THE EFFECT OF CURRICULUM 2013 ON ECONOMICS LEARNING ACHIEVEMENT: MOTIVATION AS MEDIATING VARIABLE

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Abstract: The National Standard of Education (NSE) in Indonesia is a legitimate instrument to reach the best achievement. Yet, there are still the other positive factors, especially on economics subjects. This research aimed to find out the direct effect of the national standard of education (NSE) involving in a standard of content (SC), standard for educator and education staff (SEE), standard of facilities (SF), standard of assessment (SA), standard of the process (SP) and competence graduate standard (CGS) on achievement motivation (AM) and economics learning achievement (ELA), and to find out the indirect influence of SC, SEE, SF, SA, SP, and CGS on ELA through AM. This descriptive quantitative research used a survey to collect the data. The population is Indonesian senior high school students who have learned the economy for, at least. A total of 1065 students were selected through using proportional stratified random sampling with the Slovin formula (error = 1%). The data in this study were collected through The data were subsequently analyzed using Structural Equation Modeling (Partial Least Square approach). The result of this research showed that there was a direct effect of SC, SEE, SF, SA, SP, and CGS and AM on ELA. Then, there was an indirect effect of SC, SEE, SF, SA, and CGS on ELA through AM as a mediating variable.

Keywords: curriculum, achievement, motivation, the national standard of education

PENGARUH KURIKULUM 2013 PADA PENCAPAIAN PEMBELAJARAN EKONOMI: MOTIVASI SEBAGAI VARIABLE MEDIASI

Abstrak: Standar Nasional Pendidikan di Indonesia adalah alat yang pasti untuk menunjukkan capaian yang terbaik. Namun, ada banyak faktor positif lainnya, khususnya dalam bidang ekonomi. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh langsung pada standar nasional pendidikan (SNP) yang terdiri dari standar isi (SI), standar pendidik dan tenaga kependidikan (SPP), standar fasilitas (SF), standar penilaian (SP), standar proses (SP) dan standar kompetensi lulusan (SKL) pada motivasi berprestasi (MB) dan prestasi belajar ekonomi (PBE), dan untuk mengetahui pengaruh tidak langsung antara SI, SPP, SF, SP, SPr dan SKL pada PBE. Penelitian ini adalah penelitian deskriptif kuantitatif dengan metode survei. Populasinya adalah siswa sekolah menengah atas setelah belajar ekonomi, setidaknya selama satu tahun. Sampel adalah 1065 siswa dengan menggunakan proportional stratified random sampling dengan rumus Slovin (error = 1%). Teknik pengumpulan data penelitian dengan menggunakan kuesioner dan dokumen yang valid dan reliabel. Analisis data menggunakan Structural Equation Modeling (pendekatan Partial Least Square). Hasil penelitian ini menunjukkan bahwa ada pengaruh langsung antara SI, SPP, SF, SP, SP dan SKL pada PBE. Kemudian, terdapat efek tidak langsung antara SC, SEE, SF, SA, dan CGS pada ELA melalui AM sebagai variabel moderasi.

Kata Kunci: kurikulum, prestasi, motivasi, standar nasional pendidikan

INTRODUCTION

The achievement on institutional education is affected by supporting educational components. One of the components is Curriculum. The Curriculum had been developed onto whole educational elements based on the current needs and challenge in this world. Indonesia has the first Curriculum, Curriculum 1947. By the time, it, then, has developed based on period, Curriculum 1964, Curriculum 1968, Curriculum 1973, Curriculum 1975, Curriculum 1984, Curriculum 1994, Curriculum 1997,

Curriculum 2004, Curriculum 2006, Curriculum 2013, Curriculum 2013 (revision) and until national Curriculum.

In the implementation, however, some curricula were applied based on the school authority and stuff. One of the curricula temporarily used is Curriculum 13 (K-13). The Curriculum itself began as a Latin word currere, which means the yard of a race. Saylor & Alexander (1974) stated that curriculum broadly defines as a reflection of assessing volume about assessment property. This definition also affects how the curriculum will be playable and profitable. Ornstein & Hunkins (2013) said that the Curriculum is a confusing, difficult, and fragment study to understand. The curriculum involves the whole stakeholder, of course, teachers and students, in line with this theory. Shawer (2017) explained that the Curriculum is altogether creating corporately a good person, both teacher and student.

Besides of Bussmaker, Trokanas & Franjo (2017) said that knowledge needed in the curriculum is very large for teachers to maintain gradually a developed Curriculum. Then, according to Moss & Harvie (2015), the definition of classic curriculum is also for principle, students, and policymakers. Law number 20 in 2003 about the National Education System (ES) and Rule of Indonesia Government no. 19 in 2005 about the National Standard of Education (NSE) explained that curriculum is a set of plans and a set of purpose, content, teaching materials, and the method as a basic guideline of learning to reach the goal of education. Then, curriculum raises issues concerning students of control and power over the learning process, that conditions will give achievement and enjoyment of learning for students (Hopkins, 2008; Robinson & Fieldling, 2010; Robinson, 2014; Hargreaves, 2017; Manyukhina & Wyse, 2019).

Short (1987) stated that curriculum scope is policymaking, development, evaluation, change, decision making, activity or study field, and form and investigation language. According to Hargreaves & Moore (2000) described that many theoretical discussions about curriculum have been separated from practical in the class, and many practical discussions about curriculum rarely consider the theoretical connection. The Curriculum 2013 (K-13) is the one based on competence designed to anticipate what people need in this 21st century. K-13 aims to create creative effective productive people by attitude, skill, and knowledge (Mulyasa, 2014).

