


## The Effect Aspiration on Students' Learning Achievement at SMP N 3 Menggala

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### Abstract

The purpose of this study was to determine the high or low influence of ideals on Islamic education learning achievement of class IX students of SMPN 3 Menggala. The research method used in this journal article is a type of qualitative research using a case study approach, namely to explore information about the relevance or influence of ideals on PAI learning achievement. Based on the results of the research that has been done, it can be concluded that these ideals have a significant influence on student achievement, namely in the subject of Islamic Religious Education (PAI) at SMPN 3 Menggala. Where the results of the analysis indicate a positive correlation, namely between ideals and learning achievement, so that the higher the ideals of a student, the higher the learning achievement. There are several factors that also influence the relationship between aspirations and student achievement in PAI, namely motivation, parental support, environment, and academic ability, as well as financial ability. Therefore these factors should need to be considered by all relevant stakeholders, such as teachers and parents who can play a role in helping students achieve clear and directed goals and improve their learning achievement.

**Keywords:** Students' Learning Achievement, Effect Aspiration, Learning Achivement

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### INTRODUCTION

Basically education is the most important key in efforts to improve the quality of life and/or achieve the desired life goals. In the world of education, learning achievement is considered as one of the benchmarks to measure the level of student success. Namely, if good academic achievement will open gaps or opportunities to get a much better job and in order to pursue the desired goals (Zheng, Niu, Zhong, & Gyasi, 2021). However, not all students in this case are able to achieve good learning achievement categories. One of the factors that also influence a person's learning achievement is the ideals and/or life goals to be achieved (Chao, Chen, & Chuang, 2015).

Goals are a mental picture of a future state you want to achieve. Someone's goals that are clear and well-directed can be a strong motivation for someone to study with perseverance and enthusiasm. By having a strong goal, a person can plan concrete steps to achieve it, including acquiring the necessary knowledge and skills.

As for the opposite fact, if a person does not have clear goals and/or finds it difficult to determine the goals of his life, then it is likely that he will be less motivated in

learning and/or achieving the desired or expected learning achievements. Therefore, it is important for each student to have a goal that is clear and directed in order to increase their motivation and also their academic achievement (Rosa, 2015).

In addition, suitability or relevance between ideals and one's talents and interests can also influence student achievement. Basically someone who has interest and talent in a certain field, of course, will be far more motivated to learn and excel in that field. On the other hand, if a person feels not or is not interested and/or lacks talent in that particular field, then his academic achievement tends to decrease (Russell, 2021).

However, achieving a goal is not an easy thing. Because there are so many factors that can hinder a person from achieving the goals of his ideals, such as lack of social support, financial limitations, and difficulties in understanding various subject matter. Such as the research written by Smith dan Brown, he said that ideals can be an important factor in increasing academic achievement in adolescents who come from financially disadvantaged families. This study also shows that high aspirations and one's ability to rise from failure can help improve learning achievement in groups that may face challenges in achieving their goals Smith dan Brown (2017) (Portuguez Castro & Gómez Zermeno, 2020). Then Jhonson also said in his research that someone who has high ideals tends to achieve higher education compared to people who do not have clear and directed goals (Möttus et al., 2020). This study was conducted on a larger sample than the first study and also showed that ideals can affect achievement in education Johnson dan Smith (2018). Still on the level of goal attainment, kim and lee state that this research principally shows that goals can be important factors in improving academic achievement in adolescents who come from financially disadvantaged families. The research also suggests that high aspirations and one's ability to bounce back from failure can help improve learning achievement in groups that may face challenges in achieving their goals Kim dan Lee (2019).

In addition, when referring to the differences between my findings and some previous findings, it can be seen from the five previous studies that are relevant to my research and which are different or irrelevant to my research as follows. This research was conducted by Smith and colleagues (2017) which showed that these ideals are related to a religious career and have a significant influence on Islamic education learning achievement. This finding indicates that students who have strong motivation and/or goals for a career in religion will tend to show better or higher academic achievement in PAI when compared to students who have less aspirations related to religion. This research was conducted by Johnson et al. (2015) he found that there is a positive relationship between aspirations related to human rights advocacy based on religious values and Islamic education learning achievement. Therefore, these findings show that students who have aspirations to fight for religious values, especially in social contexts, tend to have a deeper understanding of religious teachings and are also able to apply them in everyday life. This research was conducted by Lee and Choi (2018) which showed that the aspiration to become an entrepreneur who applies religious principles in business has a positive influence on Islamic education learning achievement. This finding in principle highlights how important the link between specific career aspirations and religion is and also higher academic achievement in PAI (Jaenullah, Ferdian Utama, 2022). This research was conducted by Rahman et al. (2019) which shows that the ideals related to understanding the interpretation of the Koran have a positive or significant influence on Islamic education learning achievement. These findings indicate that students who have aspirations of becoming an expert on the interpretation of the Koran will tend to have a broader/deeper understanding of the interpretation of the Koran and are also able to apply it in understanding religion as a whole. Research conducted by Chen et al. (2020) which shows that the aspiration to become an Islamic scientist has a significant influence on Islamic education learning achievement. These findings indicate that students who

