RESEARCH ARTICLE

THE EFFECT OF ACHIEVEMENT MOTIVATION, HOW TO LEARN, AND THE ECONOMIC CONDITIONS OF PARENTS ON GPA OF COMPUTER SCIENCE STUDENT

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ARTICLE DETAILS

ABSTRACT

Every student and their parents want a high GPA with a summa cum laude degree. Many things can affect the GPA, three of which are achievement motivation, how to learn and the economic conditions of the parents of these students. The purpose of this study is to reveal how much the effect of achievement motivation, how to learn, and the economic conditions of parents on GPA of computer science student for individually or jointly variable. This research is associative research. The population in this study were all computer science department students who are active and registered at Putra Indonesia University YPTK Padang. The technique used for sampling is simple random sampling. Data processing methods are descriptive analysis and inferential analysis. The Inferential analysis consists of a normality test, variant homogeneity test, linearity test, hypothesis test 1, 2 and 3 (t-test), test coefficient of determination, and multiple variable hypotheses (F-test). By doing this research, it can be revealed that, 1. There is a positive and significant effect between achievement motivation on GPA with t count = 2.822 and t table = 1.99, t count> t table, 2. There is a positive and significant effect between the how to learn on GPA with t count = 2.486 and t table= 1.99 then t count > t table, 3. There is not a positive and not significant effect between the economic conditions of parents on the GPA with t count = 1.550 and t table = 1, 79 then t count > t table, 4. There is a positive and not significant effect between achievement motivation, how to learn, and parental economic conditions together GPA with F count = 3.220 and F table = 3.124 then F count > F table. This research is limited to the GPA scores of students who are active and registered at Putra Indonesia University YPTK Padang between 2017-2018. The uniqueness of this study is trying to express the effect of variables that are rarely linked before, namely the economic condition of parents of students on GPA. In addition, the research also revealed the effect of the three variables.

KEYWORDS

achievement motivation, how to learn, parent economic condition, GPA, computer science student.

1. INTRODUCTION

GPA is the result of student learning conducted during lectures at a higher education institution in the form of numbers and ranks. The success of students in taking lectures, one indicator is the GPA. GPA is influenced by two factors, namely internal factors, and external factors. Internal factors are factors that originate from within the student itself while external factors are factors that originate from outside the student himself (Hassan and Al-Razgan, 2016). Both types of factors are experienced by students at the same time in following the learning process so that it greatly affects the student's GPA. The most dominant variable which is an internal factor of students is achievement motivation and how to learn while one of the most dominant variables which are an external factor of students is the parents' economic condition (Pearce, 2017).

Universitas Putra Indonesia YPTK Padang (UPI YPTK Padang) is one of the Private Universities which is under the coordination of Regional X Higher

Education Service Institute (LLDIKTI Wil. X) which consists of the provinces of West Sumatra, Riau, Jambi and the Riau Islands in Indonesia. This university has 6 faculties. There are faculty of computer science, faculty of economics and business, faculty of psychology, faculty of engineering, faculty of visual communication design, faculty of education. The faculty with the most students on this campus is the computer science faculty. Table 1. below shows the number of students at Putra Indonesia University YPTK Padang for every faculty from 2017 – 2018.

Table 1: The Number of Student Each Faculty of UPI YPTK Padang in the year 2017 – 2018

No.	Faculty	Number of Students	
		2017	2018
1	Faculty of Computer Science	1213	1272
2	Faculty of Economic and Business	1146	1241
3	Faculty of Engineering	191	232

4	Faculty of Psychology	182	295
5	Faculty of Visual Communication Design	97	125
6	Faculty of Education	50	69
	Sum	2879	3234

From table 1 above we know that the student of computer science faculty is the largest number student in UPI YPTK Padang from the year 2017 – 2018. Faculty of computer science has 4 fields of study, they are information system, computer system, informatics engineering, and informatics management. Their IPK some is low, some are middle, some is high, and some is very high the diversity of GPA makes us want to know what is causes their GPA low, middle, high and very high (Fajnzylber et al., 2019). The grouping

of GPA into low, middle, high and very high based on their number of GPA score. The low GPA is between 2.00 – 2.74, the middle GPA is between 2.75– 3.24, and the high GPA is between 3.25 – 3.74, and the very high GPA is between 3.75 – 4.00.