Similarly, the objective of K-13 is to prepare Indonesian in order to be better ones who have a good belief, and become productive, creative, innovative, effective and afford to contribute what they can do in social, national and statue life, and in civilization (Ministry of Education Law No.70 Year 2013). Hosnan (2016) said that scientific learning is instead of 5 steps, observing, questioning, associating, experimenting, and networking. There are schools that have not yet provided counseling guidance services.

A few problems found in research field namely education has not provided maximum academic service, school ventilation systems have not been functioning optimally, textbook needs are incomplete, there are students who do not have a high level of confidence, there are students who are not responsible for their learning duties, teacher Unpreparedness employs an interactive learning method that is required in K-13 and low motivation for achieving students.

Standard of content (SC) is a criterion about learning material and competency level to reach a minimum standard of competence on one level and type (Mulyasa, 2014). Standard of the process (SP) is a criterion about organizing the learning in education to reach that standard itself. Competence graduate standard (CGS) is a criterion about qualification on students' ability to pass the minimum standard, instead of, affective, cognitive, and psychomotor. Standard of educator and education staff (SEE) is a criterion about positional educational level, both worth on mental, and education on one level. Standard of the facility (SF) is a criterion on the place to study, to the sport, the library, the worship place, laboratory, the place to play, and supporting things to espouse to the learning process (Mulyasa, 2014). Then, the facility of education as like online facility and offline facility or blended learning, facility of education is very important to improve the learning outcome of Senior High School Students (Sari & Setiawan, 2018).

Education financing standard (EFS) is a criterion about component and operational cost in education in one year. Standard of assessment (SA) is a criterion about the mechanism, procedure, and instrument to assess the students'

achievement. One of the assessments is by giving them an exam. It is done to measure the achievement of students' competence (Mulyasa, 2014). Singh (2011) Achievement motivation (AM) is a will to do the best on those standardizations. Motivation is likely related to academic things, cognitive, emotion, and indicator of students' in education (Tucker, Zayco, & Herman, 2002). Motivation is the study of why humans think, feel, and behave (Wood & Graham, 2015). Most of the shows there is a very strong relationship between motivation there is learning success and academic achievement (Corpus, McClintic-Gilbert, & Hayenga, 2009). Motivation can also be defined as a plan or a wish to head towards success and avoid failure (Papilaya, Tuakora, & Rijal, 2019). The findings revealed that the achievement motivation moderated the relationship of learning approaches and academic achievement significantly ($p <$ .05) (Bakhtiarvand, Ahmadiana, Delrooza & Delrooza, 2011), and there is a relationship between achievement motivation and performance (Hardin, Mustari, & Sari, 2019). But there has been no previous research that makes achievement motivation as a moderating variable between curriculum implementation of economics learning outcomes.

Implementing the curriculum according to the plan will produce good learning outcomes. However, there need to be other endeavors outside the curriculum instrument to support learning outcomes. one that can be maximized is student achievement motivation. Winkel (2004) explains that students' achievement is the result given to the students themselves. Cognitive learning includes knowledge, comprehension, application, analysis, synthetic, and evaluation. In addition, the object of the effective involves five levels: accept, respond, assess, organize, and characterize. Lastly, the object of psychomotor is a reflex and basic movement, perception skill, physical ability, skilled movement, and no discursive communication (Ornstein & Hunkins, 2013).

As mentioned, the National Standard of Education (NSE) in Indonesia is a legitimate instrument to reach the best achievement. Yet, there are still other positive factors to students' achievement, especially on economics subjects. One of them is AM. AM is a desire to do well relative to some standard of excellence (Singh, 2011). It has been assigned as a reference for a different need in each people to achieve appreciation like satisfaction, praise from other people, and self-satisfaction (McClelland, 1985).

This research aimed to find out the direct effect on the national standard of education (NSE) involving in a standard of content (SC), standard for educator and education staff (SEE), standard of facilities (SF), standard of assessment (SA), standard of the process (SP) and competence graduate standard (CGS) on achievement motivation (AM) and economics learning achievement (ELA), and to find out the indirect influence between SC, SEE, SF, SA, SP, and CGS on ELA through AM.

METHODS
Research Design

This research was conducted in senior high school which has been applied K-13, taking the place in Serdang Bedagai district, North Sumatera, Indonesia. Implementation of K-13 in some districts instead of eight NSE that has been assigned by the Government, those are SC, SP, CGS, SEE, SF, MS, EFS, and SA. However, in this research, these variables did no longer exist as a whole. The researcher only focused on NSE in K-13, SC, CGS, SEE, SF, SP, and SA (exogenous variable) and AM and ELA (endogenous variable). Analysis data was by using Structure Equation Modeling-Partial Least Square (SEM-PLS). SEM-PLS has the advantage of analysis that is data does not have to be normally distributed. Therefore, this study does not test data normality and linearity. The conceptual model was being applied (see Figure 1).

Population and Sampling

The population in this research was state high school students which were applied K-13 in their schools and for them who have learned economics, at least, for one year in some districts whose total was 1192 students, at the time of the survey. The respondent was in the 11th and 12th grades. This research used a quantitative descriptive through the survey method. The sample was 1065 students by proportional stratified random sampling technique with Slovin's formula (error = 1%).
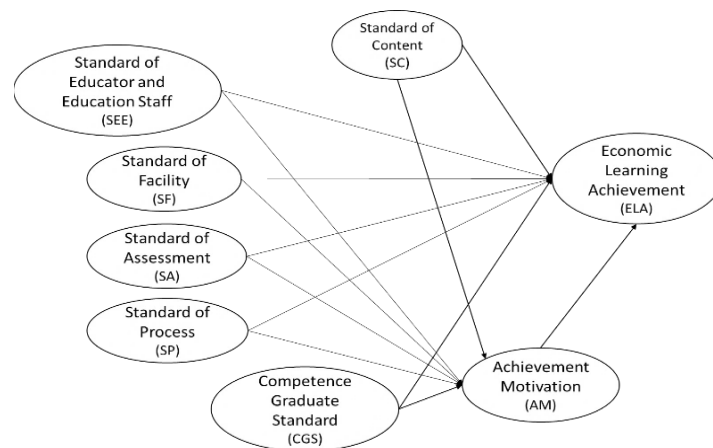
Figure 1. Conceptual Model

