

STRUCTURAL MODEL OF STUDENT LEARNING MOTIVATION ADVENT HIGH SCHOOL IN NORTH SULAWESI PROVINCE

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STRUCTURAL MODEL OF STUDENT LEARNING MOTIVATION ADVENT HIGH SCHOOL IN NORTH SULAWESI PROVINCE

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ABSTRACT

Study this aim for analyze the structural model motivation learn. Three variable exogenous that is image school, quality academic and quality service. Satisfaction student is variable mediation and motivation study student as endogenous variable. Study this using 300 respondents Adventist high school student at eight school in North Sulawesi class 11 and 12 with use method quantitative and technical SEM data analysis using Smart PLS application. Seven hypothesis influence direct and three hypothesis influence no direct. Research results this showing that image school take effect positive but no significant to satisfaction student, image school take effect positive and significant to motivation study students, satisfaction student take effect positive and significant to motivation study students, quality academic take effect positive and significant to satisfaction students, quality academic take effect positive and significant to motivation study students, quality service take effect positive and significant to satisfaction students and quality service take effect positive and significant to motivation study student. School image take effect positive but no significant to motivation study student through satisfaction student as variable mediation, quality academic take effect positive and significant to motivation study student through satisfaction student as variable mediation and motivation study student influenced in a manner positive and significant by quality service with satisfaction student as variable mediation

KEYWORDS *image school, quality academic, quality service, satisfaction students, motivation study student*



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INTRODUCTION

Education is absolutely necessary as a means of developing knowledge and skills. Altrichter, Bacher, Beham, Nagy & Wetzelhütter, 2011:230. said "education is an important asset in individual life. Education has an important role as a provision for the future life of a student.

Today the education sector is growing very rapidly and evolving worldwide. The Industrial Age 4.0 has created a digital revolution in the world of education and created a demand for new and diverse disciplines in education. Butt & Rehman, 2020:2. The cost of providing education has increased manifold due to changes in teaching methodologies and learning instruments caused by the digital revolution which has had an impact on the world of education. Education Transformation continues to be carried out by the Ministry of Education and Culture (Ministry of Education and Culture) so that there is an increase in the quality of Education that is able to produce quality human resources that compete in the world of work (Widodo, 2016) .

In line with the importance of education, learning motivation is very important in the educational process. Learning motivation is a factor that encourages students to carry out learning activities. (Robbins & Judge, 2015) . said "motivation is an effort to issue a high level of effort towards a goal and consists of three components namely intensity, direction and persistence.

Motivation to learn has an important important role in learning, in terms of process and achievement of learning outcomes. Learning motivation was found to play a role in encouraging students to be enthusiastic and have and feel happy in learning, so that students who have high motivation have more energy to carry out learning activities, which in turn will be able to obtain better achievements.

Further, (Uno, 2021) . said "motivation is a force, both from within and from outside that encourages someone to achieve goals and motivates someone mentally ." Students who have learning motivation can get good learning performance, this is caused by student motivation related to the intensity of effort and effort made . Motivation increases effort and keeps the student learning process running. Zulfafrial, (2012:57). said that "students who are motivated will be more active in learning so it is hoped that student achievement will be better." Furthermore, Catharina, (2006:17). said that "motivation is a factor that causes student learning and also increases student learning outcomes."

Students who have high learning motivation can obtain high learning outcomes, meaning that the higher a student's motivation, the higher the intensity of effort and effort made so that learning outcomes are obtained. Arini, (2009:107). said "student learning motivation has a significant influence on a student's achievement in learning." This study supports the opinion from various sources that high student motivation influences better achievement compared to lower student learning motivation. Therefore, in every learning process students are expected to have learning motivation to be able to participate in teaching and learning activities. Motivation in student learning is a way to manage to keep students motivated, because in teaching and learning activities a student will be successful if he has high motivation.