Table 2: The Grouping of GPA of Computer Science Faculty Active Student on Odd Semester 2018					
No.	Field of Subject	Low	Middle	High	Very High
1	Information System	1088	730	568	98
2	Computer System	295	173	90	16
3	Informatics Engineering	317	218	171	42
4	Informatics Management	45	27	38	2
	Sum	1745	1148	867	158

From table 2 above we know that the GPA of the student in computer science of UPI YPTK has different grouping. Almost of that student and their parents wish to have high or very high GPA. With a high or very high GPA makes the student after graduating from university easily to get a job. With this condition, make us want to know what are the factors that affect GPA. If we know the effect that makes us know the strategy to reach high or very high GPA. From the references, there 2 variables from internal factors and 1 variable from the external factor that affects GPA that are achievement motivation and how to learn (internal factors) and economics condition of parents (external factors). Each variable can affect individually or jointly to GPA.

In this research we will answer the following questions remain:

1. Reveal how far the effect of achievement motivation on GPA of computer science student?
2. Reveal how far the effect of how to learn on the GPA of computer science student??
3. Reveal how far the effect of the economic condition of parents on GPA of computer science student?
4. Reveal how far the effect of achievement motivation, how to learn and economic condition of parents jointly on GPA of computer science student?

This paper is organized as follows: Introduction and background of research of this paper in section 1, literature review of research of this paper in section 2, methodology is used to of this paper in section 3, the result and discussion of research of this paper in section 4, finally the conclusions of research of this paper are given in section 5.

2. LITERATURE REVIEW

2.1 Grade Point Average (GPA)

Grade Point (GP) is the average credit score which is the final value unit that describes the value of the teaching and learning process each semester or can also be interpreted as a quantity or a number state the achievements of success in the teaching and learning process of students in one semester. Grade point is divided into Grade Point Semester (GPS) and Grade Point Average (GPA). GPS is an achievement index which is calculated based on courses taken during a particular semester while GPA is an index of student achievement based on calculations all courses are

taken (Chen and Chen, 2019). GPA is a number that is used to measure achievement student studies obtained from the number of quality scores divided by Number of Semester Credit Units (SKS). Normally this index number ranges from zero to four. So, GPA is the average value obtained by students from each semester they have taken. There is table 2 that show.

Table 3: The Provisions on Graduation Judicial Predicate			
Nu	IPK	Predicate	Grouping
1	2.00 – 2.74	Satisfying	Low
2	2.75 – 2.99	Very Satisfying	Middle
3	3.00 – 3.74	Cum Laude	High
4	3.75 – 4.00	Summa Cum Laude	Very High

2.2 Achievement Motivation

The motive comes from the English language that is "motive" which originates from the word motion which means motion or encouragement. The Motive has the meaning as an impulse that can arise from within and from outside oneself. The motive is a condition in a person that drives him to do activities or driving behavior toward a goal based on the existence of a need. Each activity carried out by a person is driven by a power within that person, this driving force is what we call a motive (Chong et al., 2014). Motivation is the driving force that results in a person or organization willing and willing to move the ability in the form of expertise or skills, energy and time to carry out various activities that are responsible for fulfilling their obligations in order to achieve predetermined goals and objectives. Motivation is a condition in someone's personality that encourages the desire of individuals to carry out certain activities in order to achieve goals. Motivation is the desire to move or encourage someone or yourself to do something (Memmedova, 2015).

