Profile of Student Learning Persistence in South Sulawesi: Analysis of Age, Education Level, and Grade Level

Akhmad Harum

Universitas Negeri Makassar

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi persistensi akademik siswa di Sulawesi Selatan berdasar pada aspek Umur, Jenjang Pendidikan dan tingkatan Kelas. Penelitian ini menggunakan metode penelitian Kuantitatif Deskriptif. Subjek Penelitian yakni siswa-siswi berbagai sekolah yang ada di Sulawesi Selatan dalam Jenjang SMP, SMA dan SMK sederajat yang berjumlah 1230 siswa. Instrumen penelitian yakni Skala Persistensi akademik berjumlah 12 item dan telah dikembangkan yang membagi menjadi tiga aspek persistensi yang diambil berdasarkan konsep *motivational persistence yakni Long-term purposes pursuing* (LTPP), *Current purposes pursuing* (CPP) dan *Recurrence of unattained purposes* (RUP) berjumlah 45 item, Teknik analisis data menggunakan ANOVA. Hasil Penelitian menunjukkan Persistensi akademik peserta didik berada pada kategori tinggi pada aspek tujuan jangka Panjang dan tujuan saat ini. Pada aspek umur terdapat perbedaan yang signifikan pada aspek tujuan saat ini namun untuk aspek tujuan jangka Panjang tidak ada perbedaan. Pada aspek jenjang pendidikan tingkat SMA/SMK/MA Sederajat dan SMP/MTS tidak ada perbedaan dilihat dari beberapa aspek dari Persistensi dan aspek tingkatan kelas XII, kelas XI, kelas X, kelas IX, kelas VIII, dan kelas VII tidak ada pula perbedaan dilihat dari beberapa aspek dari Persistensi untuk siswa di Sulawesi Selatan.
Kata kunci : Persistensi, Akademik, Umur, Kelas, Jenjang

Abstract

This study aims to identify the academic persistence of students in South Sulawesi based on aspects of Age, Education Level and Grade level. This research uses Descriptive Quantitative research method. The subjects of the study were students from various schools in South Sulawesi at the junior high, high school and vocational levels totaling 1230 students. The research instruments are: The academic Persistence Scale refers to totals 12 items and is expanded which divides into three aspects of persistence taken based on the concept motivational persistence yakni Long-term purposes pursuing (LTPP), Current purposes pursuing (CPP) and Recurrence of unattained purposes (RUP) totaling 45 items, Data analysis techniques using ANOVA. The results showed that the academic persistence of students was in the high category in aspects of long-term goals and current goals. In the age aspect, there is a significant difference in the current goal aspect, but for the long-term goal aspect, there is no difference. In the aspect of education levels at the SMA/SMK/MA Equivalent and SMP/MTS levels, there is no difference seen from several aspects of Persistence and aspects of grade XII, class XI, class X, grade IX, grade VIII, and grade VII levels, there is also no difference seen from several aspects of Persistence for students in South Sulawesi
Key: Persistence, Academic, Age, Class, Level

INTRODUCTION

Student academic persistence is very important to understand because it is becoming increasingly crucial in the context of global educational developments. The increasing complexity of the demands of future jobs makes education a key factor in preparing a competent generation (Yanti et al., 2023). Therefore, a deeper understanding of the factors that influence student persistence is essential. Persistence is a very significant aspect of education and requires in-depth examination as many students face difficulties in maintaining their interest and commitment to higher education (Haverila, Haverila, &; McLaughlin, 2020). Academic persistence refers to a student's ability to remain engaged in higher education and complete their program of study successfully, despite their challenges and obstacles along the way (Nicpon et al., 2006); (Habley, W. R., Bloom, J. L., & Robbins, 2012). Academic persistence refers to a student's ability to remain engaged in the world of higher education and successfully complete their course of study, despite being faced with challenges and hurdles during the academic journey. In addition, persistence also includes a person's ability to continuously strive and persevere in achieving his academic goals, even when faced with obstacles and challenges along the way (Dumke *et al.*, 2018; Destin and Williams, 2020). Persistence also refers to a person's ability to continually strive and persevere in achieving his or her academic goals, even in the face of obstacles and challenges that arise along the way (Lent et al., 2016); (Destin, M., &; Williams, 2020)