Various studies were conducted to determine the determinants of motivation to learn. One of the factors in increasing student learning motivation is to provide quality educational services to students (Ali, 2020). Service quality is important because service quality is the main concept in educational institutions (Susanto, 2012). Because of that, schools in general are very concerned about improving the quality of services on an ongoing basis so that it can have an impact on student satisfaction and student learning motivation.

Quality education services will have an impact on student satisfaction and of course indirectly affect their learning motivation. If a student feels that the service he receives is not as expected, the student will be dissatisfied and unmotivated. Jaya & Soetopo, (2007:20). in his research found there was a "significant relationship between service quality and student satisfaction." Supriyanto, (1999:18). said "a good educational institution always maintains the quality of its services, so that students will feel satisfied and motivated."

Butt & Rehman, (2010.:46). said that students saw the quality of service in terms of the availability of accurate and easy-to-obtain information. This is a determining factor of student satisfaction with a school. Research has been conducted to study the factors that can influence student satisfaction. Aldridge and Rowley, (1998:197). say quality education if they are given better learning opportunities. The level of satisfaction or dissatisfaction greatly affects the success or failure of learning. Deshields, Kara & Kaynak, (2005:28). stated the importance for a school to focus on service by identifying and meeting students' needs and expectations, as these factors have an impact on student academic achievement, school performance and reputation.

Schools that provide a high level of satisfaction for their students are able to motivate their students to study hard. Satisfaction and student learning motivation is very dependent on the quality of services provided. Temizer & Turkyilmaz, (2012:38). said therefore, schools should listen to and satisfy their students. Evaluation of student satisfaction with school performance helps identify and find critical areas that are unsatisfactory and need to be improved to meet student expectations (Khosravi, Poushaneh, Roozergar, & Sohrabifard, 2013: 580).

Factors of academic quality and school image have been found in various studies as reasons for determining the choice of school, which of course is related to the determinants of student satisfaction and this occurs by *word of mouth*. Bossetti (2004); Denessen, Denessen & Slegers (2005); Weiher & Tedin (2002); Bradley & Taylor (2007); Coldron, Tanner, Finch, Shipton, Wolstenholme, Willis, Demack & Stiell (2008), found that academic quality reasons are believed to play a role in good education and influence student satisfaction. If the academic quality is low, it will have an impact on the low level of student satisfaction. A study by Chen (2007), found that school facilities, safety and a good school and learning environment create a sense of satisfaction and security in the learning process. Research Wu, 2004. 15. states that a comfortable room will help students to learn, and teaching activities must be able to meet the needs and progress of students in increasing student satisfaction. Teacher-student interaction should be emphasized and it is important that every student feels respected. The educational environment has received a lot of attention, because research by Lin (2009) and Wu (2003) found

that existing facilities and teaching staff must be developed affectively in order to increase student and parent satisfaction. Froment & Gutierrez's research (2022) shows connection positive Among teacher credibility and engagement, satisfaction and motivation study students; Among engagement and satisfaction and motivation and between satisfaction and motivation. Likewise, engagement have effect mediation in relationships Among credibility teaching and motivation; satisfaction have effect mediation in relationships Among credibility teaching and motivation; involvement have effect mediation in relationships Among teacher credibility and satisfaction and satisfaction have effect mediation in relationships Among engagement and motivation

The number of students at the Adventist High School in North Sulawesi is 1478 students. Students at Advent High School are very diverse and some schools have a number of students that are less than the set target. Various factors certainly underlie the shortage in the number of students.

One factor that needs to be examined is student motivation. Motivation student for school generally decrease During many years (Prokop et al., 2007). Same thing discovered by Hanif (2011) revealed in his research at Rangunan Middle School/High School Jakarta that 21.49 % of students had less motivation. Student learning motivation can have a negative impact on schools because it will affect student achievement and achievement and of course will affect the name of the school in the eyes of stakeholders. The results of the preliminary research conducted by the researcher indicate that the learning motivation of students at the Adventist High School in North Sulawesi is not optimal. This was found in qualitative data obtained by researchers through interviews with 10 students. Based on initial observations and the results of the mean analysis of student learning motivation at Adventist High Schools in Sulawesi, it is less convincing as shown in table 1.