The concept of achievement motivation first used the term "N-Ach or Need for Achievement" which was introduced by McClelland D. C. and Atkinson argued that "N-ACH is a kind of psychological force that encourages each individual to make it active and dynamic to pursue progress". Achievement motivation is striving to improve or self-proficiency as high as possible in all activities by using standards of excellence as a comparison (Mellat and Lavasani, 2011). Standards of excellence can be in the form of levels of perfection of the results of the implementation of the task, comparison with previous own achievements, and comparison with the achievements of others. The ability that a person has in various activities is a standard of excellence where an activity can fail or succeed. Achievement motivation can also be interpreted as a struggle to add the highest achievement possible (Stan and Oprea, 2015). Individuals who have achievement motivation usually prefer tasks that require responsibility. This means that the success achieved was not due to the help of others or because of the luck factor, but because of the results of his own hard work. In addition, individuals also have a strong urge to immediately find out the real results of their actions, because it can be used as feedback (Fisher, 1978). Characteristics of individuals who have achievement motivation include the following Success-oriented, far ahead oriented, like challenges, tough (Koksal et al., 2013).

Someone can be said to have a high achievement motivation if that person has the characteristics of an individual motivated to achieve. A person who has high achievement motivation must always be oriented to success, in other words, do not recognize the word fail, a person who has high achievement motivation must be oriented far ahead by not only happy with the conditions of the past and at this time, a person who has high achievement motivation must always like challenges rather than just likes convenience and a person who has high achievement motivation must always be tough and never give up in facing any obstacles.

2.3 How to Learn

How to learn is a method or way or action taken by someone to understand something, master something, control something and study. In other words, how to learn is a series of activities carried out in the learning effort. Correspondingly, how to learn is the activities carried out in accordance with the learning situation, for example, activities in the

following lessons, facing tests/exams and so on (Bozorgtabar et al., 2019). There are many aspects that can be investigated regarding how students learn. The aspects examined in the way of learning are (Landsdell and Kording, 2019):

2.3.1 Student learning preparation.

In essence, every work to be done by humans must be prepared in advance. Preparation must be done as well as possible before doing the work. With the best preparation, the activities/work will be carried out well so that it will get good results. There are two types of preparation that must be done before learning, namely:

a. Mental preparation. Mental preparation in question is that the determination to learn must be fully prepared the mental preparation that needs to be done is: 1) Understanding the meaning/purpose of learning, 2) Belief in yourself, 3) Tenacity, 4) Interest in lessons.

b. Facilities Preparation like study room and learning equipment

2.3.2 How to follow the learning process. The steps/ways to follow a good learning process are:

c. Preparation. what must be done is to study the lesson material previously taught, study the material to be discussed and formulate questions about the material/subject material that is not yet understood.

d. Activities during the learning process. things to consider while attending a lesson include attendance, concentration, notes, and participation in learning.

e. Strengthening learning outcomes that in order to solidify learning outcomes one must re-read lesson notes

2.3.3 Independent learning activities like self-activity activities and group learning activities

2.3.4 Student learning patterns

2.3.5 The way students take the exam

2.4 Economic Condition of Parents

Parents are every person who is responsible for a family or household, which in daily life is commonly referred to as mother and father. Parent means mother and father, old people, people who are considered old (smart, clever) ". Based on the above understanding parents are old people or parents who are considered smart and smart and responsible in a family. The family is the smallest unit of society consisting of the head of the family and several people who are gathered and live in a place under a roof in a state of interdependence, in the family there are two or more persons who are joined because of blood relations, marital relations, or adoption, lived in a household, interact with each other and in their respective roles to create and maintain a culture (Dalton et al., 2019).

The factors that influence family income are as follows (Hunt et al., 2019):

2.4.1 Job

The job will directly affect income, whether far from the work in the wetlands, in the sense of wetlands that can quickly get money or in a land that is difficult to get the money that is commonly called dry land.

2.4.2 Family Income

Income is all receipts in the form of goods or money both from other parties and from their own results, by assessing the amount of money or the current price. Money or goods we indirectly receive as income without us doing a good job in the form of services or products. This income is used to fulfill daily needs for survival. Therefore, everyone must work for his survival and responsibilities such as his wife and children.

2.4.3 Education

The level of education will also affect income. In the same type of work, which requires the mind to hire, of course, people who have a high level of education will be faster to complete the work than people with low education. This will certainly affect income.