Instrument and Measurement

The instrument in this research is to measure SC, CGS, SEE, SF, SP, SA, and AM by using questionnaires. Participant responses to items use a 7-point continuous scale (1 = strongly disagree to 7 = strongly agree). The questionnaires were developed from the national standard of education (Government regulation number 32 in 2013; Poerwati & Amri, 2013). The instrument was developed from variables because similar instruments had never existed.

The statement which is used inside was easy to understand for the respondent. After that, the instrument of ELA was used to the final score, it was categorized, then (1 to 7). ELA was divided into 3, knowledge about economics, attitude, and skill (Bussmaker *at al.*, 2017; Kurniasih & Sani, 2014). The result was taken from the final score in the class when it had been categorized.

Validity for a research instrument

Convergent validity relating to the measurement is a value of loading factor (LF) with the rule of thumb > .7, LF value > .7 is ideal which means the indicator is valid. The result of the questionnaire test could be described in Figure 2. It shows that the whole instrument could be regarded as a valid instrument because of the LF value known through data tabulation.

Reliability of Research Instrument

The reliability test can be viewed on the value of Cronbach's alpha and composite reliability (CR) or well-known as Dillon-Goldstein's. Rule of thumb which can be used to measure the reliability by the value of CR >

.7 for confirmatory research and value of CR .6 - .7 could be said as reliable to measure the reliability of explanatory research. Then, the value of the average variance extracted (AVE) is more than .5 (Haryono, 2017). The reliability constructs. To check the reliability construct can be used convergent validity based on reliability result for each variable. See Table 1.

Table 1 shows the Cronbach's alpha values > .7, CR> .7, and AVE > .5. So these results indicate that all research variables can be said to be reliable and can be used as research instruments. The validity and reliability show that the instruments built have a quality that can be accounted for as research instruments.

FINDINGS AND DISCUSSION
Findings
Evaluation of Measurement Model

The entire variable has reflexive indicators which, then, are validated by using the value of discriminant validity. After all, to test the reliability one variable can use convergent validity by CR values, Cronbach's Alpha, AVE value, and compare the root value of AVE by correlation-construct.

Construct Validity Test

The questionnaire of the research can be valid or can be used in this research if the LF value more than .7 (Haryono, 2017). Parameter of the validity-convergent test in the measurement model by using reflexive indicators so the LF value > .7 can be used (Haryono, 2017). Based on Figure 3 describes that the entire research questionnaire was valid. It could be viewed by the entire items showing that LF value > .5.
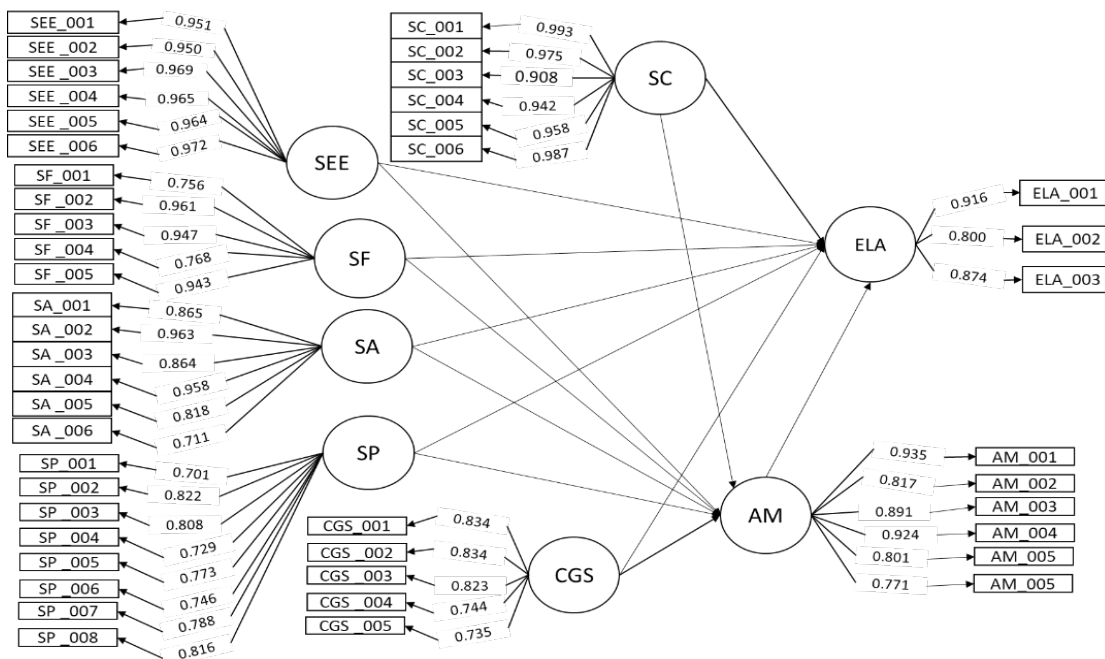
Figure 2. Algorithm Result

Table 1. Reliability

No	Constructs	Cronbach's Alpha	CR	AVE
1	SC	.983	.957	.923
2	SEE	.984	.898	.925
3	SF	.928	.986	.774
4	SA	.933	.897	.752
5	SP	.903	.948	.598
6	CGS	.854	.922	.632
7	AM	.946	.987	.787
8	ELA	.831	.944	.747