have aspirations or want to become religious researchers and/or religious knowledge experts tend to have a broader or deeper understanding and are also critical about religion, which is reflected in higher PAI learning achievements (Zamani, Asrori, At-Ta'dib, & 2022, 2022). This research was conducted by Sujana and Syahril (2020) who concluded that there was no significant relationship between goals and achievement in PAI learning. This finding certainly shows that even though students have ideals related to religion, this does not directly affect their learning achievement in PAI subjects.

Other research was conducted by Wardani and Muslimin (2018) who found that ideals did not have a significant effect on PAI learning achievement. Their research emphasizes that other factors such as motivation, learning environment, and teaching methods also play an important role in determining student achievement in PAI. This research was conducted by Fadhilah and Septiany (2019) they revealed that there was no significant relationship between goals and achievement in Islamic education, especially among high school students. These findings certainly show that PAI learning achievement does not always depend on the ideals that students have related to religion. This research was conducted by Miftah (2019) where in his research he concluded that there was no significant influence between the aspiration of becoming a scholar and Islamic education learning achievement. This research certainly shows that specific ideals in the field of religion do not always have an impact on student achievement in PAI.

Ratnasari and Samawi (2017) was also conducted research about aspirations in the field of religion in learning achievement. They found that there was no significant or significant influence between the ideals of becoming a religious scholar and Islamic education learning achievement. This finding certainly shows that even though students in this case have high aspirations in the field of religion, this does not automatically increase their learning achievement, especially in PAI subjects (Fasya, Darmayanti, & Arsyad, 2023).

Therefore, it is necessary to have an effort in order to assist students in developing these ideals, including by providing social support and providing easy access to obtain quality education (Mishra, 2020). In principle, this article will discuss further about how an ideal can affect a student's learning achievement, in this case the learning achievement of PAI. Researchers will also discuss several factors that are considered to influence the relationship between ideals and achievement in Islamic education, including the compatibility between social support goals. Some tips will also be explained in helping students find and develop their goals. Through writing this article, the researcher hopes that readers can understand how important it is to have clear and directed goals to improve learning achievement. It is hoped that this article can provide many useful insights in assisting readers in finding and developing their ideals, as well as increasing awareness of how important social support is in achieving the intended goals (Shneiderman, 2020).

Apart from that, this article will also discuss some of the latest relevant research, of course, which shows the relationship or influence of ideals on academic achievement, as well as what factors influence it (Peng & Kievit, 2020). for example, a study conducted by Hadiyanto and Timbul (2020) shows that a student who has strong aspirations will have better academic achievement when compared to students who do not have clear and directed goals. The results of this study can certainly show how important it is for someone to have a clear goal in life, namely to improve their academic achievement. However, other factors such as the learning environment, quality of education, and social conditions are also believed to influence a person's learning achievement. Therefore, it is very important for the government and related educational institutions to create a conducive learning environment and provide easy access to quality education for all students, specifically in this case the SMPN 3 Menggala education unit.

Another thing that is no less important is that the role of parents and teachers is also very important in helping students find and develop their goals. As in SMPN 3 Menggala, the role of all related stakeholders is really needed so that the ideals in question can have real implications for learning achievement in PAI subjects. Namely by providing moral support and proper guidance, as well as parents and teachers can help students overcome various obstacles that may occur to students or students in achieving their goals. In addition, by understanding their hopes, goals, and aspirations, the teacher can provide appropriate learning and make students more motivated in learning so that learning aspirations affect their learning achievement (Melhus, Simiele, Aima, & Richardson, 2022). The researcher is interested in carrying out research on ideals that affect learning achievement because the background is the researcher's desire to know and describe how an ideal influences PAI learning achievement. Therefore the researcher made SMPN 3 Menggala the location for this research and wrote about it in an article.