2.4.4 The Number of Family Member

The level of education will also affect income. In the same type of work, which requires the mind to hire, of course, people who have a high level of education will be faster to complete the work than people. The number of family members will affect the family income. The more family members who work, the more income the family gets, but the opposite will happen if those who work are few, the wages received are small, while the number of dependents will certainly be burdensome. The size of the income level will affect the continuity of children's education because education requires costs. The higher the level of education the greater the cost of education. The income of one another varies according to work, education and the number of family members with low education. This will certainly affect income.

2.5 Student of Computer Science of University Putra Indonesia YPTK Padang

Students are university students and in the structure of Indonesian education occupy the highest level of education unit among others. Students are the candidates who are involved in an institution of higher education, are educated and are expected to be intellectual candidates. A student is anyone who has been officially registered to attend college in a university with an age limit of between 18-30 years. Students are a group in society that obtains status because of ties with universities. University Putra Indonesia YPTK Padang as one of the private University in Indonesia, west Sumatera have many students. From this university born at 1985 until know has graduated 40.000 alumni. This year, UPI YPTK have approximately 15.000 active students from a various field study. Computer Science is one of six faculties in UPI YPTK. This faculty is the most student in this university. Because of that's this student is determined this describing of this university.

3. METHODOLOGY

3.1 Type of Research

This type of research in this research is associative research

3.2 Population and Sample

The population taken as the object of research in this study were all students of the faculty of computer science, University of Putra Indonesia YPTK Padang in 2018 which amounted 1.272 people. Based on the research population that is the source of the data in this study, the method used for sampling is simple random sampling that is 100 people.

3.3 Research design

The stages of conducting research are:

1. Determine variable indicators as the main statements that will be used in the questionnaire.

2. Designing a questionnaire grid that will be used as a data collection tool.

3. Arranging score statements based on the nature of the questionnaire

The questionnaire used in this study was arranged based on a Likert scale. Data for the three independent variables above are primary data obtained through a questionnaire. Data obtained from the independent variable 1 (X1) namely achievement motivation is a statement stated in the form of Strongly Agree (SS), Agree (S), Doubtful (RG), Disagree (TS), and Strongly Disagree (STS). For data obtained from the independent variable 2 (X2), namely the way of learning is a statement in the form of Always (SL), Frequently (SR), Hesitation (RG), Rarely (JR), and Never (TP). For data obtained from variable 3 (X3), namely the economic condition of parents, namely Very Rich (SK), Rich (K), Medium (S), Poor (M), Very Poor (SM).

4. Test the questionnaire

Before a questionnaire is distributed to respondents, the questionnaire must first pass two types of questionnaire tests, namely the validity test and the reliability test.

a. Validity test

The criteria used to declare whether or not a questionnaire is valid is to compare the r xy (r hit) of each question item with the price in the r table at a significance level of 5%, 0.50. The formula used to validity test is the Product Moment Correlation from Spearman. It will meet two conditions, namely: If r count > r table, then the questionnaire is declared valid, If r count < r table, then the questionnaire is declared invalid.

b.   Reliability Test

The reliability test is conducted on the same students at the validity test. It is valid is to compare the r xy (r hit) of each question item with the price in the r table at a significance level of 5%, 0.50. To perform a questionnaire reliability test, the Alpha Cronbach formula is used. It will meet two conditions, namely: If r count > r table, then the questionnaire is declared reliable, If r count < r table, then the questionnaire is declared unreliable.

3.4   Research Variables

This study uses four variables namely three independent variables (X) and one dependent variable (Y). 1) Achievement motivation as an independent variable (X1), 2) How to learn as an independent variable (X2), 3) Parents economic conditions as the independent variable (X3), and 4) GPA as the dependent variable (Y).

3.4.1   Data Types and Sources

Primary data is data obtained directly from respondents by distributing questionnaires and collecting the questionnaires that contain respondents answers to statements on the independent variable. Secondary data are GPA which are the dependent variable. The data source for primary data comes from active students of the Faculty of Computer Science, Universitas Putra Indonesia YPTK Padang in 2018 and the source of data for secondary data comes from PD-DIKTI UPI YPTK Padang.