Figure 3. Algorithm Result

Reliability Testing of Research Construct

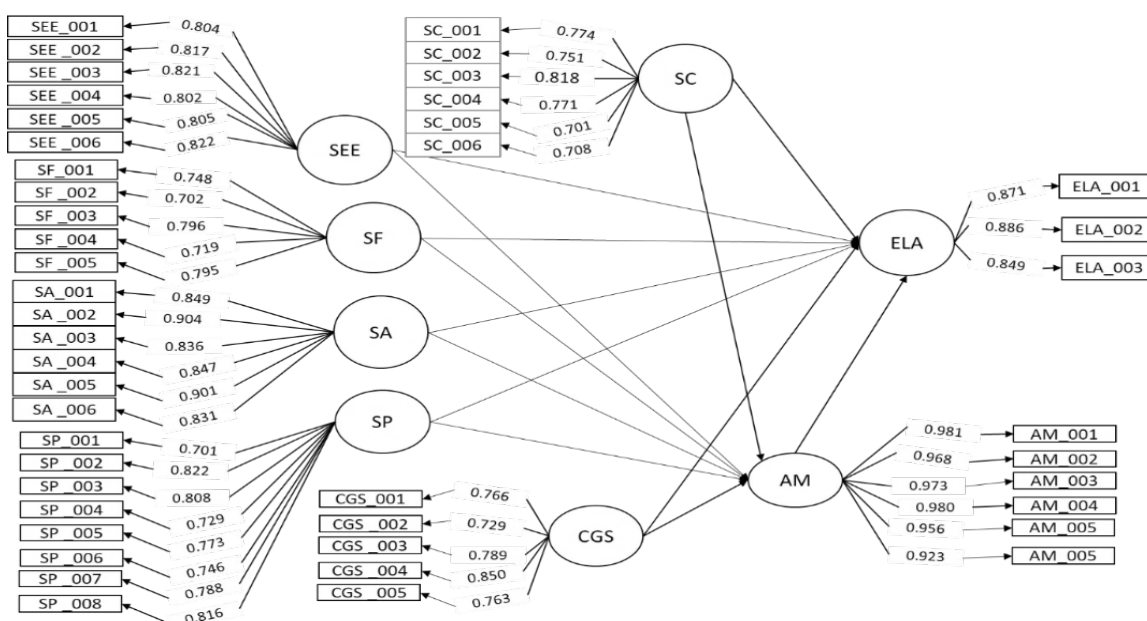Convergent validity test was done to find out the reliability of one research construct. Evaluation for reliability-construct value could be measured by composite reliable, cronbach's alpha, AVE value (Average Variance Extracted) and compare the AVE root value to the correlation among the construct. Cronbach's alpha value and composite reliability value more than .7 and have AVE value more than .5 can be said as reliable (Haryono, 2017). Result of construct reliability test based on convergent validity shows SC (cronbach's alpha = .833; CR= .876; AVE = .544), SEE (cronbach's alpha = . 897; CR = .921; AVE = .659), SF (cronbach's alpha = .810; CR = .867; AVE = .567), SA (cronbach's alpha = . 931; CR = .945; AVE = .743), SP (cronbach's alpha = .985; CR = .988; AVE = .930, CGS (cronbach's alpha = .870; CR = .898; AVE = .527), AM (cronbach's alpha = .717; CR = .815; AVE = .472), ELA (cronbach's alpha = . 827; CR = .897; AVE = .743). That result data showed that the entire research construct is reliable and worthy to hypothesis test. Reliability test, then, is to evaluate Discriminant validity (DV) which involves Cross Loading (CL) and compare to coefficient value of indicator correlation or question item in to construct block by correlated coefficient on the other column (Haryono, 2017).

Each result of output cross-loading can be viewed in appendix 2. The construct research result of output cross-loading showed that each construct has a questionnaire item more than the construct itself. Therefore, it can conclude that each questionnaire item becomes the indicator of the construct itself. After having the result of output cross-loading on the whole fit construct. The next testing is to compare AVE root value to correlation among constructs. The comparative value is shown in Table 2 and Table 3.

Based in Table 2, the comparative value of AVE and the root value of AVE on Table 3 latent variable correlation can be explained that AVE root value is for the whole construct, SC, SEE, SF, SA, SP, CGS, AM, and ELA more than other construct coefficient correlated value. It showed that the requirements of discriminant validity have been completely fulfilled.

Table 2. Comparative AVE and Root of AVE

No	Construct	AVE	Root of AVE
1	SC	.544	.737521669
2	SEE	.659	.811836181
3	SF	.567	.752762676
4	SA	.743	.861820088
5	SP	.930	.964613967
6	CGS	.527	.726088832
7	AM	.472	.686690067
8	ELA	.743	.861993604

Table 3. Latent Variables Correlation

Code	SC	SEE	SF	SA	SP	CGS	AM	ELA
SC	1.000	---	---	---	---	---	---	---
SEE	.598	1.000	---	---	---	---	---	---
SF	.583	.526	1.000	---	---	---	---	---
SA	.424	.441	.396	1.000	---	---	---	---
SP	.417	.408	.402	.671	1.000	---	---	---
CGS	.660	.717	.675	.555	.516	1.000	---	---
AM	.657	.701	.560	.457	.417	.749	1.000	---
ELA	.608	.632	.597	.610	.515	.694	.611	1.000

Evaluation of Structural Model

Evaluation of structural model will be analyzed through the significant value of relation among construct showed by *t statistic* value on to output coefficients which should be more than 1.96, then model evaluation also can be said as fit if it has *p-value* ≤ .05. The value is a basic to hypothesis test by viewing how many quantities of correlation among exogenous construct is to endogenous construct is. *t* statistic value and *p-value* are showed by output path coefficients by using SmartPLS 3.0. It is shown in Table 4. Based on Table 4 showed that from 13 lines are insignificance at all. Then, based on the test, the hypothesis test can be conducted. The line analysis can be seen in Figure 4.