Student academic persistence plays an important role because this factor has an impact on students' ability to achieve predetermined academic goals. Persistence reflects a student's ability to continue fighting for his or her academic goals, even when faced with adversity or failure (Chichekian &; Vallerand, 2022). If students have a high level of persistence, they tend to be more resilient in the face of difficulties or failures during the learning process, thus increasing their chances of achieving academic goals. Conversely, in students with low levels of persistence, they may be more likely to despair and give up in the face of adversity or failure, thus increasing the risk of not successfully achieving academic goals. In addition, academic persistence also has an impact on students' ability to develop the skills and knowledge necessary to achieve success in the world of work (Ferrão &; Almeida, 2021). Several studies show that factors such as motivation, social support, and the ability to cope with stress and pressure have a significant influence on students' academic persistence (Browning, McDermott, Scaffa, Booth, &; Carr, 2018). In addition, the role of background factors, such as financial condition, ethnic background, and social environment can also affect students' academic persistence (Mugiarso, Setyowani, &; Tedra, 2018). In a work environment, the ability to continually learn and develop is considered a crucial skill, and academic persistence can be key in helping students hone those skills.

The geographical diversity of South Sulawesi, involving areas from inland to coastal areas, presents complex challenges in achieving equitable accessibility to education. Dawn, (2022) Limited infrastructure in rural areas and long geographical distances can be major barriers to student mobility. The implication is that patterns of academic persistence may evolve differently in each region, influenced by the level of accessibility and educational resources available. No less important, the economic aspect is a crucial element that forms the map of students' academic persistence. Differences in economic levels between regions have a significant impact on student access and participation in the educational process. These economic factors need to be taken seriously to identify financial barriers that can affect student persistence levels (Egbunike &; Okerekeoti, 2018). A deep understanding of local economic dynamics is needed to design more inclusive and supportive policies. Not only geographical and economic factors, Isafarudi, (2019) explained that student age also has a central role in shaping academic persistence, Physical and psychological changes that occur with age can have an impact on student motivation and involvement in the learning process. In-depth analysis of the relationship between student age and academic persistence is key to understanding the factors that can motivate or hinder students at each stage of student development.

Furthermore, according to Laughter, (2019) The role of education levels (elementary, junior high, high school) brings its own dynamics in shaping academic persistence patterns. Each level has unique challenges that can affect student engagement, both in terms of curriculum, teaching methods, and academic demands. A detailed analysis of these factors is essential to guide education policy improvements at every level and ensure effective continuity of education. Finally, grade levels within an educational level provide more detailed insight into a student's level of persistence. Understanding the differences between low, middle, and high grades in terms of factors influencing student engagement lays the foundation for the development of more focused and adapted educational strategies. This analysis can assist schools and governments in identifying areas that require further attention, so that actions can be implemented that are more precise and responsive to the educational needs of each student. Thus, this holistic understanding is expected to form the basis for the improvement of more effective and inclusive education policies in South Sulawesi.

Research therefore contributes to a global understanding of students' academic persistence by placing a particular focus on the local context. By exploring and analyzing student persistence profiles through age, education level, and grade level analysis in specific educational environments, this study hopes to provide a more contextual and targeted view to support educational improvement at various levels. Thus, this research becomes the first step towards forming education policies that are more adaptive and responsive to the unique needs of students at various levels.

METHOD

This study used Descriptive Quantitative research method. This research identifies the academic persistence of students in South Sulawesi based on age, education level and grade level. The subjects of the study were students from various schools in South Sulawesi at the junior high, high school and vocational levels totaling 1230 students. Research instruments The academic Persistence Scale refers to (Constantin, Holman, &; Hojbotă, 2012) 12 items and developed by (Talib, Paramitha Hanafi, Fahmi Aufar, Irbah, &; S, 2018) which divides into three aspects of persistence taken based on the concept *motivational persistence i.e. Long-term purposes pursuing* (LTPP), *Current purposes pursuing* (CPP) and *Recurrence of unattained purposes* (RUP) totals 45 items.