Table 1
Learning Motivation for Adventist High School Students in North Sulawesi

School name	Means	Information
Manado Klabat Adventist High School	3.6404	Agree
Unklab Labor High School	3.6561	Agree
Kaima Adventist High School	3.5887	Agree
Bitung Adventist High School	3.6667	Agree
Tompaso II Adventist High School	3.5858	Agree
Ratahan Adventist High School	3.7694	Agree
Imandi Adventist High School	3.6818	Agree
Ambia Adventist High School	4.0107	Agree

Besides that, this study also looks at the role of student satisfaction as an intervening factor mediating the exogenous variables of service quality, school image and academic quality. This is imperative to do within the framework of the development of educational management science.

Based on various empirical studies as described above, the researcher is interested in studying further through research on the effect of school image, academic quality and service quality on student learning motivation with student satisfaction as an intervening variable. These factors, both conceptually, as well as based on theory and the results of previous research show an influence on students' learning motivation. To get proof of the truth of these assumptions it is necessary to be tested in the field of research. Thus, the researchers set the research title: "*Structural Model of Adventist Students' Learning Motivation in North Sulawesi*".

RESEARCH METHODS

This study used a cross-sectional survey with a structural quantitative approach because in this study produced variable indicators derived from several theories about service quality, school image, academic quality, student satisfaction and student motivation. This study follows a deductive thinking pattern, which begins with the process of observing then hypotheses, then collecting data, continuing with testing the hypotheses and finally concluding.

There are 3 exogenous variables, namely service quality, school image and academic quality. One intervening variable is student satisfaction. Two endogenous variables, namely student satisfaction and student motivation. To test the structure of the relationship between variables, SEM (Structure Equation Modeling), Smart PLS is used.

The relationship between variables in SEM forms a structural model. This structural model can be explained through structural equations that describe the predictions of the independent variables

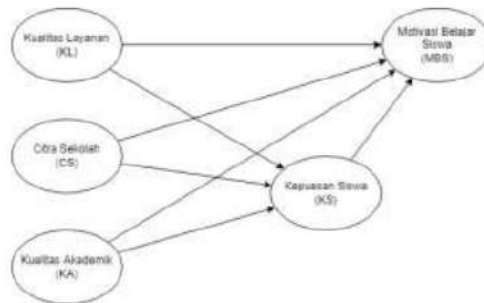


Image 1
Structural Model of Student Learning Motivation

Figure 1 is a picture of the structural model of student learning motivation and the equations of the structural model of student learning motivation developed in this study are:

- $\eta_1 = \gamma_{1.1}\xi_1 + \gamma_{1.2}\xi_2 + \gamma_{1.3}\xi_3 + \zeta_1$
 $KS = KL + CS + KA + \text{errors}$
- $\gamma_{2.1}\xi_1 + \gamma_{2.2}\xi_2 + \gamma_{2.3}\xi_3 + \beta_{1.1}\eta_1 + \zeta_2$
 $MBS = KL + CS + KA + KS + \text{Error}$

Information:

η_1 : Student satisfaction

η_2 : Student's motivation to study

ξ_1 : Quality of service

ξ_2 : School image

ξ_3 : Academic quality

γ : Regression coefficient between exogenous constructs to endogenous constructs

β : Regression coefficient between endogenous constructs to other endogenous

ζ : Error term

The location chosen by the author for this study was a SMK in South Minahasa Regency consisting of SMK Negeri I Amurang, SMK Negeri Tenga and SMK Negeri Tumpaan where previously the writer had conducted an initial survey of the problems the writer observed related to technology-based learning management. The author feels interested in researching this matter, for this reason, these three schools were chosen as the location of this research where the three schools already have internet access and have implemented technology-based learning.