Figure 4 model estimation among variables of the result of the line analysis calculation. Next on, based on the coefficient value, it can be written the estimation of the structural equation from each substructural below:

a. $AM = .289SC + .414SEE + .135SF + .145SA + .342SP_+ .453CGS_+ \varsigma_1$

a. $ELA = .547SC + .497SEE + .370SF + .278SA + .255SP + .177CGS_+ .303AM_+ \varsigma_1$

After the model showed the compatibility (fit), making the coefficient decomposition, then, by counting direct effect, indirect effect, and the total effect of an exogenous variable on the endogenous variable. The total effect is direct effect plus an indirect effect. Those three things are shown in Table 5.

Table 4. The Summary of the Value Result of Path Coefficients

No	Casual Relation	*t statistics*	*t table*	*p-values*	Cut-off Sig.	Explanation
1	SC → AM	4.074	1.96	.000	.05	Significant
2	SEE → AM	3.323	1.96	.003	.05	Significant
3	SF → AM	3.067	1.96	.004	.05	Significant
4	SA → AM	12.922	1.96	.000	.05	Significant
5	SP → AM	2.211	1.96	.011	.05	Significant
6	CGS → AM	3.082	1.96	.005	.05	Significant
7	SC → ELA	2.605	1.96	.009	.05	Significant
8	SEE → ELA	3.189	1.96	.002	.05	Significant
9	SF → ELA	2.954	1.96	.003	.05	Significant
10	SA → ELA	4.866	1.96	.000	.05	Significant
11	SP → ELA	2.506	1.96	.013	.05	Significant
12	CGS → ELA	2.601	1.96	.010	.05	Significant
13	AM → ELA	2.506	1.96	.007	.05	Significant
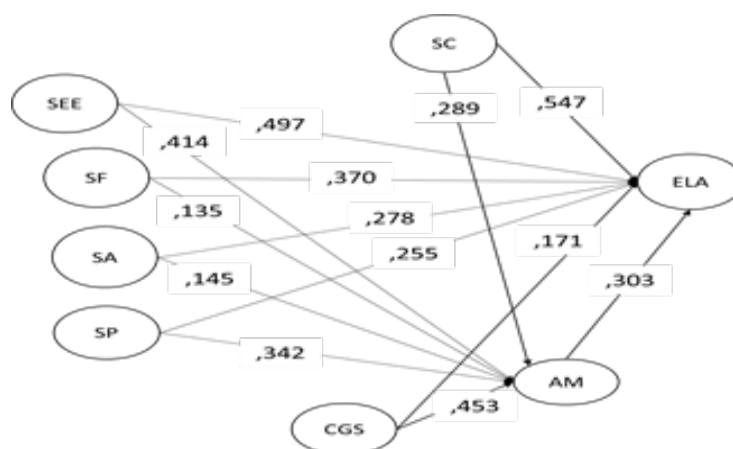
Figure 4. Path Coefficients

Table 5. Direct, Indirect and Total Variable Effect

Variable	Effect		
	Direct	**Indirect through AM**	**Total**
SC → AM	.289	---	.289
SEE → AM	.414	---	.414
SF → AM	.135	---	.135
SA → AM	.145	---	.145
SP → AM	.342	---	.342
CGS → AM	.453	---	.453
SC → ELA	.547	.088	.635
SEE → ELA	.497	.125	.622
SF → ELA	.370	.041	.411
SA → ELA	.278	.044	.322
SP → ELA	.255	.104	.359
CGV → ELA	.171	.137	.308
AM → ELA	.303	---	.303

Based on Table 5, we can be seen the impact of direct and indirect effects among research variables. Those three things can be defined that direct effect based direct effect on figure 4 is the direct effect to SC on AM is showed by γSC.AM = .289, direct effect to SEE on AM is showed by γSEE.AM = .414, direct effect to SF on AM is showed by γSF.AM = .135, direct effect to SA on AM is showed by γSA.AM = .145, direct effect to SP on AM is showed by γSP.AM = .342, and direct effect to CGS on AM is showed by γCGS.AM = .453.

Then, the amount of indirect effect which is showed the influence to SC on ELA through AM is showed by γSC.AM x γAM.ELA = .088, the influence to SEE on ELA through AM is showed by γSEE.AM x γAM.ELA = .125, the influence of SF on ELA through AM is showed by γSF.AM x γAM.ELA = .041, the influence to SA on ELA through AM is showed by γSA.AM x γAM.ELA = .044, the influence to SP on ELA through AM is showed by γSP.AM x γAM.ELA = .104 and the influence of CGS on ELA through AM is showed by γCGS.AM x γAM.ELA = .137.

Hypotheses Test

H1: the coefficient of SC on ELA getting the value of *t statistic* is 2.605 ≥ 1.96, with P-Value or significant level .009, H2: the coefficient of SEE on ELA getting the value of *t statistic* is 3.189 ≥ 1.96, with *p-value* or significant level .002 or less than *a* = .05, H3: the coefficient of SF on ELA getting the value of *t statistic* is 2.954 ≥ 1.96, with *p-value* or significant level .003 or less than α = .05 (5%), H4: the coefficient of SA on ELA getting the value of *t statistic* is 4.866 ≥ 1.96, with *p-value* or significant level .000 or less than *a* = .05, H5: the coefficient of SP on ELA getting the value of *t statistic* is 2.506 ≥ 1.96, with *p-value* or significant level .013 or less than *a* = .05, H6: the coefficient of CGS on ELA getting the value *t statistic* is 2.601 ≥ 1.96, with *p-value* or significant level .010 or less than *a* = .05.

