

CHAPTER I

INTRODUCTION

1.1. Background

Human capital as “the set of knowledge, skills, capabilities and abilities that are embodied in people and which people have learnt over time, via training, education, work experience, health care and migration (Awad 2020, 1119) plays a very significant role in economic development. Awad further explained that education status is used as one of the proxies to indicate the development of human capital which later lead to the nexus of human development and economic growth that a worker with a proper level of education is a more productive worker which manifests in more output per head and hence the total output (2020, 1119). Therefore, for decades, even centuries, all nations have developed, revised, updated policies of their education which is to leave the next generations a more sustainable world (Kocak et al. 2021, 455).

Government of each country pays a deliberate attention to increase the quality of education which can be shown by the amount of budget invested in the education sector. An infographic provided by Statista shows that in 2018 Norway spent the most for its education system, which is 6.7% of its GDP, followed by New Zealand with 6.2 %, United Kingdom with 6.1%, United States with 6 %, Japan with 4%. Meanwhile data from The World Bank, in 2018 Indonesia spent 3% of its GDP on the education sector. Realizing the importance of the education system in the development of a country, the Indonesian government increased spending for the education sector which in 2021 has become 20% of the state budget which is

approximately over 38 billion USD or 550 trillion IDR. These countries intentionally spend a considerable amount of money on education to raise qualified and successful students who will be capable of creating a better future for themselves as well as for their countries (Kocak et al. 2021, 455).

Kocak et al. indicated that the means used by all nations to create qualified and skillful students is through educational institutions, which are private and also public educational institutions (2021, 455). Therefore, all educational institutions of all levels are committed to provide quality education. Moreover Kocak (2021, 455) explained that one of the main factors reflecting education quality is academic achievement where school, students, education, and teaching are examined that primarily students are compared with regard to their academic achievement in transition to upper-level education and also employment. Meanwhile, for an individual, one's academic achievement will then significantly determine one's future education and employment opportunities. Therefore, all aspects, which directly, indirectly, positively, and negatively influence one's academic achievement are brought into the attention of many researchers.

One of which is students' learning motivation which has been a major focus of loads of research and studies in the educational field. Students' motivation in learning has been tightly related to learning outcomes. Gilar-Corbi et al. (2020) explained that low learning motivation is closely associated with poor academic achievement. Dong et al. (2019) indicated that significant academic variables for instance motivation, learning strategies, and also academic achievement have a significant correlation with academic emotion. Macklem explained that academic emotions can be looked at from five content areas, which are enjoyment, pride,

anxiety, anger, and boredom (2015, 14). The importance of academic emotions as it closely related to students' motivation, interests, self-regulated learning, and decision toward their future careers (Macklem 2015, 14).

However, Goetz et al. (2013, 402) there had only been little research which discussed boredom in specific and only until currently boredom has been brought into attention (Daniels et al. 2015, 1). Though, in fact boredom is one of the academic emotions which students frequently experience (Macklem 2015, 1) that several studies have proven this to be true that students of grade 5 and 9 experience boredom during 32% of the class, 44.3% students of grade 5 to 10 felt bored in Math class , and 11 grader students were reported to be bored during 58% of the lessons.

Though many studies have reported the intensive number of students as well as amount of time when students feel bored during the lesson, teachers hardly pay attention to this emotion, instead they associate this emotion to students' laziness or depression (Macklem 2015, 2). This negligence is due to the fact that boredom is a silent emotion that students can feel bored without showing any facial expression nor doing something intruding (Goetz et al. 2013, 402). In addition, several experts mentioned in Goetz et al. (2013, 402) indicated that boredom can lead to various impacts, which are drugs, nicotine, and alcohol consumption, stress and health disorders, juvenile delinquency, truancy, and negative achievement outcomes.

Not to mention the academic boredom level have increased for the past two years. A new coronavirus which was initially discovered in December 2019 has turned into a pandemic within three months. Ever since, governments world-wide

have come up with policies to maintain the conduciveness of the countries by preventing the spread of the virus, for instance the limitation of the mobilities, deduction of unnecessary travel, avoidance of social gathering, and the employment of social distancing (Wolff et al. 2020). All these policies have been implemented in all sectors, including all educational institutions of all levels.

The teaching and learning process have changed drastically during the pandemic without any advanced notice nor proper amount of time for teachers and students to prepare and get used to it. All educational institutions prepare their own strategy to ensure that the teaching and learning process can still go on without teachers and students sitting in the same room. Learning and teaching approaches which are suitable for higher education or will be appropriate in the future are the only possible approaches to be implemented during the pandemic.