The population in this study is the overall characteristics related to the variables of service quality, school image, academic quality, student satisfaction and learning motivation of Adventist high school students in North Sulawesi. There are 1,478 students currently enrolled in 8 Adventist high schools in North Sulawesi, namely: Manado Adventist High School Klabat, Labor Unklab High School, Kaima Advent High School, Bitung Advent High School, Tompaso II Advent High School, Ratahan Advent High School, and Imandi Advent High School, Ambia Advent High School. . This study used a *nonprobability sampling method* with convenience and quota sampling techniques. The total sample is 300 respondents, consisting of grade 11 students and grade 12 students. According to Ghazali (2015) determining the number of samples in SEM Smart PLS parameters using the maximum *likelihood estimation method* where the recommended sample size is 150 – 400.

Data collection techniques in this study were carried out in four stages, namely:

The first stage, obtaining information about the number of students at the Adventist High School in North Sulawesi.

The second stage, the development of research instruments. The research instrument uses a questionnaire in the form of a Likert scale to measure Service

Quality, School Image, Academic Quality, Student Satisfaction and Student Learning Motivation. For the purposes of quantitative analysis, this study uses answers in the form of a Likert scale and the scores for each answer are as follows: Strongly Agree (SS) = 5; Agree (S) = 4; Undecided/Neutral = 3; Disagree (TS) = 2; Strongly Disagree (STS) = 1.

The third stage, testing the research instrument to determine the validity and reliability of the questionnaire. There are two stages of testing in the third stage, namely the content validity test by several experts to test whether the questionnaire content is valid according to the concept and adequacy of each variable. After getting the results of the validity content from the experts, the validity test was carried out using the *Pearson Product Moment Correlation* and the reliability test using *Cronbach Alpha*. Validity and reliability tests were performed using SPSS statistics. In the validity test, a questionnaire is said to be valid if $r\text{-count} > r\text{-table}$, otherwise if $r\text{-count} < r\text{-table}$ then the questionnaire is invalid. Apart from looking at the comparison of $r\text{-count}$ and $r\text{-table}$, analysis can be done by looking at the significant value, if the significant value is < 0.05 then the questionnaire is said to be valid and if the significant value is > 0.05 then the questionnaire is said to be invalid.

For the reliability test, the value to be used is the Cronbach alpha value > 0.60 . If the Cronbach alpha value is > 0.60 , the questionnaire is said to be reliable or consistent and if the *Cronbach alpha value is* < 0.60 , the questionnaire is said to be unreliable (Sugiyono, 2018). This instrument trial was conducted on 24 students who were included in the study population but were not included in the research sample

RESULTS AND DISCUSSION

The results of this study discuss the results of the analysis of the effect of school image, academic quality and service quality on student learning motivation and student satisfaction as a mediating variable in Adventist high schools in North Sulawesi. The results of this study are based on hypothesis testing, the results of the analysis are as follows:

The results of the analysis show that the *t-statistic value* of School Image on Student Satisfaction $<$ from *t-table* (1.967) 0.426 with a large effect of 0.037 and *P Value* > 0.05 of 0.670 which means School Image has a positive but not significant effect on Student Satisfaction. This is not in line with Saragih's research (2018) that image has a significant effect on satisfaction. This is supported by previous research. Alves & Raposo (2010) showed that student satisfaction has a positive correlation with student perceptions of image. The same thing was stated by Andreassen (1994) in his research suggesting that image is an important factor that is interrelated with consumer satisfaction. Research by Ramadania, Candra, Afifah (2020) found that image has a significant effect on satisfaction. This illustrates that a good image of the school regarding reputation, credibility and accreditation is very important in creating student satisfaction. This is supported by Anggia, et al (2012) who conducted research and concluded that image significantly and positively affects satisfaction. Qomariah (2012) concluded that significantly

and positively, image affects satisfaction. Meanwhile, Ali, *et al* (2016) said that reputation has a significant effect on student satisfaction.