3.5   Data Collection Tool

The data collection tool used was a questionnaire. The questionnaire used serves to collect data from three independent variables, namely "Achievement Motivation", "How to Learn" and "Parental Economic Conditions". The questionnaire was arranged with the answer choice type based on a Likert scale with 5 alternative answer choices.

3.6   Data Processing Techniques

a. Descriptive Analysis

b. Inferential Analysis

c. Normality test.

Normality test uses The *Kolmogorov-Smirnov* test with two conditions namely:
If Sig (p) ≥ 0.05 then can be concluded that the data is normally distributed;
If Sig (p) < 0.05 then can be concluded that the data is not normally distributed.

d. Variant Homogeneity Test

Variant Homogeneity Test uses *ANOVA One Way* test with two conditions namely:
If Sig (p) ≥ 0.05 then can be concluded that the data is classified as homogeneous;
If Sig (p) < 0.05 then can be concluded that the data is not classified as homogeneous.

e. Linearity Test

Linearity test uses *Deviation of Linearity* test with two conditions namely:
If Sig (p) ≥ 0.05 then can be concluded that the data is having a linear relation;
If Sig (p) < 0.05 then can be concluded that the data is having a linear relation.

f. Hypothesis Test 1, 2, 3 and 4

Ho : There is a positive and significant effect
Ha : There is not a positive and significant effect
Hypothesis 1, 2, 3 and 4 use *t-test partial Regression Analysis* with two conditions namely:
If t count ≥ t table then can be concluded that *Ho* is accepted and *Ha* is rejected;

4.   RESULT AND DISCUSSION

4.1 Validity Test and Reliability Tests Results of Questionnaire

Based on the results of the validity test and the reliability of the research questionnaire, it can be concluded that the achievement motivation variable (X1) shows that of the 36 items tested that could be declared valid and reliable were 30 statements and 6 other statements declared invalid and not reliable. While the results of the validity test and the reliability of the research questionnaire on the learning variable (X2) can be concluded that of the 30 items tested that can be declared valid and reliable are 26 statements and 4 other statements declared invalid and not reliable. While the results of the validity test and the reliability test of the research questionnaire on the economic conditions variable of parents (X3) can be concluded that of the 25 items tested that can be declared valid and reliable are 20 statements and 5 items stated otherwise invalid and not reliable. Thus the total statements used in the research questionnaire were 81 statements.

4.2   Descriptive Analysis of Research Variables

4.2.1   Achievement Motivation Variable (X1)

For the research questionnaire, the achievement motivation variable used 30 statements with the highest score is 5 and the lowest score is 1. The frequency distribution of variable X1 shows in figure 1:

4.2.2   How to Learn Variable (X2)

For the research questionnaire, the how-to learn variable used 26 statements with the highest score is 5 and the lowest score is 1. The frequency distribution of variable X2 shows in figure 2:

4.2.3   Parents Economic Conditions Variable (X3)

For the research questionnaire, the parent economic condition used 20 statements with the highest score is 5 and the lowest score is 1. The frequency distribution of variable X3 shows in figure 3:

4.2.4   GPA Variable (Y)

Based on the GPA of the last student who filled out a research questioner stored on the academic information system of the Putra Indonesia University YPTK Padang campus. The frequency distribution of variable Y shows in figure 4:
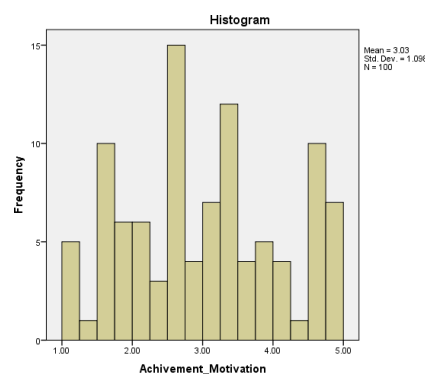