SPK SMPK 8 is one school in the West Jakarta area running Cambridge curriculum. The school consists of lower secondary, grades 7 to 9 and upper secondary, of grade 10 to 12. Students until grade 10 are prepared for the IGCSE (International General Certificate of Secondary Education) exam. Furthermore, students of grade 11 are prepared for the AS (Advanced Subsidiary) exam which is part of the exam students will take in grade 12; it is named A (Advanced) level qualifications whose results can be used as one of the requirements of university applications.

During the pandemic, the school has adjusted the teaching and learning process and followed the policy from the central as well as the local government. The major adjustment is the duration of the daily teaching and learning process. The school has made some deduction of the amount of the periods which each lasts

for 40 minutes. Before the pandemic, during the onsite learning, students had 10 periods a day which is 50 periods a week and during the synchronous learning period during the pandemic, it is deducted into 40 periods a week. It is done by reducing the number of the periods of compulsory subjects, for example Mathematics and also English. The school has also moved the curricular activities from the intra curricular into extracurricular activities which are done after the school hours. In addition, the school has also removed the self-study periods for grade 7 and 10. The details can be seen in table 1.1.

Table 1.1. Periods Allocation of Onsite and Online Learning
SPK SMPK / SMAK 8
PERIODS ALLOCATION

Onsite Learning								Online Learning							
SUBJECTS	GRADE							SUBJECTS	GRADE						
	7	8	9	10	11	12	7		8	9	10	11	12		
COMPULSORY								COMPULSORY							
Christian Studies	2	2	2	2	2	2		Christian Studies	2	2	2	2	2	2	
PPKN	2	2	1	1	1	1		PPKN	2	2	1	1	1	1	
Physical Education	2	2	2	2	2	2		Physical Education	2	2	2	2	2	2	
ICT	3	3	4		3	3		ICT	3		3				
Bahasa	2	2	3	2	2	2		Bahasa	2	2	2	2	2	2	
English	8	8	8	6	6	6		English	6	6	4	6	6	2	
Mathematics	8	8	8	8	8	8		Mathematics	6	6	6	7	7	5	
General Science	8							General Science	8	8	3				
Biology		4	5	6	7	7		Biology							
Chemistry		2	5	6	7	7		Chemistry							
Physics		4	6	6	7	7		Physics							18
Economics								Economics			4				
Global Perspective								Global Perspective			3				
Accounting		4						Accounting			4				
ELECTIVE								ELECTIVE							
Chinese / German	2	2	2		2	2		Chinese / German	2	2	2				2
Economics / Global Perspective	3	3		3				Economics / Global Perspective	3	3					
ICT / Accounting								ICT / Accounting			3				
ART (Music / Vocal / Drawing)	2	2	2		2	2		ART (Music / Vocal / Drawing)	2	2	2				2
NON ACADEMIC								NON ACADEMIC							
CFYG	2	2	2	2	1	1		CFYG	2	2	2	2	2	2	
Extracurricular Activity	4			4				Extracurricular Activity							
Self study	2			2				Self study							
	50	50	50	50	50	50			40	40	40	40	40	40	

Source: SPK SMPK / SMAK 8 Curriculum Team

In addition to that, the school has also started the classes later and added more breaks after every two periods and therefore the classes are dismissed earlier. The details can be found in the table 1.2. Not only to adhere to the government

regulations, but all these adjustments have also been made to meet students' need during online learning. For example, the breaks after the two periods are given to provide them with some moments to rest themselves, especially from screen time.

Table 1.2. Timetable of Onsite and Online Learning
SPK SMPK / SMAK 8 PENABUR
Time Table

Onsite Learning		Online Learning	
Activity	Time	Activity	Time
Morning Devotion	06:50 - 07:00	Morning Devotion	07:15 - 07:30
Period 1	07:00 - 07:40	Period 1	07:30 - 08:10
Period 2	07:40 - 08:20	Period 2	08:10 - 08:50
Period 3	08:20 - 09:00	Break 1	08:50 - 09:10
Period 4	09:00 - 09:40	Period 3	09:10 - 09:50
Break 1	09:40 - 10:05	Period 4	09:50 - 10:30
Period 5	10:05 - 10:45	Break 2	10:30 - 10:40
Period 6	10:45 - 11:25	Period 5	10:40 - 11:20
Period 7	11:25 - 12:05	Period 6	11:20 - 12:00
Period 8	12:05 - 12:45	Break 3	12:00 - 12:40
Break 2	12:45 - 13:10	Period 7	12:40 - 13:20
Period 9	13:10 - 13:50	Period 8	13:20 - 14:20
Period 10	13:50 - 14:30		

Source: SPK SMPK / SMAK 8 Curriculum Team

During the pandemic, the school implemented synchronous learning where teachers and students meet through a video conference application, Zoom, to replace the face-to-face meeting. Teachers have had no proper amount of time to master how to run a teaching process, how to assess the learning without meeting the students in the same room. Moreover, the students also have no time to cope up with the new learning environment, without supervision from adults, without peers and teachers to interact with. Wolff et al. (2020, 2) mentioned that the reduction of social and physical contacts come up with negative psychological impact, one of which is boredom.