The *t*-statistic value of School Image on Student Learning Motivation > from *t*-table (1.967) is 2.264 with a significant effect of 0.171 and *P* Values <0.05 of 0.000 so it can be concluded that the effect of School Image on Student Learning Motivation is positive and significant. Siregar & Nara (2011) say that student learning motivation is influenced by tools that are always good and this is interpreted as a good school image.

The *t*-statistic value of Student Satisfaction on Student Learning Motivation > from *t*-table (1.967) is 2.712 with a large influence of 0.216 and *P* Values <0.05 of 0.030 so it can be concluded that the effect of Student Satisfaction on Student Learning Motivation is positive and significant. The same thing was stated by Supriyanto (1999) who said that a good educational institution always maintains the quality of its services, so that students will feel satisfied and motivated. Aldridge and Rowley (1998) The level of satisfaction or dissatisfaction greatly influences the success or failure of learning and motivation.

The *t*-statistic value of Academic Quality on Student Satisfaction > from *t*-table (1.967) is 3.487 with a large influence of 0.249 and *P* Values <0.05 of 0.000 so it can be concluded that the effect of Academic Quality on Student Satisfaction is positive and significant. This is supported by previous research. Furthermore, Munteanu, Ceobanu, Bobalca & Oana (2010), said that the perceived academic quality of educational activities can also be interpreted in terms of satisfaction. The same thing is said by the research of Ramadania, Candra, Afifah (2020) that students see that the quality of the process is more important than the quality of the results in creating satisfaction. Furthermore, research by Ali *et al* (2016) shows that academic aspects have a significant effect on student satisfaction.

The *t*-statistic value of Academic Quality on Student Learning Motivation > from *t*-table (1.967) is 2.173 with a large influence of 0.158 and *P* Values <0.05 of 0.030 so it can be concluded that the effect of Academic Quality on Student Learning Motivation is positive and significant. This is supported by Kotler, Keller, Brady, Goodman, & Hansen (2018). Quality is definitely the key to value creation which provides motivation and customer satisfaction. Demack & Stiell (2008), found that for reasons of academic quality as the main motivation in choosing a school, students believe that academic quality will provide a good education.

The *t*-statistic value of Service Quality on Student Satisfaction > from *t*-table (1.967) is 7.473 with a large influence of 0.436 and *P* Values <0.05 of 0.000 so it can be concluded that the effect of Service Quality on Student Satisfaction is positive and significant. This is supported by previous research. Service quality is subjective and mainly refers to students' perceptions of the quality of service students receive (Tjiptono & Chandra, 2017). Alnaser and Almsafir (2014) conducted research on the dimensions of service quality and satisfaction in Jordan, and concluded that there is a relationship between the dimensions of service quality and satisfaction. The same thing was said by Jaya & Soetopo (2007) in their research found that there was a significant relationship between service quality and satisfaction. If a student feels that the service he receives is not as expected, the student will be dissatisfied and unmotivated. Researchers have classified service

quality as the main driver of student satisfaction (Cronin, Brady, & Hult, 2020). Various previous studies have confirmed the significant effect of service quality on satisfaction, such as research by Ali et al (2016); Martirosyan (2015); Wilkins & Balakrisman (2013); Hanssen and Solvoll (2015); Yusoff, McLeay & Burton (2015). Furthermore, Leonard (2018), conducted research on Servqual's performance dimensions in terms of measuring service quality, and concluded that the main factors influencing satisfaction were: comfort of lecture halls, adequate library facilities, neat staff appearance, non-discriminatory treatment by teaching staff, competent and knowledgeable teaching staff, and appropriate quality of academic services that meet expectations. Barata (2006) stated that satisfaction can be measured by the quality of service obtained by the party being served and the measurement of service quality is based on expectations that can meet the expectations of the party being served. Furthermore, Barata (2006) said service quality based on expectations and service quality results can be categorized into three forms, namely:

1. Quality Service < Expectation (Performance < Expectation)
Assumed no satisfactory, if performance quality service show more small from hope customer.
2. Quality Service = Expectation (Performance = Expectation)
Satisfaction happen, if performance quality service same with hope customer.
3. Quality Service > Customer Expectations (Performance > Expectation).
be very satisfied, if performance quality service morebig from hope customer.

