	<0.001	Valid
11	M11	0.456	0.043	Valid
12	M12	0.351	0.130	Invalid
13	M13	0.471	0.036	Valid
14	M14	0.529	0.016	Valid
15	M15	0.469	0.037	Valid
16	M16	0.589	0.006	Valid
17	M17	0.566	0.009	Valid
18	M18	0.422	0.064	Invalid

Source: SPSS output results (2026)

11 Ratna Wijayanti Daniar Paramita, Noviansyah Rizal, and Riza Bahtiar Sulistyan, *Metode Penelitian Kuantitatif: Buku Ajar Perkuliahan Metodologi Penelitian Bagi Mahasiswa Akuntansi \& Manajemen*, 3rd ed. (Lumajang: Widya Gama Press, 2021).

Based on Table 1, item M2 had the highest correlation value of 0.828, followed by M4 (0.816), M10 (0.769), and M7 (0.730). These findings indicate that most items had a strong relationship with the overall construct of learning motivation. Therefore, subsequent analyses used motivation scores calculated from the 14 items that met the validity criteria.

The learning motivation instrument was also tested for reliability to determine the internal consistency among items. The reliability test showed a Cronbach's Alpha value of 0.869, indicating that the instrument had a high level of reliability.[12]

Table 2. Results of the Learning Motivation Instrument Reliability Test

Variable	Cronbach's Alpha	Initial Number of Items	Description
Learning Motivation	0.869	18	Highly reliable

Source: SPSS output results (2026)

The Cronbach's Alpha value of 0.869 indicates that the learning motivation instrument had good internal consistency and was appropriate for use in further statistical analyses.

Analysis Assumption Test

The normality test was conducted using the Shapiro–Wilk method to determine the distribution of data for the learning motivation and academic achievement variables. The results of the normality test are presented in Table 3.

Table 3. Results of the Shapiro–Wilk Normality Test

Variable	Statistic	df	Sig.	Description
Academic Achievement	0.962	20	0.580	Normal
Learning Motivation	0.952	20	0.394	Normal

Source: SPSS output results (2026)

Based on Table 3, the academic achievement variable had a significance value of 0.580, while the learning motivation variable had a significance value of 0.394. Both values were greater than 0.05, indicating that the data for both variables were normally distributed. Therefore, the data met the assumptions required to proceed with simple linear regression analysis.

Effect of Learning Motivation on Academic Achievement

The effect of learning motivation on students' academic achievement was analyzed using simple linear regression, with learning motivation as the independent variable and academic achievement as the dependent variable. The results of the regression analysis are presented in Table 4.

Table 4. Simple Linear Regression Model Summary Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.535	0.287	0.247	4.813

Source: SPSS output results (2026)

12 Aziz Alimul Hidayat, *Cara Praktis Uji Statistik Dengan Spss* (Health Books Publishing, 2021).

Based on Table 4, the R value of 0.535 indicates a positive relationship between learning motivation and students' academic achievement. The R Square value of 0.287 indicates that learning motivation contributed 28.7% to the variation in students' academic achievement, while the remaining 71.3% was influenced by other factors outside the research model.

To determine the significance of the regression model, an ANOVA test was conducted, as presented in Table 5.

Table 5. Simple Linear Regression ANOVA Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	167.495	1	167.495	7.229	0.015
Residual	417.055	18	23.170		
Total	584.550	19			

Source: SPSS output results (2026)

Based on Table 5, the significance value of 0.015 was lower than 0.05, indicating that the regression model was statistically significant. These results demonstrate that learning motivation had a significant effect on the academic achievement of fifth-grade students at MI KarangAsem.

The regression coefficient results are presented in Table 6.

Table 6. Regression Coefficients Results

Model	B	Std. Error	Beta	t	Sig.
Constant	57.487	9.864		5.828	<0.001
Learning Motivation	0.456	0.169	0.535	2.689	0.015

Source: SPSS output results (2026)

Based on Table 6, the learning motivation variable had a significance value of 0.015, which was lower than 0.05. These findings indicate that learning motivation had a positive and significant effect on students' academic achievement. The regression coefficient value of 0.456 indicates that every one-point increase in learning motivation score was followed by an increase of 0.456 points in academic achievement. The regression equation obtained was:

$$\hat{Y} = 57.487 + 0.456X$$

The equation indicates a positive relationship between learning motivation and academic achievement. Therefore, the research hypothesis stating that learning motivation has a positive effect on the academic achievement of fifth-grade students at MI KarangAsem was accepted, meaning that H_0 was rejected and H_a was accepted.