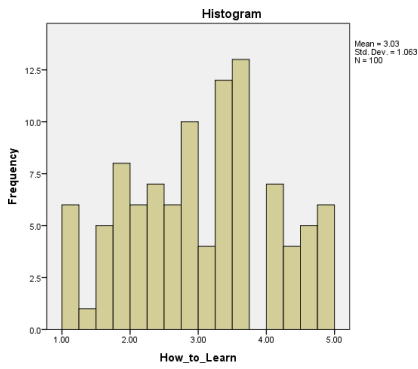**Figure 1:** Distribution Frequency of Variable X1
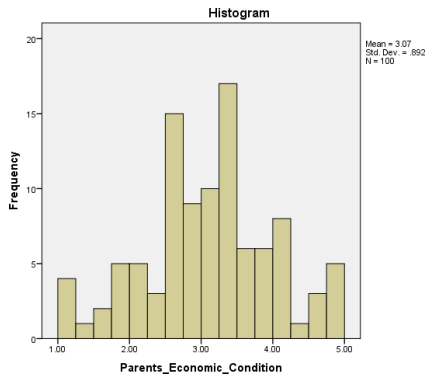
Figure 2: Distribution Frequency of Variable X2

Figure 3: Distribution Frequency of Variable X
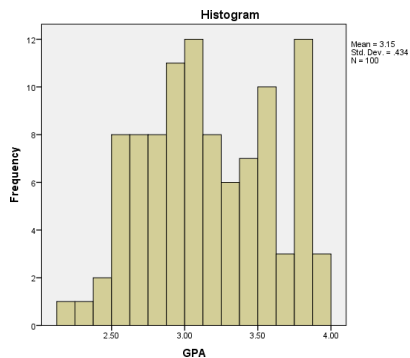

Figure 4: Distribution Frequency of Variable Y

4.3   Inferential Analysis

4.3.1   Normality (Kolmogorov-Smirnov Test) Test

Table 4: The Normality Test Result						
Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Achievement_Motivation	.080	100	.120	.958	100	.003
How_to_Learn	.077	100	.155	.965	100	.010
Parents_Economic_Condition	.080	100	.118	.981	100	.156
GPA	.081	100	.109	.971	100	.026
a. Lilliefors Significance Correction						

Based on the table above, the (*Kolmogorov-Smirnov*) test of achievement motivation variable (X1), Sig. (p) score is 0.120 so Sig. (p) > 0.05 thus it can be concluded that the data is normally distributed. How to learn variable (X2) Sig. (p) score is 0.155 so that Sig. (p) > 0.05 thus it can be concluded

that the data is normally distributed. Parent economic condition variable (X3) Sig. (p) score is 0.118 so that Sig. (p) > 0.05 thus it can be concluded that the data is normally distributed. Whereas GPA variable (Y) Sig. (p) = 0.109 so that Sig. (p) > 0.05 thus it can be concluded that the data is normally distributed. The conclusion is that all data from the four research variables are normally distributed.

4.3.2   Variant Homogeneity Test (ANOVA One Way Test)

Table 5: The Homogeneity Test Result						
ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Achievement_Motivation	Between Groups	1.039	3	.346	.281	.839
	Within Groups	118.211	96	1.231		
	Total	119.249	99			
How_to_Learn	Between Groups	3.135	3	1.045	.923	.433
	Within Groups	108.679	96	1.132		
	Total	111.815	99			
Parents_Economic_Condition	Between Groups	4.182	3	1.394	1.795	.153
	Within Groups	74.561	96	.777		
	Total	78.744	99			
GPA	Between Groups	.160	3	.053	.278	.841
	Within Groups	18.454	96	.192		
	Total	18.614	99			

Based on the table above Sig. (p) score of achievement motivation variable (X1) is 0.839 so that Sig. (p) > 0.05 thus it can be concluded that the data is classified as homogeneous. How to learn variable (X2) Sig. (p) score is 0.433 so that Sig. (p) > 0.05 thus it can be concluded that the data is classified as homogeneous. Parent economic condition variable (X3) Sig. (p) score is 0.153 so that Sig. (p) > 0.05 thus it can be concluded that the data is classified as homogeneous. Whereas GPA variable (Y) Sig. (p) score is 0.841 so that Sig. (p) > 0.05 thus it can be concluded that the data is classified as homogeneous. The conclusion is that all data from the four research variables are classified as homogeneous.