The *t-statistic value* of Service Quality on Student Learning Motivation > from *t-table* (1.967) is 3.022 with a large influence of 0.236 and *P Values* <0.05 of 0.003, it can be concluded that the effect of Service Quality on Student Learning Motivation is positive and significant. The same thing was stated by Supriyanto (1999) who said that a good educational institution always maintains the quality of its services, so that students will feel satisfied and motivated. Other research showing that there is a significant effect of service quality on motivation is found in Annamdevula & Bellamkonda's research (2016b); and Stukalina (2016). Other research related to the effect of service quality on student motivation was conducted by Kousar, Ilyas & Rehman (2015).

The *t-statistic value* of the effect of school image on learning motivation through student satisfaction < from *t-table* (1.967) which is 0.419 with a large influence of 0.008 and *P values* > 0.05 of 0.675. So it can be concluded that the effect of school image on student learning motivation through student satisfaction is positive but not significant.

The *t-statistic value* of the effect of Academic Quality on Learning Motivation through Student Satisfaction > from *t-table* (1.967) is 2.229 with a large influence of 0.052 and *P Values* <0.05 of 0.026. So it can be concluded that the effect of school image on student learning motivation through student satisfaction is positive and significant. Another study by Aldridge and Rowley (1998) says that quality education is provided when they are given better learning opportunities. The level of satisfaction or dissatisfaction greatly affects the success or failure of learning and motivation. Kotler, Keller, Brady, Goodman, & Hansen (2018). Quality is definitely the key to value creation which provides motivation and

customer satisfaction. Evaluation of student satisfaction helps in identifying and finding critical areas that are unsatisfactory and need to be improved in order to meet student expectations (Khosravi, Poushaneh, Roozergar, & Sohrabifard, 2013). According to Tan and Kek (2004) the academic quality of education is determined by the extent to which desires and expectations are fulfilled. Quality education can be seen as a series of descriptions in a study package and how it is provided to meet students' expectations and motivations. Students who perceive academic education to be of very high quality are likely to show positive behavioral intentions toward their school (Frances, 1995). Nowadays, students are more judgmental about the delivery of quality academic education compared to the past (Worlu, Kehinde, & Borishade, 2016). Widodo (2016) said the quality of education is capable of producing quality human resources and can compete in the world of work. Furthermore, Demack & Stiell (2008), found that for reasons of academic quality as the main motivation in choosing a school, students believe that academic quality will provide a good education. A study by Chen (2007), found that effective use of school facilities, campus safety, school environment and management are important in choosing a school. Providing students with a good, safe learning environment with a healthy environment makes parents feel that their child is safe at school.

t-statistic value influence Quality Service to Motivation Study through Satisfaction Student > from *t* - table (1.967) ie of 2.301 with magnitude influence of 0.094 and *P* Values <0.05 of 0.021. So could concluded that influence Quality Service to Motivation Study Student through Satisfaction Student is positive and significant. A number of study previously same match with results study this. According to Kotler, Opresnik & Armstrong (2021) satisfaction depending on performance compared in a manner relatively to hope. Schools that provide level high satisfaction for his students capable motivating his students for enterprising learn. Satisfaction and motivation study students are very dependent on effort quality services provided. Temizer, L. & Turkyilmaz, A (2012) said because that 's school must listening and satisfying his students. Evaluation satisfaction student to performance school help in identify and find critical areas that are lacking satisfying and necessary upgraded to comply hope students (Khosravi, Poushaneh, Roozergar, & Sohrabifard, 2013). Monitoring student satisfaction and following up on feedback can motivate innovative practices and learning (Arbaugh, 2014; Rienties, Li, & Marsh, 2015).