Implementation of synchronous learning is very challenging both for teachers and students in terms of having an effective and efficient lesson where

students can engage actively with the lessons which have been prepared. It is in line with the fact that boredom results in attention shortfall and procrastination (Sharp et al. 2018). In addition to this, during the synchronous learning sessions, it was found that female students tend to be more active compared with male students. When the teachers raised questions to trigger students' response, usually it was female students who initiatively answered the questions, where the male students needed to be called first before they answered. In submitting assignments, female students also tend to be more punctual while many male students did not submit their assignments or they submitted late.

1.2. Identification of the Problem

Aside from boredom, the other issues encountered during the learning process especially during the synchronous learning in the above-mentioned institution are:

1. Lack of supervision and self-control.

During synchronous learning, almost all junior high students attend the online class on their own, without supervision from the adults. In addition, the students are still in their teenage years with no firm self-control. These two factors cause them not to concentrate during lessons. When they get bored, they easily play games or access their social media account therefore they cannot really follow the lessons well.

2. Unconducive learning environment.

In several cases, there are students without private study rooms. Some of them attend the class in their bedroom, or share their study room with their siblings, or

just study in the living room with family members passing by. This also causes the students unable to focus during the lessons.

3. Students' characteristics.

In general, there are two types of students' characteristics, the active and the passive one. Passive students tend to have less even no participation during the lessons; the teachers need to call them to get them to answer the questions. Some of them even still stay quiet after the teachers call them. Meanwhile, the active students are the ones who dominate the participations and interactions in the class thus the not so active students have no chance to participate or become even more passive.

4. Lack of variation of teaching approaches and methods.

This is the result of the limited options of interactive and interesting features which can engage students' participation which can be implemented using the synchronous learning approach.

5. Technical problem

It is one of the most common issues happening during synchronous learning. No one can anticipate this technical problem, for instance the internet connection problem which out of nowhere cannot be relied on to support the synchronous learning that students keep on getting kicked out of the Zoom. In addition, the Zoom itself or the laptop which sometimes go into error which hinders the students or the teachers to have a smooth teaching and learning process.

6. Teachers' ability

It has also been a challenge faced with many educational institutions that not all the teaching staff are ready or fast enough to adapt, to learn the new approach,

to get used to working with students on the screen. The teachers themselves still struggle to provide a smooth learning process as some of them still find it challenging to connect to Zoom.

1.3. Limitation of the Problem

Based on the above-mentioned problems, the researcher has found loads of variables related to students' academic achievement. For this research, the variables which were examined are the ones related to students' academic achievement affected by students' academic boredom, their engagement, and gender of junior high or lower secondary students in SPK SMPK 8 PENABUR

1.4. Statement of the Problem

Based on the background, identification of problem, and limitation of problem discussed previously in the previous sub chapters, therefore for this research, the problems are

- 1) Is there any relationship between students' gender and academic boredom?
- 2) Is there any relationship between students' gender and engagement?
- 3) Is there any relationship between students' gender and academic achievement?
- 4) Does students' academic boredom have a negative influence on students' engagement?
- 5) Does students' engagement have an influence on students' achievement?
- 6) Does students' academic boredom have an influence on students' academic achievement?

- 7) Does students' academic boredom and engagement simultaneously have influence on students' academic achievement?
- 8) Is there any perception difference between male and female students towards academic boredom?
- 9) Is there any perception difference between male and female students towards engagement?
- 10) Is there any perception difference between male and female students towards academic achievement?

1.5. Objective of the Research

Moreover, the objectives of this research are:

- 1) To analyze if there is relationship between students' gender and academic boredom
- 2) To analyze if there is relationship between students' gender and engagement
- 3) To analyze if there is relationship between students' gender and academic achievement
- 4) To analyze if students' academic boredom has a negative influence on engagement
- 5) To analyze if students' engagement has an influence on their academic achievement
- 6) To analyze if students' academic boredom has an influence on their academic achievement
- 7) To analyze if academic boredom and engagement simultaneously have influence on their academic achievement

- 8) To analyze if there is perception difference between male and female students towards academic boredom
- 9) To analyze if there is perception difference between male and female students towards engagement
- 10) To analyze if there is perception difference between male and female students towards academic achievement

1.6. Significance of the Research

1.6.1. Theoretical Benefits

The researcher of this study hopes that the result can bring advantages by being the reference of further research under the same as well as related topic of discussion. This research is also expected to enrich the knowledge as well as to broaden the insights especially the ones related to educational context and sector.