The validation test instrument using the confirmatory factor analysis test shows that *the validity test* RMSEA value is 0.074, the CMIN / DF value shows a value of 219.046/65 with a significance of 0.01, or < 2.0 it can be said that the model is in the fit category or the model is accepted, then by looking at the CFI value: 0.978, TLI: 0.974, GFI: 0.983 is at the expected fit value and the academic expectation scale is valid for use and the reliability test in JASP table 1 shows that *the realibility test* looked at McDonald's scores of 0.852 and Cronbach's alpha with a value of 0.851. This suggests that the persistence scale is reliable, due to McDonald's and Cronbach's alpha >0.60. Data analysis using descriptive analysis and ANOVA.

RESULT
Overview of Student Persistence
Table 1. Descriptive Test of Student Persistence

Variable	Mean	SD	Category
Persistence	37.670	6.092	Tall
Long-Term Goals	11.791	2.090	Tall
Current Goals	11.481	2.367	Tall
Unattainable Goals	14.398	2.522	Tall

Based on the results of descriptive analysis in table 1 shows that student *persistence* is in the high category with a mean value of 37,670 and SD = 6,092. Specifically, the description of each aspect of the persistence variable, namely the aspect of long-term goals is in the high category with a mean value = 11,791 and SD = 2,090, the current goal aspect with a mean value = 11,791 and SD = 2,367, and the unachieved aspect is also in the high category with a mean value = 14,398, and SD = 2,522.

Table 2. Differences in student persistence based on age

	Mean	M-Square	p-Value
Persistence	37.670	100.320	0.100
Long-Term Goals	11.791	8.274	0.169
Current Goals	11.481	32.426	0.016**
Unattainable Goals	14.398	2.089	0.567

Based on the results of data analysis in table 2 shows that there is no difference in student persistence seen from the usnya, this is proven that p >0.05. Based on the results of the analysis per indicator, it was found that there was no significant difference in students in terms of long-term goals, goals that were not achieved with a p value of >0.05. Therefore, it can be concluded that between students over the age of 15 years and also under 15 years there is no difference in terms of some aspects of the persistence. However, this is different from the current goal aspect which shows a value of p<0.05, and a mean square of 32.426. Thus, based on these data, it can be concluded that there are significant differences in aspects of students' current goals in persistence seen from their age. The specifics of the different aspects of the current objectives can be seen in table 3.

Table 3. Descriptives - Current Total_Persistensi_Tujuan

Age	Mean	SD	N
Under 15 Years Old	11.799	2.344	184
Over 15 Years	11.244	2.361	246

Table 4. Differences in Student Persistence Based on Education Level

	Mean	M-Square	p-Value
Persistence	37.670	8.068	0.642
Long-Term Goals	11.791	0.018	0.949
Current Goals	11.481	7.573	0.245
Unattainable Goals	14.398	0.050	0.930

Based on the results of data analysis in table 4 shows that there is no difference in student persistence seen from the variable level of education, this is proven that p >0.05. Based on the results of the analysis per indicator, it was found that there was no significant difference in students in terms of long-term goals, current goals, and goals that were not achieved with a value of p > 0.05. Therefore, it can be concluded that between the education levels of SMA/SMK/MA Equivalent and SMP/MTS there is no difference in terms of several aspects of the persistence.

Table 5. Differences in student persistence based on grade level

	Mean	M-Square	p-Value
Persistence	37.670	55.793	0.185
Long-Term Goals	11.791	8.614	0.078
Current Goals	11.481	6.956	0.287
Unattainable Goals	14.398	9.360	0.195

Based on the results of data analysis in table 5 shows that there is no difference in student persistence seen from the grade level variable, this is proven that p >0.05. Based on the results of the analysis per indicator, it was found that there was no significant difference in students in terms of long-term goals, current goals, and goals that were not achieved with a value of p > 0.05. Therefore, it can be concluded that between the levels of class XII, class XI, class X, class IX, class VIII, and class VII there is no difference in terms of several aspects of the Persistence

DISCUSSION

Students' academic persistence is influenced by several factors, namely internal factors and external factors. Based on the results of research on learner persistence, the descriptive analysis in table 1 gives a positive picture that in general, learners show a high level of persistence. With a mean persistence value of 37,670 and a standard deviation (SD) of 6,092, the results of descriptive analysis show that student persistence is in the high category, reflecting the consistency of students in achieving their goals. This gives a positive picture of the level of persistence of learners in the context of the study. Long-term goals refer to the ability to remain committed to self-development and achieve goals with consistency of behavior on an ongoing basis, even in the face of obstacles (McGeown, Putwain, St. Clair-Thompson, & Clough, 2017). This characteristic belongs to the high category because students have a tendency to be more resilient in the face of difficulties and failures in the learning process, thus providing greater opportunities to achieve academic goals in school. Strong engagement and perseverance in an academic context is essential to achieving superior academic performance (Lent et al., 2016).