Then H7: the coefficient of AM on ELA getting the value of *t statistic* is 2.506 ≥ 1.96, with *p-value* or significant level .013 or less than *a* = .05, H8: there is a effect of SC on AM, that is *t stat value* = 2.605> 1.96 with the sig value < .05, then, direct effect of AM on ELA, that, *t stat value* = 2.506 > 1.96 with sig value < .05, H9: there is effect of SEE on AM that is *t stat value* = 3.323> 1.96 with sig value < .05, then, direct effect of AM on ELA that is *t stat* = 2.506 > 1.96 with sig value < .05, H10: there is a direct effect of SF on AM that is *t stat value* = 3.067 > 1.96 with *sig value* <.05, then, direct effect of AM on ELA that is *t stat value* = 2.506 > 1.96 with *sig value* < .05, H11: there is a direct effect of SA on AM that is *t stat value* = 12.922 > 1.96 with *sig value* < .05, then direct effect of AM on ELA that is *t stat value* = 2.506 > 1.96 with *sig value* < .05, H12: there is a direct effect of SP on AM that is *t stat value* = 2.211 > 1.96 with *sig value* < .05, then, direct effect of AM on ELA that is *t*

stat value = 2.506 > 1.96 with sig value < .05 and H13: there is direct effect of CGS on AM that is *t stat value* = 3.082 > 1.96 with sig value < .05, then, direct effect of AM on ELA that is *t stat* = 2.506 > 1.96 with *sig value* < .05.

Furthermore, determinated coefficient of exogenous variables on endogenous variables (R^2). Then, the total of R^2 value or determinated coefficient can be earned through data processing with SmartPLS 3.0 of each substructure to know the prediction of the mode. Determinated Coefficient among Research construct obtained are the structural model in Table 6.

Discussion

H1 clearly shows the value of *t statistic* > *t table* (2.605 > 1.96) with *p* = .009. Besides the findings, there is path coefficient value among the implementation of SC on ELA is about .547, and the correlation coefficient is about .608 which means there is a meaning in the effect among both latent variables. The finding is alike to Raharjo's findings in his research Raharjo (2014) that there is a significant effect among SC on ELA. Then, on H2 shows that the value of *t statistic* > *t table* (3.189 > 1.96) with *p* = .002. Besides the findings, there is path coefficient value among the implementation of SEE on ELA is about .479 or the correlation is about .632 which means there is a meaning in the effect among both latent variables. The findings are alike to Raharjo (2014) which found that there is a significant effect between students' perception of the SEE on ELA. Then, Teachers have planned on Pedagogical practice integration on social justice, using Curriculum materials and parent-teacher meetings (Aguirre, Turner, Bartell, Kalinec-Craig, Foote, McDuffie & Drake, 2013; Aguerre, Mayfield-Ingram & Martin, 2013; Turner, Drake, McDuffie, Aguirre, Bartell, & Foote, 2012; Bartell, Cho, Drake, Petchauer, & Richmondal, 2019).

Based on this research, on H3 shows the value of *t statistic* > *t table* (2.954 > 1.96) with *p* = .003. Besides the findings, there is path coefficient value among the implementation of SF on ELA is about .370 or the correlation is about .597 which means there is a meaning in the effect among both latent variables. The findings in line to Setiawan, Martono, & Gunarhadi (2018); Odeh, Oguche, & Dondo (2015); Suleman & Hussain (2014); Adeogun & Olisaemeka (2011); Asvio, Arpinus & Suharmon (2017) wrote that there is a positive and significant effect in facility aspects and the school environment on ELA. Then according to Toha & Wulandari (2016), social environment and administration staff can impact students' enthusiasm in learning.

Also, according to Raharjo in his research (2014), there is a significant effect among SF on ELA. Similarly, the finding of Mushtaq & Khan (2012); Isa & Yusoff (2015); O'Brennan, Bradshaw & Furlong (2014) wrote that there is a significant correlation among the facility to the students' accomplishment or advancement through the learning process.

Based on this research, on H4 clearly shows the value of *t statistic* > *t table* (4.866 > 1.96) with *p* = .000. Besides the findings, there is path coefficient value among the implementation of SA on ELA is about .278 or the correlation is about .610 which means there is a meaning in the effect among both latent variables. The findings are alike to Raharjo (2014) wrote that there is a significant effect among standards of assessment towards students' achievement in learning.

Then, on H5 shows the value of *t statistic* > *t table* (2.506 > 1.96) with *p* = .013. Besides this finding, there is path coefficient value among SP on ELA is about .255 or the correlation is about .515 which means there is a meaning in the effect among both latent variables. This finding supports the research of Akinoglu (2008); Raharjo (2014) said that there is a significant

Table 6. Determinated Coefficient

The structural model	Equation of Structural Estimation	R^2
$X_7 = \gamma_{17}X_1 + \gamma_{27}X_2 + \gamma_{37}X_3 + \gamma_{47}X_4 + \gamma_{57}X_5 + \gamma_{67}X_6 + \varsigma_1$	$X_7 = .289X_1 + .414X_2 + .135X_3 + .145X_4 + .342X_5 + .453X_6 + \varsigma_1$	.601
$X_8 = \gamma_{18}X_1 + \gamma_{28}X_2 + \gamma_{38}X_3 + \gamma_{48}X_4 + \gamma_{58}X_5 + \gamma_{68}X_6 + \gamma_{78}X_7 + \varsigma_1$	$X_8 = .547X_1 + 497X_2 + 370X_3 + .278X_4 + .255X_5 + .177X_6 + .303X_7 + \varsigma_1$	.619

R^2 = R Square

effect among various learning including the indicators of SP on students' learning attitude including ELA.