Table 2
Significance and great influence indicators on variables

	Original Sample (O)	Sample Means (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
CS1 <- School Image	0.816	0.813	0.031	26,093	0.000
CS2 <- School Image	0.777	0.774	0.035	22,231	0.000
CS3 <- School Image	0.886	0.886	0.018	49,011	0.000

CS4 <- School Image	0.876	0.875	0.017	51,996	0.000
CS5 <- School Image	0.847	0.848	0.022	38,102	0.000
CS7 <- School Image	0.845	0.845	0.016	52,303	0.000
KA1 <- Academic Quality	0.792	0.791	0.027	28,949	0.000
KA2 <- Academic Quality	0.789	0.789	0.032	24,645	0.000
KA3 <- Academic Quality	0.857	0.857	0.018	46,564	0.000
KA4 <- Academic Quality	0.862	0.862	0.017	51,986	0.000
KA5 <- Academic Quality	0.787	0.788	0.047	16,900	0.000
KA6 <- Academic Quality	0.853	0.853	0.017	51,081	0.000
KL1 <- Quality of Service	0.819	0.818	0.023	35,876	0.000
KL10 <- Quality of Service	0.817	0.816	0.021	39,042	0.000
KL11 <- Quality of Service	0.847	0.847	0.017	48,416	0.000
KL2 <- Quality of Service	0.868	0.867	0.021	41,208	0.000
KL3 <- Quality of Service	0.892	0.892	0.020	43,553	0.000
KL4 <- Quality of Service	0.917	0.917	0.013	68,475	0.000
KL5 <- Quality of Service	0.869	0.869	0.021	41,522	0.000
KS1 <- Student Satisfaction	0.894	0.893	0.014	63,875	0.000

KS10 <- Student Satisfaction	0.820	0.820	0.028	29,721	0.000
KS2 <- Student Satisfaction	0.885	0.885	0.014	63,741	0.000
KS3 <- Student Satisfaction	0.887	0.886	0.016	54,948	0.000
KS4 <- Student Satisfaction	0.851	0.850	0.028	30,654	0.000
KS5 <- Student Satisfaction	0.902	0.901	0.015	61,252	0.000
KS6 <- Student Satisfaction	0.921	0.921	0.010	90,096	0.000
KS7 <- Student Satisfaction	0.853	0.853	0.017	51,510	0.000
KS8 <- Student Satisfaction	0.864	0.865	0.016	55,197	0.000
KS9 <- Student Satisfaction	0.866	0.866	0.018	47,631	0.000
MBS1 <- Student Learning Motivation	0.816	0.817	0.024	33,489	0.000
MBS10 <- Student Learning Motivation	0.811	0.811	0.024	34,500	0.000
MBS11 <- Student Learning Motivation	0.818	0.817	0.026	31,351	0.000
MBS12 <- Student Learning Motivation	0.843	0.843	0.024	34,436	0.000
MBS13 <- Student Learning Motivation	0.716	0.715	0.028	25,600	0.000
MBS14 <- Student	0.836	0.836	0.019	43,286	0.000

Learning Motivation					
MBS15 <- Student Learning Motivation	0.841	0.842	0.020	42,146	0.000
MBS2 <- Student Learning Motivation	0.734	0.733	0.041	17,844	0.000
MBS3 <- Student Learning Motivation	0.741	0.742	0.051	14,638	0.000
MBS4 <- Student Learning Motivation	0.703	0.708	0.061	11,456	0.000
MBS5 <- Student Learning Motivation	0.853	0.854	0.019	45,352	0.000
MBS6 <- Student Learning Motivation	0.707	0.708	0.035	20,414	0.000
MBS7 <- Student Learning Motivation	0.783	0.782	0.031	25,191	0.000
MBS8 <- Student Learning Motivation	0.880	0.880	0.016	56,468	0.000
MBS9 <- Student Learning Motivation	0.818	0.818	0.022	37,612	0.000