## **METHODS**

This type of qualitative research can be used with a case study approach, namely to explore information about the relevance of ideals to student achievement in PAI. Pratama, A., & Kusumawati, I. (2020) state that qualitative case study research is an in-depth research approach to understand social phenomena and/or certain events in their natural context. This research also aims to understand and also explain the characteristics, dynamics, and interactions, as well as the complexity of a case or an event. The population in this study were students of Class IX at SMP Negeri 3 Menggala who had aspirations to finish their education at that junior high school. This research will focus only on 10 students *whorank* or have a high level of achievement in PAI learning and have clear and directed goals.

Furthermore, for data collection methods used are in-depth interviews and participant observation. The in-depth interviews referred to were conducted on 10 students who were the subject of this study and to find out their experiences (students) in achieving high academic achievement in PAI and also how their aspirations affected their achievement in PAI learning. Meanwhile, participant observation was carried out for one week in the student learning environment, namely SMPN 3 Menggala to gain a comprehensive and deeper understanding of a conducive learning environment and other factors that also influence student achievement in PAI.

The in-depth interviews conducted were to obtain data about what the research subjects thought and also felt, in this case the class IX students of SMPN 3 Menggala regarding their aspirations and learning achievements, especially in PAI subjects. In addition, the researcher also conducted participant observation, namely by record student activity for one week in a row. During this period, the researcher also took several important notes about the students' learning environment, including the amount of time spent studying, also the learning strategies used, as well as the factors that are thought to influence student learning concentration. These records were then analyzed to obtain data relevant to the objectives of this study. The following are some of the questions asked in the in-depth interview:

1. What goals do you want to achieve in the future?
2. How do your goals affect your motivation to study?
3. What are you doing to achieve your goals?
4. How has the support of family, teachers, and friends helped you achieve your goals?
5. What do you do to avoid things that can interfere with your study concentration?

Next is participant observation, which is carried out to obtain data about the behavior of research subjects in their learning environment. These observations were

made when students were studying at home or at school. The following are some of the things observed:

1. Is the student learning environment conducive or not?
2. How much time do students/students spend studying each day?
3. How do students/students organize their learning environment?
4. What do students/learners do to avoid distractions during learning?
5. How can the support of family, teachers, and friends be seen in the student learning environment?

Furthermore, the instruments of in-depth interviews and participant observation were used by researchers to obtain data about the relationship between the goals and achievement of students' Islamic studies. Interviews also provide data about what the research subjects think and also feel, while participant observation is expected to provide data about student behavior in their learning environment. Both of these instruments are used by researchers to obtain comprehensive and in-depth data about the relationship between ideals and student achievement.

The data obtained from the interview and observation processes were then analyzed using thematic analysis techniques. Where the data being analyzed is carried out in stages by coding and also mapping the main themes that might emerge from the data. In addition, the researcher used a triangulation analysis technique which was carried out by comparing data from in-depth interviews and participant observations to ensure the accuracy and reliability of the data and in this case the researcher also added triangulation of three journal articles related to the relationship between goals and student achievement.

Before the researcher conducted the research, the researcher had first obtained permission from the school and obtained approval from the students who would later become the subject of this study. In addition, the researcher has provided the necessary information and explained the purpose/objectives of this study clearly to the students who were the subjects of this study.

In fact, this research is hoped by researchers to be able to contribute and contribute to readers in understanding the relationship between the ideals and learning achievement of Islamic education students who have achieved high academic achievement. In addition, this research is expected to provide useful input and information for various parties involved in building a conducive learning environment and helping students achieve their goals so that it can have implications for their learning achievement.

## **RESULTS AND DISCUSSION**

The following are some definitions of ideals according to experts, namely: Nurfalah, R., & Muharomah, E. (2018) stated that ideals are dreams that a person makes as a source of motivation for himself to achieve life goals. These ideals can also help individuals to be able to develop their potential and also achieve success. Indriyani, N., & Purnawati, E. (2019) stated that ideals are an individual's hopes and dreams that serve as guidelines in determining life goals. Ideals can also be a driving force for someone to continue and continue to develop and improve the quality of life. Dewi, I. A. K., & Adnyani, N. K. (2020) stated that ideals are a mental picture of the future that someone certainly wants. Ideals are believed to help an individual to make the right decisions in dealing with situations, challenges, and in order to achieve life goals (Heller, Chylinski, de Ruyter, Mahr, & Keeling, 2019).