Furthermore, a detailed understanding of specific aspects of persistence, such as long-term goals, current goals, and unattainable goals, confirms high levels of persistence with values of 11,791, 11,481, and 14,398, respectively. Elementary schools that are relatively low in each aspect (2,090, 2,367, and 2,522) indicate that the variability between students in achieving these goals is relatively small. These results provide confidence that learners are consistently directing their efforts towards goal achievement with a controlled degree of variability, illustrating the good quality of persistence among that group of learners. From the results of research Gabi and Sharpe, (2021) This high persistence is a positive indication for educational institutions, teachers, and parents to understand and support the educational journey of learners. Consistency and focus

of learners in achieving long-term goals, current goals, and even in the face of unsuccess (unattainable goals) are important elements in building a sustainable learning culture and fostering persistence among learners (Sutiah, 2020).

However, the results of further analysis in Table 3 show that in general, there is no significant difference in student persistence based on age. Although there are significant differences in the aspect of "Current Goals" ($p < 0.05$). These findings suggest that age may not be the primary variable in influencing overall student persistence. A person's level of academic persistence can be affected by his age. According to Mukhoiyaroh, (2022) students who are at the cognitive level of concrete operations according to Piaget, especially in the age range of 12 years through college and even post-graduate, have been shown to increase their level of persistence through the support of autonomy in learning

Furthermore, Table 4 provides additional understanding of differences in the "Current Goal" aspect based on the age of learners. More detailed analysis shows that learners under 15 years old have a slightly higher mean value compared to learners over 15 years old in achieving current goals. Although this difference is significant, the impact of age appears to be relatively small, and there may be other factors that dominate the influence. With a p-value greater than 0.05 for all aspects, it can be concluded that the persistence of students is not significantly influenced by education level or grade level. This is in line with the research results Fragrant, (2023) which suggests that academic persistence is not influenced by different levels of education or grades, however, there are significant differences in students' academic persistence by age, suggesting that a person's age has an impact on the level of academic persistence. Therefore, these results suggest that age factors have a noticeable impact on a person's ability to maintain his involvement in academic aspects.

CONCLUSION

Based on the results of descriptive analysis, it shows that the persistence of students is in the high category. The results of the analysis per indicator found that there was no significant difference in students in terms of long-term goals, goals that were not achieved with a value of p > 0.05. Therefore, it can be concluded that between students over the age of 15 years and also under 15 years there is no difference in terms of several aspects of persistence. However, this is different from the current goal aspect which shows a value of p<0.05, and a mean square of 32.426. Thus, based on these data, it can be concluded that there are significant differences in aspects of students' current goals in persistence seen from their age. At the level of education at the level of SMA/SMK/MA Equivalent and SMP/MTS there is no difference in terms of several aspects of persistence. Furthermore, in the aspects of class XII, class XI, class X, class IX, class VIII, and class VII there is no difference in terms of several aspects of Persistence

REFERENCE

Browning, B. R., McDermott, R. C., Scaffa, M. E., Booth, N. R., & Carr, N. T. (2018). Character Strengths and First-Year College Students' Academic Persistence Attitudes: An Integrative Model ψ. *Counseling Psychologist*, *46*(5), 608–631. https://doi.org/10.1177/0011000018786950

Chichekian, T., & Vallerand, R. J. (2022). Passion for science and the pursuit of scientific studies: The mediating role of rigid and flexible persistence and activity involvement. *Learning and Individual Differences*, *93*, 102104.

Constantin, T., Holman, A., & Hojbotă, A. M. (2012). Development and validation of a motivational persistence scale. *Psihologija*, *45*(2), 99–120. https://doi.org/10.2298/PSI1202099C

Destin, M., & Williams, J. L. (2020). The connection between student identities and outcomes related to academic persistence. *Annual Review of Developmental Psychology*, *2*(2), 437–460.