Based on this research, H6 clearly shows the value of *t statistic > t table* (2.601 > 1.96) with *p* = .010. Besides this finding, there is path coefficient value among SP on ELA is about .171 or the correlation is about .694 which means there is a meaning in the effect among both latent variables. This finding is alike to the Raharjo research (Raharjo, 2014) thought that there is a significant effect among CGS on ELA. Next, on H7 shows that the value *t statistic > t table* (2.506 > 1.96) with *p* = .007. Besides the findings, there is path coefficient value among AM on ELA is about .303 or the correlation is about .661 which means that there is a meaning in the effect of both latent variables. This finding proves that there is a direct and significant effect among the AM on ELA on the students of Senior High School. It shows that there is an improvement in ELA through AM. The resulting test is similar to than alike to the research of Cleopatra (2015); Tella (2007); Singh (2011) show the positive and significant effect among motivation towards learning achievement. In similar findings is on the research of Asvio *et al.* (2017) which means that there is positive and significant among AM on ELA.

On H8, there is a clearly indirect effect among SC on ELA through AM. It describes that the standard of content is positively influenced in AM to improve the students' achievement in the learning economy. H9 also shows that there is an indirect effect among SEE on ELA students through AM. SEE effected on AM (Gobena, 2018). It seems that AM obviously puts a good contribution to increasing ELA. Moreover, H10 explains that it provides the data that there is an indirect effect among SF on ELA through AM. Similarly, H11 says that there is an indirect effect among SA on ELA through AM. In addition, H12 tells that there is an indirect effect among SP on ELA through AM. Lastly, H13 shows that there is an indirect effect among CGS on ELA through AM. The entire hypothesis describing the new model, achievement motivation as a connecting media NSE on ELA, shows that there is a positive effect of motivation variable in running NSE as an effort in improving ELA. NSE familiarly can be influenced by AM in improving ELA. Therefore, to maximizing the ELA is necessarily

shaped the AM both internally and externally. The AM which is in the students will result in the achievement of the NSE instrument as the main major for the Indonesian Government.

CONCLUSION

Finally, this research findings that there is a direct effect among SC on ELA and it directly impacts the ELA itself is about 54.7%. Then there is a direct effect among SEE on ELA and it directly impacts the ELA itself is about 47.9%. So, there is a direct effect among SF on ELA and it directly impacts the ELA itself is about 37 %. Next, there is a direct effect among SA on ELA and it directly impacts the ELA itself is about 27.8%. In addition, there is a direct effect among SP on ELA and it directly impacts the ELA itself is about 25.5%. Similarly, there is a direct effect among CGS on the ELA and it directly impacts the ELA itself is about 17.1%. Furthermore, there is a direct effect among AM on ELA and it directly impacts the ELA itself is about 30.3%.

Then, based on this research, there is an indirect effect among SC on ELA through AM. In addition, there is an indirect effect among SEE on ELA through AM. In similar, there is an indirect effect among SF on ELA through AM. Also, there is an indirect effect among SA on ELA through AM. Next, there is an indirect effect among SP on ELA through AM. And, there is an indirect effect among CGS on ELA through AM. Future research can be conducted by using a different mediation/moderation from this research. It is due to many types of research that have been conducted that there are many variables influencing students' achievement in the learning economy. The AM Variable can be shaped through many variables, the condition also becomes a big opportunity for the next research as a contribution or novelty research that can probably put an improvement or advancement in the coming education process.

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Appendix 1. The grid of research instrument

The grid of Standard of Content (SC)

Dimension	Indicator	Item	Code
Appropriate and relevant Curriculum	The Curriculum is made by considering local characteristic	1	SC_001
	The Curriculum is made by considering the social needs in society	2	SC _002
	The Curriculum is made by considering the learning needs	3	SC _003
	The Curriculum has showed the remedial program plan	4	SC _004
School provides the needs of students' improvement	School provides a service of guidance and counceling	5	SC _005
	School provides ex-school to meet the students' needs	6	SC _006

Source: Government regulation number 32 in 2013, Poerwati & Amri (2013)

The Grid of Standard of Educator and Education Staff (SEE)

Dimension	Indicator	Item	Code
Competency and Adequated Education	Good personality	7	SEE _001
	Prestigious	8	SEE _002
	Good Economy Mastery	9	SEE _003
Competency of Education Staff	Maximum Service	10	SEE _004
	To be able to communicate well	11	SEE _005
	Good Chararacter	12	SEE _006

Source: Government regulation number 32 in 2013, Poerwati & Amri (2013)

The Grid of Standard of Facility (SF)

Dimension	Indicator	Item	Code
School facility is already qualified	School standard is already good for the total of the room	13	SF_001
	Requirements for ventilation system	14	SF_002
	School standard is already good for the learning instrument	15	SF_003
	School is already good for the books in learning process	16	SF_004
School in maintained and good condition	The school building is safe	17	SF_005

Source: Government regulation number 32 in 2013, Poerwati & Amri (2013)

The Grid of Standard of Assessment (SA)

Dimension	Indicator	Item	Code
The assessment impacts to learning process	Teacher gives suggestion for the students.	18	SA _001
	Teacher puts comments on the students	19	SA _002
	Teacher uses the assessment result to better learning	20	SA _003
	Students are motivated to study hard by the assessment given by the teacher	21	SA _004
	The teacher's assessment is so useful for the learning process	22	SA _005
The students' parents involve in their children's learning process	School reports the result of the whole lesson in the end of the semester to the students' parents in education book report	23	SA _006

Source: Source: Government regulation number 32 in 2013, Mulyasa (2014)