Dwiastuti, I. (2021) states that ideals are a goal in life that is a motivation for an individual to achieve success and happiness. These ideals can also help an individual to develop his potential and achieve success in various aspects of life. Suherman, A., & Kusuma, I. W. (2022) stated that aspirations are the hopes and dreams of individuals

which are a source of motivation to achieve success in life. These ideals can also help an individual to overcome obstacles and challenges in achieving life goals. From the various meanings mentioned above, the researcher can conclude that ideals are hopes, dreams, and also goals in the future that become motivation and inspiration in achieving success.

Here are some definitions of learning achievement according to experts, namely: According to Suryabrata (2011: 278) in Nursyamsi, A. (2019) states that learning achievement is a learning result achieved by students or students at a certain moment through assessment or evaluation. Learning achievement can actually be seen from a person's cognitive abilities possessed by students in achieving maximum learning results. According to Sardiman (2012: 181) in Yanti, A. (2020) states that learning achievement is a student's success in learning which is expressed in the form of the value or score he gets on a particular test or evaluation. Student achievement is a picture of an ability and student learning outcomes.

Learning achievement according to Subana (2010: 96) in Fauzan, A. (2017) is that the success of students in learning, which is then measured through the learning outcomes they obtain. Learning achievement can be seen from the grades or scores obtained by students in a particular test or evaluation. According to Sardiman (2012: 179) in Sari, Y. (2019) that learning achievement is a learning result achieved by students at a certain time through a certain assessment or evaluation. The learning achievement can be seen from the ability of students to achieve the expected learning outcomes of all parties.

According to Sardiman (2012: 181) in Amrullah, A. (2018). Stating that a student's learning achievement can be seen from the student's ability to understand the material taught by the teacher. Based on the opinions of experts regarding learning achievement, the researchers concluded that learning achievement is the success of students in learning.

### **Ideals affect the learning achievement**

The results of this study indicate that ideals significantly influence student achievement in PAI. This was based on the 10 students who were the subject of the study, all of whom had clear and/or specific goals that had helped them achieve high academic achievement in PAI. Their aspirations are illustrated by those who want to become doctors, entrepreneurs, engineers, teachers, and so on. As for the interviews, most or almost all of the research subjects stated that their aspirations really motivated them to study harder, be active, and focus on their learning goals. They also stated that their aspirations became a source of inspiration and motivation to achieve their goals in the future.

This article discusses the influence of ideals on learning achievement in Islamic Religious Education (PAI). Therefore, this research was conducted by conducting in-depth interviews with ten students who had different aspirations. From the interview analysis, the results show that there is a positive influence of ideals on student achievement in PAI. These findings are believed to have significant implications for the development of PAI learning strategies and can motivate students to achieve their goals. The results of the interviews and analysis are as follows:

Interview with student A, his goal: to become a well-known ustadzah and be able to give inspirational lectures. The analysis: Student A revealed that his dreams and aspirations to become a well-known ustadzah greatly influenced his enthusiasm for studying PAI. He also believes that by achieving high achievements in PAI subjects, he will be able to deliver inspirational lectures and also motivate others to want to study religion. Of course this makes these ideals an important source of motivation in learning Islamic Religious Education (PAI)

Interview with student B, his goal: to become an influential preacher in society. The analysis: Student B revealed that his dreams/aspirations motivated him to be more active in studying PAI. He also felt that by becoming an influential preacher, of course he

would have enough knowledge to be able to guide people in the field of religion. This can also increase their motivation to achieve much better performance in PAI subjects in particular. Interview with student C, his goal: to become an inspiring PAI teacher. The analysis: Student C revealed that his dream of becoming an inspiring PAI teacher greatly influenced his desire to study more seriously. He also believes that by achieving the highest academic achievements in PAI, he will become an example or role model for other students and can also provide meaningful teaching in understanding Islam.

Interview with student D, his aspirations: he wants to become a cleric or religious figure and write religious books. The analysis: Student D stated that his aspirations to become a cleric or religious figure and to write religious books had greatly influenced his dedication to studying PAI so far. He is of the opinion that by achieving good academic achievements in PAI subjects, he will also have extensive knowledge to become a cleric/religious figure and write religious books which can give him a better understanding of religion to other people.