Table 2 shows the significance and magnitude of the influence of each indicator on each variable. There are six indicators on the school image variable and on the bootstrapping run on the outer loadings. All of these indicators are significant with a p value of <0.05 and CS3 indicator (Schools have qualified teachers) have the greatest influence with an original sample value (O) of 0.886, followed by CS 4 (Schools have good accreditation) with an influence of 0.876, and CS5 (School credit in the eyes of good students) with a influence of 0.847. The smallest magnitude of influence on this variable is CS 2 (schools care about their environment) with an effect size of 0.777. This provides input for Adventist High School to pay attention to the three biggest indicators on the school image variable

because these indicators influence the perception of the school's image in the eyes of students.

Academic quality has six indicators and bootstrapping runs on outer loadings. All indicators of academic quality are significant with a p value < 0.05 . The KA 4 indicator (Teachers have good attitudes and behavior) has the greatest influence with an original sample value (0) of 0.862, followed by KA 3 (Schools have a good academic culture) with an influence magnitude of 0.857, and KA 6 (Schools have a good reputation) with a magnitude of influence of 0.853. The smallest influence on academic quality indicators is KA 5 (Easy to find teachers) with an influence size of 0.787. This provides input for Adventist High School to pay attention to the three biggest indicators because these indicators influence students' perceptions of the school's academic quality.

Quality of service has seven indicators and bootstrapping runs on outer loadings. All indicators on service quality are significant with a p value < 0.05 . The KL 4 indicator (the teacher hears student complaints) has the greatest influence with an original sample value (0) of 0.917, followed by KL 3 (satisfying teaching and learning process) with a magnitude of 0.892, and KL 2 (effective teaching and learning process). The smallest influence on service quality indicators is KL 10 (Teachers master teaching materials) with an influence size of 0.817. This provides input for Adventist High School to pay attention to the three biggest indicators on this indicator because these indicators influence students' perceptions of the quality of school services.

Student satisfaction has ten indicators and bootstrapping runs on outer loadings. All indicators on student satisfaction are significant with a p value < 0.05 . Indicator KS 6 (Satisfied with the professionalism of teaching teachers) has the greatest amount of influence with an original sample value (0) of 0.921, followed by KS 5 (Satisfied with the effectiveness and efficiency of the teaching and learning process) with a magnitude of influence of 0.902, and KS 1 (Satisfied with the principal's leadership style) with an influence size of 0.894. The smallest effect on student satisfaction indicators is KS 10 (Satisfied with teacher teaching) with an effect size of 0.820. This provides input for Adventist High School to pay attention to the three biggest indicators on this indicator because these indicators influence students' perceptions of school satisfaction.

Student motivation has fifteen indicators and bootstrapping runs on outer loadings. All indicators on student learning motivation are significant with a p value < 0.05 . The MBS indicator 8 (Spending time reading the lesson text) has the greatest influence with an original sample value (0) of 0.880, followed by MBS 5 (Taking time to rest after studying) with an influence magnitude of 0.853, and MBS 12 (Trying to overcome difficulties learning) with a magnitude of influence of 0.843. The smallest effect on indicators of student learning motivation is MBS 4 (Satisfied with the teacher's teaching method) with an effect size of 0.703. This provides input to Adventist High School that Adventist High School students have motivation to learn by spending time reading texts, taking breaks and trying to overcome when they encounter learning difficulties.

CONCLUSION

Based on results study obtained that growth economy take effect positive to reception tax with score significance of $\alpha = 0.024$ ($\alpha < 0.05$) and wages could take effect positive to reception tax seen from score significance $\alpha = 0.000$ ($\alpha < 0.05$) meanwhile poverty take effect negative to reception tax with score significance $\alpha = 0.000$ ($\alpha < 0.05$). And from the test simultaneous influence growth economy, poverty and wages by 89.8%, meanwhile the remaining 10.2% is affected variable others who don't used in study this. Pg this means if there is upgrade or decline from score variable the could take effect to reception tax

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