The Grid of Standard of Process (SP)

Dimension	Indicator	Item	Code
The sources in learning is able to be acquired easily and used properly	Students can access other learning source aside from the school book	24	SP_001
	Teacher uses guidance book in teaching	25	SP_002
	Teacher uses the other sources beside school book	26	SP_003
	Teacher motivates the students	27	SP_004
The learning process is done by usig interactive learning method	Teacher does the learning process based on interactive lesson plan	28	SP_005
	Teacher delivers the goal of the learning process in the beginning	29	SP_006
	Students have a same chance to explore the learning	30	SP_007
	Students have a same chance to do confirmation	31	SP_008

Source: Government regulation number 32 in 2013, Poerwati & Amri (2013)

The Grid of Competence Graduate Standard (CGS)

Dimension	Indicator	Item	Code
Students are able to achieve the goal of learning	Students show the better improvement after the process in learning economy	32	CGS_001
	Students show the improvement as independent learners	33	CGS_002
	Students show a high self confidence	34	CGS_003
Students are able to develop their talent as society member	School develops the students' personality	35	CGS_004
	School develops life skills	36	CGS_005

Source: Government regulation number 32 in 2013, Mulyasa (2014)

The Grid of Achievement Motivation (AM)

Dimension	Indicator	Item	Code
Responsibility	The work can be done on schedule	37	AM_001
Confidence	Believe in facing the challenge	38	AM_002
Risk Taker	Brave in taking descision	39	AM_003
Feedback	Corporate with others	40	AM_004
Inovation	Inovating in problem solving	41	AM_005
	Inovating in daily	42	AM_006

Source: Uno, Masri, & Panjaitan (2014)

The Grid of Economics Learning Achievement (ELA)

Dimension	Indicator	Item	Code
Achievement in Learning Economy	The Value of Knowledge economic	43	ELA_001
	The Value Attitude	44	ELA_002
	The Value Skill	45	ELA_003

Source: Bussmaker *at al*. (2017), Kurniasih & Sani (2014)

Appendix 2. Construct Result of Output Cross Loading

Code	SC	SEE	SF	SA	SP	CGS	AM	ELA
SC_001	.774	.403	.477	.294	.304	.480	.534	.431
SC_002	.615	.391	.284	.276	.296	.356	.292	.371
SC_003	.818	.524	.540	.373	.329	.615	.601	.546
SC_004	.771	.393	.477	.285	.307	.473	.513	.437
SC_005	.609	.375	.278	.257	.287	.336	.295	.364
SC_006	.808	.480	.512	.372	.332	.584	.574	.507
SEE_001	.516	.804	.545	.462	.461	.694	.566	.609
SEE_002	.459	.817	.375	.299	.281	.514	.606	.450
SEE_003	.509	.821	.357	.278	.247	.539	.591	.472
SEE_004	.499	.802	.541	.455	.435	.664	.550	.602
SEE_005	.428	.805	.344	.321	.285	.497	.558	.431
SEE_006	.489	.822	.344	.284	.223	.536	.546	.471
SF_001	.484	.431	.748	.273	.288	.523	.473	.447
SF_002	.341	.280	.702	.172	.193	.393	.317	.376
SF_003	.465	.454	.796	.348	.313	.534	.466	.504
SF_004	.422	.282	.719	.267	.311	.414	.328	.404
SF_005	.464	.482	.795	.386	.380	.626	.484	.495
SA_001	.425	.430	.405	.849	.542	.539	.456	.578
SA_002	.381	.376	.371	.904	.632	.488	.386	.559
SA_003	.309	.325	.235	.836	.581	.394	.338	.443
SA_004	.415	.432	.407	.847	.529	.546	.454	.576
SA_005	.360	.378	.368	.901	.624	.486	.386	.546
SA_006	.283	.323	.226	.831	.567	.390	.325	.425
SP_001	.499	.586	.406	.308	.726	.589	.270	.471
SP_002	.396	.379	.488	.385	.665	.407	.350	.442
SP_003	.487	.536	.485	.472	.797	.549	.490	.522
SP_004	.456	.448	.574	.429	.763	.512	.443	.506
SP_005	.523	.576	.476	.465	.787	.588	.436	.565
SP_006	.528	.626	.553	.409	.771	.623	.379	.582
SP_007	.495	.545	.536	.429	.709	.548	.347	.530
SP_008	.435	.434	.381	.303	.560	.519	.256	.376
CGS_001	.561	.566	.516	.403	.689	.786	.363	.550
CGS_002	.389	.498	.391	.328	.479	.729	.270	.373
CGS_003	.383	.371	.312	.214	.410	.589	.248	.367
CGS_004	.431	.532	.325	.297	.504	.650	.246	.373
CGS_005	.471	.412	.348	.298	.443	.663	.293	.408
AM_001	.429	.424	.417	.684	.528	.431	.981	.530
AM_002	.408	.408	.382	.632	.493	.420	.968	.506
AM_003	.410	.409	.392	.649	.505	.400	.973	.489
AM_004	.404	.405	.393	.664	.509	.411	.980	.503
AM_005	.388	.372	.385	.648	.487	.377	.956	.486
AM_006	.372	.339	.357	.605	.463	.373	.928	.467
ELA_001	.554	.581	.552	.551	.671	.574	.488	.871
ELA_002	.508	.503	.484	.521	.555	.481	.442	.866
ELA_003	.506	.548	.505	.502	.560	.519	.398	.849

Notes: SC = Standard of Content, SEE = Standard for Educator and Education Staff, SF = Standard of Facilities, SA = Standard of Assessment, SP = Standard of Process, CGS = Competence Graduate Standard, AM = Achievement Motivation, ELA = Economics learning Achievement