The Role of Learning Motivation in Academic Achievement

The results of this study indicate that learning motivation has a positive and significant effect on the academic achievement of fifth-grade students at MI KarangAsem. This finding is supported by a significance value of 0.015 and a regression coefficient of 0.456, indicating that an increase in learning motivation is associated with an increase in students' academic achievement. These findings suggest that learning motivation serves as an important internal factor contributing to students' learning success. This result is consistent with previous studies that have reported that students with higher levels of learning motivation tend to achieve better

academic outcomes due to their greater willingness to engage in learning activities and achieve educational goals.[13]

The influence of learning motivation on academic achievement can be explained through its role as a driving force behind students' learning behaviors. Previous studies have suggested that highly motivated students tend to exert greater learning effort, demonstrate persistence when facing difficulties, and maintain consistency in completing academic tasks.[14] In the context of fifth-grade students at MI KarangAsem, learning motivation may encourage students to participate more actively in classroom activities, ask questions when experiencing difficulties, and strive to improve their learning outcomes. Therefore, motivation does not directly produce academic achievement but functions through the development of positive learning behaviors that ultimately contribute to improved academic performance.

The findings of this study support previous research conducted in elementary schools and Islamic elementary schools, which reported that learning motivation positively affects students' academic achievement.[15] However, the magnitude of the effect identified in this study was not entirely similar to those reported in other studies. The R Square value of 0.287 indicates that learning motivation contributed 28.7% to students' academic achievement, which was lower than the contribution reported in some previous studies. Such differences may be influenced by variations in student characteristics, learning environments, academic subjects assessed, and the instruments used to measure learning motivation.

Although many studies have demonstrated a positive relationship between learning motivation and academic achievement, other studies have reported no significant relationship between these two variables.[16] These inconsistent findings suggest that the effect of learning motivation on academic achievement may vary depending on the educational context. Differences in student characteristics, school environments, instructional approaches, and measurement methods may contribute to variations in research findings. Therefore, the findings among fifth-grade students at MI KarangAsem provide additional empirical evidence that learning motivation can have a meaningful role in improving academic achievement within specific educational settings.

The relationship between learning motivation and academic achievement in this study is indicated by a correlation value of 0.535, which falls into a moderate category. This finding is in agreement with previous studies showing that motivation has a positive relationship with academic performance, although the strength of this relationship varies across educational contexts.[17] The moderate correlation indicates that motivation has a meaningful association with academic achievement but does not function as the sole determinant of students' success. This

13 T.J. Dunn and M. Kennedy, "Technology Enhanced Learning in Higher Education; Motivations, Engagement and Academic Achievement," *Computers & Education* 137 (August 2019): 104–13, https://doi.org/10.1016/j.compedu.2019.04.004.

14 Oliver Tat-Sheung Au, K. Li, and T.M. Wong, "Student Persistence in Open and Distance Learning: Success Factors and Challenges," *Asian Association of Open Universities Journal* 13, no. 2 (April 12, 2019): 191–202, https://doi.org/10.1108/AAOUJ-12-2018-0030.

15 Mohammed Abdullatif Almulla and Mahdi Mohammed Alamri, "Using Conceptual Mapping for Learning to Affect Students' Motivation and Academic Achievement," *Sustainability* 13, no. 7 (April 5, 2021): 4029, https://doi.org/10.3390/su13074029.

16 Wilkesmann, Steinmayr, and Fischer, "Influence of Motivation on Academic Performance of Students in Germany."

17 Kathryn Wentzel and Ellen Skinner, "The Other Half of the Story: The Role of Social Relationships and Social Contexts in the Development of Academic Motivation," *Educational Psychology Review* 34, no. 4 (December 8, 2022): 1865–76, https://doi.org/10.1007/s10648-022-09713-1.

finding emphasizes that motivation works together with other factors in shaping students' academic outcomes.

The moderate strength of the relationship can be understood because academic achievement is a complex phenomenon influenced by multiple factors. Previous studies have also explained that learning achievement results from the interaction between internal and external factors.[18] Internal factors such as prior knowledge, learning readiness, and psychological conditions may affect academic performance, while external factors include family support, teaching quality, and the school environment. Therefore, although learning motivation has a significant influence, improving academic achievement requires a comprehensive approach beyond merely increasing students' motivation.

The R Square value of 0.287 demonstrates that learning motivation contributed 28.7% to the variation in students' academic achievement. This finding supports previous studies suggesting that motivation is an important factor in academic success but not the only determinant.[19] The contribution indicates that enhancing students' learning motivation has the potential to improve academic achievement; however, its effectiveness may be greater when accompanied by improvements in other educational aspects. Thus, this study positions learning motivation as an essential component within a broader system that influences students' academic success.

The remaining 71.3% of the variation in academic achievement indicates the existence of other factors outside the scope of this study. Previous studies have emphasized that academic achievement is influenced by a combination of factors, including family environment, learning facilities, instructional strategies, student discipline, and social interactions.[20] This explains why improvements in motivation alone may not necessarily produce optimal academic achievement without supportive learning conditions. Therefore, efforts to improve students' academic achievement should consider multiple interconnected factors within the overall learning experience.