1.6.2. Practical Benefits

This research and its result are expected to turn into purposeful recommendations for the foundation as well as the institution in which this research was conducted also in other institutions with the similar characteristics to be able to continue the prestigious work by giving solutions for teachers in their institutions to improve the quality of their institution related to the variables discussed in this research. It also hoped that this research can be a reference for the public to deepen their understanding regarding the importance of acknowledging students' emotion to improve their academic performance which in the future can increase the institution quality.

1.7. Outline of the Research

This thesis consists of five chapters with the following details:

1) CHAPTER I. INTRODUCTION

Elaborates the background problems, problem identification, limitation of the problem, statement of the problems, purpose of the research, significance of the research, and outline of the thesis. During pandemic, students' boredom increased due to the limitation of the synchronous learning. This research was conducted to analyze the relationship between gender and academic boredom, engagement, and academic achievement; the influence of academic boredom and engagement towards academic achievement both individually and simultaneously; the perception between male and female students towards academic boredom, engagement, and academic achievement.

2) CHAPTER II. LITERATURE REVIEW

Discusses theories related to academic achievement, academic boredom, and engagement. Furthermore, this chapter also discusses findings of previous studies which are relevant to the current research. Academic achievement is the development level students attain through curriculum learning in a certain period of time under the teachers' guidance and on the basis of their prior experience in the following aspects: knowledge, skills, abilities, affects, attitudes, and values, etc (Tian & Sun 2018, 21).

Meanwhile, academic boredom is a negative feeling which occurs when ones have no activity to engage from or when there is a satisfying activity which does not make them engaged enough, then they find it difficult to pay attention or concentrate that they need a lot of effort to maintain their focus

on the surrounding, and they feel time passing by so slowly (Macklem 2015, 1). Engagement is students' commitment and involvement which is displayed when they actively participate in learning tasks and other academic work (Vasalampi et al. 2016) and gender is nurture that it is learned and influenced by culture and associated with personality, behavior, and expression (Crawford 2012, 49; Lindqvist et al. 2020, 333).

3) **CHAPTER III. RESEARCH METHODOLOGY**

Consists of research design, venue, time, and subjects of the research, procedure of the research, data collection procedure, and data analysis technique. There were 105 respondents involved in this research. They are students of grade 7 to 9. To collect the data of academic boredom and engagement, the questionnaires were used; to represent academic achievement, the final exam score of English subject was used; finally to collect the data about gender, the primary data was used.

To process the data, the researcher used Microsoft Excel. To analyze the relationship between gender and academic boredom, engagement, and academic achievement correlation tests were conducted; the linear and multiple regressions tests were used to examine the influence of academic boredom and engagement towards academic achievement both individually and simultaneously; lastly the mean test were conducted to analyze the perception difference between male and female students towards academic boredom, engagement, and academic achievement.

4) **CHAPTER IV. FINDINGS AND DISCUSSION**

Focuses on the description of the findings and the analysis of the data which have been collected. The results of this research showed that:

- There is no relationship between gender and academic boredom in SPK SMPK 8 PENABUR Jakarta.
- There is no relationship between gender and engagement in SPK SMPK 8 PENABUR Jakarta.
- There is no relationship between gender and academic achievement in SPK SMPK 8 PENABUR Jakarta.
- Academic boredom has negative influence on engagement in SPK SMPK 8 PENABUR Jakarta.
- Engagement has no influence on academic achievement in SPK SMPK 8 PENABUR Jakarta.
- Academic boredom has no influence towards academic achievement in SPK SMPK 8 PENABUR Jakarta.
- Academic boredom and engagement simultaneously have no influence on academic achievement in SPK SMPK 8 PENABUR Jakarta.
- There is no perception difference between male and female students on academic boredom in SPK SMPK 8 PENABUR Jakarta.
- There is no perception difference between male and female students on engagement in SPK SMPK 8 PENABUR Jakarta.
- There is perception difference between male and female students on academic achievement in SPK SMPK 8 PENABUR Jakarta.

5) CHAPTER V. CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

Consists of conclusion, implications of the study, and suggestions for future research. The researcher hopes that this research can bring impact on educational field where it can be the reference for the institution or even the government in making policy to improve the education quality as well as for other researchers that for the next research, this research can be the reference.