4.3.3   Linearity Test

Table 6: The Linearity Test Result							
ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
GPA * Achievement_Motivation	Between Groups	(Combined)	10.629	56	.190	1.022	.475
		Linearity	.058	1	.058	.313	.579
		Deviation from Linearity	10.571	55	.192	1.035	.457
	Within Groups		7.986	43	.186		
	Total		18.614	99			
			Sum of Squares	df	Mean Square	F	Sig.
GPA * How_to_Learn	Between Groups	(Combined)	6.510	38	.171	.863	.682
		Linearity	.643	1	.643	3.239	.077
		Deviation from Linearity	5.867	37	.159	.799	.766
	Within Groups		12.104	61	.198		

			Sum of Squares	df	Mean Square	F	Sig.
	Total		18.614	99			
GPA * Parents_ Economic_ Condition	Between Groups	(Combined)	7.359	37	.199	1.095	.369
		Linearity	.138	1	.138	.759	.387
		Deviation from Linearity	7.221	36	.201	1.105	.359
	Within Groups		11.256	62	.182		
	Total		18.614	99			

Based on the table above deviation from linearity Sig. (p) score of GPA variable (Y) to achievement motivation variable (X1) is 0.457 so that Sig. (p) > 0.05 thus it can be concluded that the data is having a linear relation. GPA variable (Y) to how to learn variable (X2) Sig. (p) score is 0.766 so that Sig. (p) > 0.05 thus it can be concluded that the data is having a linear relation. GPA variable (Y) to parent economic condition variable (X3) Sig. (p) score is 0.359 so that Sig. (p) > 0.05 thus it can be concluded that the data is having a linear relation. The conclusion is that all data from the independent variable to the dependent variable is having a linear relation.

4.3.4 Hypothesis Test 1, 2, 3 and 4

Table 7: The Hypothesis Test 1, 2, and 3					
Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	3.375	.276		12.211	.000
Achievement_ Motivation	.198	.215	.180	2.822	.678
How_to_Learn	.265	.220	.250	3.567	.094
Parents_Economic_ Condition	.150	.210	.500	.297	.767
a. Dependent Variable: GPA					

Based on the table above *Coefficients* test of achievement motivation variable to GPA variable t count score is 2.822 and t table is 1.990 so that t count ≥ t table it can be concluded *Ho* is accepted and *Ha* is rejected its mean there is a positive and significant effect. How to learn variable to GPA variable t count score is 2.486 and t table is 1.990 so that t count ≥ t table it can be concluded *Ho* is accepted and *Ha* is rejected its mean that there is a positive and significant effect. Parent economic condition variable to GPA variable t count score is 1.550 and t table is 1.990 so that t count < t table it can be concluded that *Ho* is rejected and *Ha* is accepted its mean there is no a positive and no significant effect.

Table 8: The Hypothesis Test 4						
ANOVA[a]						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	.702	3	.234	3.220	.294[b]	
Residual	17.912	96	.187			
Total	18.614	99				
a. Dependent Variable: GPA						
b. Predictors: (Constant), Parents_Economic_Condition, Achievement_Motivation, How_to_Learn						

Based on the table above *ANOVA* test of achievement motivation, how to learn and parent economic condition variable as together to GPA variable F score is 3220 and F table is 3.124 it can be concluded *Ho* is accepted and *Ha* is rejected its mean that there is a positive and significant effect.

5. Conclusion

The conclusions that can be drawn based on the results of research that has been done are:

There is a positive and significant effect between achievement motivation to GPA as evidenced by the value of t count > t table that is t count = 2.822 and t table = 1.99 and the effect of the proportion of this effect amounted to 17, 14 %.

There is a positive and significant effect between how to learn to GPA as evidenced by the value of t count > t table that is t count = 2.486 and t table = 1.99 and the contribution of the proportion of these contributions amounted to 39, 44 %.

There is not a positive and not significant effect between the economic conditions of parents to GPA as evidenced by the value of t count < t table that is t count = 1.550 and t table = 1.99.

There is a positive and not significant effect between achievement motivation, how to learn, and parental economic conditions together to GPA with F count = 3.220 and F table = 3.124 then F count > F table.

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