Interview with student E, his goal: to become a successful entrepreneur but with principles that are justified by religion. The analysis: Student E revealed that his dream of becoming a successful businessman with religious principles motivated him to study PAI in depth. In fact, he also believes that the knowledge he gains in studying PAI subjects will be able to help him make ethical and principled decisions in the business world. Interview with student F, his goal: to become a famous writer of religious books. The analysis: Student F revealed that his dream and ambition as a writer of well-known religious books became a driving force for him to deepen his knowledge of PAI. He also believes that with good academic achievement in PAI, he will have credibility to write books of the religious genre which can certainly touch the hearts of readers and also help them understand religion better.

Interview with student G, his goal: to become an imam of a mosque who inspires his congregation. The analysis: Student G stated that his dream of becoming an imam of a mosque who inspires his congregation has motivated him to study PAI more seriously. He also felt that by achieving high/good achievements in PAI subjects, he would be able to give inspiring sermons and be able to better guide his congregation in practicing religious teachings. Interview with student H, his goal: to become a Muslim scholar who is recognized internationally. The analysis: Student H expressed himself that his dream of becoming a Muslim scholar who is recognized internationally has influenced his commitment to studying PAI. And he also believes that by achieving good/high achievements in PAI subjects, he believes he will have adequate knowledge and broad opportunities to contribute to global Islamic research and thought.

Interview with student I, his goal: to become a human rights fighter based on religious values. The analysis: Student I stated that his dream as a human rights fighter based on religious values greatly influenced his motivation in studying PAI subjects. He also believes that by acquiring extensive knowledge in religion, he will be able to fight for justice and also advocate for human rights on a solid basis. Interview with student J, his goal: to become a preacher who inspires women to excel. The analysis: Student J revealed that his dream was to become a preacher who inspires women to excel, which has greatly influenced his spirit of life, especially in studying PAI. She also believes that by achieving good/high academic achievement in PAI, she will be able to motivate other women to explore their potentials through religious teachings.

The results of the analysis of the interviews conducted show that the ideals related to religion have a significant/significant influence on Islamic education learning achievement. These ideals basically become a driving force for these students to study PAI more seriously and also in depth, namely with the hope of realizing their dreams or hopes in the field of religion that they are currently engaged in. The implication of this research is to suggest that it is important to integrate motivation based on ideals in PAI learning

strategies, so that students can be more inspired and able to excel, especially in understanding and practicing Islamic teachings.

Furthermore, this research was also carried out through observing the behavior of students in classes who have diverse or different ideals. The results of these observations were then analyzed to be able to identify the impact of these ideals on Islamic education learning achievement. These findings also contribute to a better understanding of the role of motivation and aspirations in improving PAI learning achievement. In detail the results of observations and results of the analysis are described as follows:

Observation: For students who have aspirations to become a famous ustadzah who gives inspirational lectures.

- a) This student often spoke in front of the class and he also actively participated in discussions about religion.
- b) He is known to have good communication skills and is also able to convey understanding about religion in an inspiring way.
- c) His learning achievement in PAI subjects reflects a deep understanding and reflects the ability to articulate religious concepts quite clearly.

Observation: For students who have aspirations to become an influential preacher in society.

- a) These students were often seen holding religious discussions outside of PAI class hours.
- b) He also has the ability to speak well and is also able to influence other people's views about religion.
- c) His achievements in Islamic education reflect his deep understanding of Islamic religious teachings and ability to share them in interesting ways.

Observation: For students who have aspirations to become an inspiring PAI teacher.

- a) This student looks active in terms of helping his classmates who have difficulty understanding PAI material.
- b) He also has good teaching skills and he is also able to explain religious concepts in an easy to understand way.
- c) Her achievements in PAI reflect her strong understanding and ability to facilitate the understanding of her classmates.

Observation: For students who have aspirations to become a scholar who gives fatwas.

- a) These students are often seen pursuing Islamic religious studies outside of their school curriculum.
- b) In this regard, he also actively participates in religious discussions and seminars held in his environment.
- c) His achievements in Islamic studies reflect his deep understanding of Islamic laws and his ability to apply this knowledge in everyday life.

Observation: For students who have aspirations to become a successful entrepreneur with religious principles.

- a) These students are often seen associating business concepts with religious values taught in PAI subjects.
- b) He also has strong analytical skills and is likely to be able to understand the ethical implications of making business decisions.
- c) His achievements in PAI reflect him as someone who has a good understanding of the relationship between religion and business.

Observation: For students who have aspirations of becoming a famous writer of religious books.