Destin, M., & Williams, J. L. (2020). The connection between student identities and outcomes related to academic persistence. *Annual Review of Developmental Psychology*, *2*, 437–460.

Dumke, E. K., Tyndall, C., Naff, D., Crowder, A., & Cauley, K. M. (2018). A qualitative exploration of pre-health students' perceptions of academic success and persistence. *NACADA Journal*, *38*(2), 5–19.

Egbunike, C. F., & Okerekeoti, C. U. (2018). Macroeconomic factors, firm characteristics and financial performance. *Asian Journal of Accounting Research*, *3*(2), 142–168. https://doi.org/10.1108/AJAR-09-2018-0029

Fajar, N. A. (2022). *Sosiologi Kesehatan*. Penerbit NEM.

Ferrão, M. E., & Almeida, L. S. (2021). Persistence and academic expectations in higher-education students. *Psicothema*, *33*(4), 587–594. https://doi.org/10.7334/psicothema2020.68

Gabi, J., & Sharpe, S. (2021). Against the odds: an investigation into student persistence in UK higher education. *Studies in Higher Education*, *46*(2), 198–214.

Habley, W. R., Bloom, J. L., & Robbins, S. (2012). *Increasing persistence: Research-based strategies for college student success.* John Wiley & Sons.

Harum, A. (2023). Persistence And Academic Expectations Of High School Students And Influence Factors, 26–39.

Haverila, M. J., Haverila, K., & McLaughlin, C. (2020). Variables affecting the retention intentions of students in higher education institutions: A comparison between international and domestic students. *Journal of International Students*, *10*(2), 358–382.

ISFARUDI. (2019). *Model Struktural Persistensi Belajar Mahasiswa Universitas Terbuka. UNIVERSITAS NEGERI YOGYAKARTA.*

Lent, R. W., Miller, M. J., Smith, P. E., Watford, B. A., Lim, R. H., & Hui, K. (2016). Social cognitive predictors of academic persistence and performance in engineering: Applicability across gender and race/ethnicity. *Journal of Vocational Behavior*, *94*(0827470), 79–88. https://doi.org/10.1016/j.jvb.2016.02.012

McGeown, S., Putwain, D., St. Clair-Thompson, H., & Clough, P. (2017). UNDERSTANDING AND SUPPORTING ADOLESCENTS'MENTAL TOUGHNESS IN AN EDUCATION CONTEXT. *Psychology in the Schools*, *54*(2), 196–209.

Mugiarso, H., Setyowani, N., & Tedra, L. B. (2018). Self-efficacy dan persistensi mahasiswa ketika mengerjakan skripsi ditinjau dari kecemasan akademik. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, *1*(3), 171. https://doi.org/10.26539/1370

Mukhoiyaroh, M. (2022). Academic persistence: kajian psikologi lintas budaya.

Nicpon, M. F., Huser, L., Blanks, E. H., Sollenberger, S., Befort, C., & Kurpius, S. E. R. (2006). The relationship of loneliness and social support with college freshmen's academic performance and persistence. *Journal of College Student Retention: Research, Theory and Practice*, *8*(3), 345–358. https://doi.org/10.2190/A465-356M-7652-783R

Sutiah. (2020). *Teori belajar dan pembelajaran*. NLC.

Tawa, A. B. (2019). Kebijakan Pendidikan Nasional Dan Implementasinya Pada Sekola Dasar. *SAPA - Jurnal Kateketik Dan Pastoral*, *4*(2), 107–117. https://doi.org/10.53544/sapa.v4i2.82

Thalib, T., Paramitha Hanafi, S., Fahmi Aufar, M. A., Irbah, S., & S, E. J. (2018). The academic persistence Scale. *The 3rd International Seminar on Education*, 122–130.

Yanti, R., Raharjo, R., Rosyidin, I., Suhirman, L., Djollong, A. F., Adisaputra, A. K., … Nurdin, H. A. (2023). *ILMU PENDIDIKAN: Panduan Komprehensif untuk Pendidikan*. PT. Sonpedia Publishing Indonesia.