The mechanism through which motivation influences academic achievement can be observed through changes in students' daily learning behaviors. Previous studies have reported that students with higher motivation tend to participate more actively in classroom activities, demonstrate greater persistence in completing assignments, and manage their study time more effectively.[21] Among fifth-grade students at MI KarangAsem, these behaviors may serve as a bridge between learning motivation and academic achievement. In this regard, motivation functions as psychological energy that encourages students to engage in more effective learning behaviors, ultimately leading to improved academic outcomes.

In addition to originating from students' internal factors, learning motivation can also be developed through supportive learning environments. Previous research has emphasized the significant role of teachers and schools in fostering students' motivation through positive

18 Totok Chamidy, Muhammad Ainul Yaqin, and Suhartono Suhartono, "The Influence of Internal and External Factors on Learning Achievement," in *Proceedings of the 4th Annual International Conference on Language, Literature and Media (AICOLLIM 2022)*, 2023, 562–73, https://doi.org/10.2991/978-2-38476-002-2_53.

19 Shiva Zeynali, Reza Pishghadam, and Azar Hosseini Fatemi, "Identifying the Motivational and Demotivational Factors Influencing Students' Academic Achievements in Language Education," *Learning and Motivation* 68 (November 2019): 101598, https://doi.org/10.1016/j.lmot.2019.101598.

20 Devi Lestari and Aprilia Tina Lidyasari, "The Influence of Family, School, and Community Environments on Students' Academic Achievement in Science Learning," *Jurnal Penelitian Pendidikan IPA* 10, no. 11 (November 25, 2024): 8531–37, https://doi.org/10.29303/jppipa.v10i11.8929.

21 David C. Owens et al., "Student Motivation from and Resistance to Active Learning Rooted in Essential Science Practices," *Research in Science Education* 50, no. 1 (February 23, 2020): 253–77, https://doi.org/10.1007/s11165-017-9688-1.

feedback, engaging instructional methods, and classroom environments that encourage active participation.[22] In the context of MI KarangAsem, the findings suggest that improving students' learning motivation may be an effective strategy for teachers to support better academic achievement through more meaningful and participatory learning experiences.

The practical implications of this study are also supported by previous studies emphasizing the importance of instructional strategies aimed at enhancing students' motivation.[23] Teachers are not only responsible for delivering learning materials but also act as facilitators who help students develop interest and enthusiasm for learning. Based on the findings of this study, motivation can be strengthened through clear learning objectives, appropriate recognition, active learning activities, and positive communication between teachers and students. These efforts may increase students' engagement in the learning process and subsequently improve their academic achievement.

This study provides empirical evidence regarding the influence of learning motivation on the academic achievement of fifth-grade students at MI KarangAsem involving 20 participants. However, this study has several limitations, including the small sample size and the use of only one independent variable, which limit the broader generalization of the findings. Therefore, future studies are recommended to involve larger sample sizes, include multiple Islamic elementary schools, and examine additional variables that may provide a more comprehensive explanation of students' academic achievement.

CONCLUSION

This study demonstrates that learning motivation has a positive and significant effect on the academic achievement of fifth-grade students at MI KarangAsem, with a significance value of 0.015 and a contribution of 28.7%. These findings indicate that learning motivation serves as an important internal factor in supporting students' academic success, although it is not the sole determinant of academic achievement. The influence of learning motivation occurs through its ability to encourage positive learning behaviors, including increased persistence, active engagement in the learning process, responsibility in completing assignments, and greater effort to achieve better learning outcomes. Therefore, enhancing students' learning motivation can be considered one of the strategies to improve their academic achievement.

The contribution of this study lies in providing empirical evidence regarding the role of learning motivation in academic achievement within the context of fifth-grade students in an Islamic elementary school with a limited population. This study not only confirms the positive relationship between learning motivation and academic achievement but also provides a deeper understanding of how motivation influences achievement through the development of positive learning behaviors. The findings may serve as a reference for teachers and schools in designing instructional strategies aimed at enhancing students' motivation, such as creating a supportive learning environment, providing positive feedback, and actively engaging students in learning activities.

This study has several limitations, including the small sample size of only 20 students from a single Islamic elementary school and the use of only one independent variable, which limits the broader generalization of the findings and does not fully explain all factors influencing academic

22 Vera Monteiro, Carolina Carvalho, and Natalie Nóbrega Santos, "Creating a Supportive Classroom Environment Through Effective Feedback: Effects on Students' School Identification and Behavioral Engagement," *Frontiers in Education* 6 (June 25, 2021), https://doi.org/10.3389/feduc.2021.661736.

23 Ryan Francis O. Cayubit, "Why Learning Environment Matters? An Analysis on How the Learning Environment Influences the Academic Motivation, Learning Strategies and Engagement of College Students," *Learning Environments Research* 25, no. 2 (2022): 581–99, https://doi.org/10.1007/s10984-021-09382-x.

achievement. Future studies are recommended to involve larger sample sizes, include multiple Islamic elementary schools, and examine additional variables such as family support, learning environment, instructional strategies, student discipline, and psychological factors to obtain a more comprehensive understanding of the factors contributing to students' academic achievement.

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