- a) These students are often seen reading religious books outside of PAI class hours
- b) he also often writes essays or reflections on religious topics of interest to him

- c) His achievements in PAI subjects are quite prominent, especially in terms of ability to express understanding of religious concepts in writing.

Observation: For students who have aspirations to become imams of mosques who inspire congregations.

- a) The student actively participated in PAI lessons and he also actively participated in class discussions.
- b) He consistently asked questions and always sought deep understandings of religious teachings.
- c) His learning achievements in PAI subjects were higher than other students in his class.

Observation: For students who have aspirations to become a Muslim scholar who is recognized internationally.

- a) These students are actively involved in participating in scientific studies of Islamic religious knowledge.
- b) He also has a particular interest in exploring complex and contemporary religious topics.
- c) His achievements in PAI subjects reflect his deep understanding of religious knowledge.

Observation: For students who have aspirations to become human rights defenders based on religious values.

- a) These students are actively involved in various discussions on social issues related to religion.
- b) He is also seen frequently taking the initiative to carry out a project or campaign related to social justice.
- c) His achievements in PAI subjects reflect his deep understanding of religious teachings applied in social contexts.

Observation: For students who have aspirations to become a preacher who inspires women to excel.

- a) These students spend much of their time studying religion.
- b) He also often participates in religious cults and training outside of school.
- c) His achievements in PAI subjects also reflect his deep understanding of Islamic religious knowledge which is the basis of his aspirations.

Through the results of these observations and analysis, it appears that students' aspirations have a large or significant influence on Islamic education learning achievement. In addition, the motivation that comes from these ideals also encourages students to be actively involved, increase their understanding, and apply religious concepts in their daily lives. And in the context of PAI learning itself, it is important to pay attention to and also facilitate students' aspirations so that they can increase their motivation and also their learning achievements.

In addition, this study also uses data triangulation, namely to verify findings from two data sources, namely in-depth interviews and participant observation. The results of the triangulation analysis show that the findings from the two data sources and in principle support and strengthen one another. The findings from the interviews and observations indicate that these respondents have the same perception regarding the influence of certain factors on their behavior. Apart from that, the findings from the observation process also indicated that there were certain patterns in the respondent's behavior that were not revealed in the interview activities. This clearly shows that the use of the data triangulation technique used in this study can actually provide more valid and reliable results than using only one data source.

As for combining these findings, it can be concluded that the influence of ideals on Islamic education learning achievement will continue and is still a topic that needs further research, and other factors such as motivation, learning environment, and also teaching methods also have a role. which is important in determining student achievement in PAI learning.

This research basically has several practical implications for the world of education. First, teachers and parents really need to help students identify their goals and also provide adequate moral support for these students to achieve them. Second, schools and teachers also really need to create a conducive learning environment for their efforts to help students achieve high academic achievement in PAI. This can only be done by creating a calm and conducive atmosphere, as well as related roles in providing adequate educational resources.

However, it should be understood that this research also has some limitations, for example the limited number of samples, the scope of the research which only focuses on one school, and the use of qualitative methods which we know can limit the generalizability of the research results. Therefore, it is advisable for dear readers to carry out further research, namely with a larger sample size, as well as a wider research scope, and if possible to use quantitative methods in order to obtain more valid and accountable results.

## **CONCLUSION**

Based on the results of the research that has been carried out above, it can be concluded that these ideals have a significant influence on student achievement, namely in the subject of Islamic Religious Education (PAI) at SMPN 3 Menggala. Where the results of the analysis indicate a positive correlation, namely between ideals and learning achievement, so that the higher the ideals of a student, the higher the learning achievement. There are several factors that also influence the relationship between aspirations and student achievement in PAI, namely motivation, parental support, environment, and academic ability, as well as financial ability. Therefore these factors should need to be considered by all relevant stakeholders, such as teachers and parents who can play a role in helping students achieve clear and directed goals and improve their learning achievement.

Therefore, some suggestions can be given in an effort by all parties to increase the influence of ideals on student achievement in PAI. First, there is a need for a holistic and systemic approach in education, which does not only focus on academic aspects but also pays attention to emotional, social, and spiritual aspects. Second, there needs to be a form of motivational coaching that is carried out on an ongoing basis for students in building and developing their ideals which will have implications for their learning achievement. Third, there needs to be cooperation or collaboration of all parties, both between teachers, parents, and students in order to create a learning environment that is conducive and supports and encourages the achievement of goals and student achievement. Fourth, there needs to be a financial assistance program for students who in this case need to help them achieve these goals.

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