

## Positive Attitude Negative Results? Analysis of the Mismatch between Students' Attitudes and Academic Achievement

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### ABSTRACT

The positive attitude of students is often considered as the main supporting factor in academic achievement, even though what happens in the field does not show that. Although some students show interest, discipline, and high motivation in learning, not all of them are able to consistently reflect the appropriate academic achievements of that attitude. This research aims to examine the pattern of mismatch between students' positive attitudes and unsatisfactory academic achievements. The method used by the author in this article is literature review. The researched article is based on scientific articles from international journals indexed Scopus, from Google Scholar and Sage Journal, with a year of publication between 2020 and 2025. The results of the study show that external factors such as social pressure, improper learning methods, and the difference between perception and learning reality. Therefore, the need for a deeper evaluation of learning strategies and academic assessment systems.

**Keywords:** Self-Regulated Learning, Digitas Threats, Online Learning Students, Digitasl Distractions, Learning Anxiety

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## INTRODUCTION

Education is one of the things that humans need to obtain provisions in real life. The implementation of education in Indonesia is regulated in Law number 20 of 2003 concerning the National Education System. In this Law, education is defined as an effort that is carried out consciously and planned to develop the potential that exists in students. Education directs humans to carry out learning activities such as recognizing, mapping and understanding everything they encounter, including learning certain behaviors, attitudes, thoughts and abilities. Education has the goal of forming quality human resources and welcoming the rapid development of the world. Talking about education, the family is the first environment to provide examples of moral education and the formation of children's ways of thinking, so that parents are responsible for supervision where children's behavior and way of thinking will have an impact on their character (Andriyani, 2021). When parents provide good education to children, children will also form good personalities. In this era of digitalization, parents have contributed as supervisors and child limiters in using the system. According to (Priastuty CW, Rochimah HAIN, 2023) in the digital era, communication ethics can be seen from how attitudes and actions based on experience can affect children's learning activities and achievements.

In the world of education, a positive attitude towards learning is often considered a key indicator of academic success. Positive attitudes that include learning motivation, discipline, interest in the material and active involvement in the classroom are often considered to achieve good academic achievement. Therefore, many educational institutions strive to foster positive attitudes through character development and interactive learning strategies. However, the reality is not always in line with the theory. Many educational institutions show that not all students who have a positive learning attitude will have good academic achievements. This raises some critical questions: why is a positive learning attitude not always a good way to achieve high academic achievement?, what factors cause the mismatch between attitudes and learning outcomes?

Social pressure is one of the factors that is often unrealized but has a big impact on students' academic performance. Students who have a positive learning attitude may experience pressure from

the social environment, be it from family, peers, or societal expectations that actually interfere with their focus on learning. Research by Nazir & Ameer (2023) shows that high social pressure can lower concentration and cause academic anxiety which negatively impacts students' achievement, even if they have a good learning attitude. In addition, learning methods that are not in accordance with students' learning styles are also the cause of incompatibility between attitudes and academic results. A study by Wu et al. (2021) suggests that the mismatch between lecturers' teaching methods and students' learning preferences can reduce learning effectiveness, especially in online teaching which has increased during the COVID-19 pandemic. Although students show enthusiasm in attending lectures, material delivered in a less interactive method cannot increase in-depth understanding.

This shows that the relationship between attitude and achievement is not linear and simple. In addition, learning approaches that are not in accordance with students' learning styles are also one of the triggers for this incompatibility. Students may have enthusiasm for the material, but if the method of delivering the material is not adaptive, then the positive attitude cannot be optimized into real achievements. So that it will affect the results of academic achievement. Furthermore, the difference between perception and reality of learning is also an important aspect that needs to be considered. Research by Hernandez & Gracia (2022) in the journal *Teaching in Higher Education* found that when students do not see concrete results from their learning efforts, this can lead to cognitive dissonance, which ultimately demoralizes and affects their academic achievement. In this context, the mismatch between positive attitudes and academic achievement is an important factor. This study aims to examine more deeply the incompatibility between students' positive attitudes and academic achievements obtained. Through literature studies of various scientific journals, this workshop tries to identify the causative factors and provide a new understanding for the world of higher education in building a learning system that not only fosters positive attitudes, but also optimizes student learning outcomes.

## **METHOD**

This study uses the literature study method to describe the relationship between students' positive attitudes towards learning and the academic results they obtain, and analyze the incompatibility between the two. The literature study is carried out by collecting, reviewing, and analyzing various relevant literature sources. The source of this article is taken from national and international scientific journals. The criteria for selecting literature are based on the relevance of the topic, the current publication between 2020 and 2025 and the reliability of the sources, especially those that have been indexed in academic databases such as Scopus, DOAJ, and SAGE Open. The aim of this approach is to identify patterns, findings, and gaps in previous research related to the relationship between students' positive attitudes and academic achievement. With this method, researchers can gain a comprehensive understanding of the internal and external factors that influence the mismatch between students' learning attitudes and academic outcomes in various educational contexts. The results of the analysis from these various sources are then used as a basis for compiling conclusions, presenting theoretical synthesis, and providing recommendations for the development of more effective learning strategies and academic evaluations that are oriented to student reality

## **FINDINGS AND DISCUSSION**

Based on the results of the literature review and data selection that has been carried out by the author, as many as 6 articles were obtained as many as the results of the analysis that are in accordance with the research topic. The results of the article study can be seen in Table 1.

Table 1. Article review

Research and Year	Article Title	Journal	Research Results
Warren William Lake, Hanabeth Luke and William Edgar Boyd (2020)	Mismatch between student and university expectations of academic achievement: A Negative Outcome from well-intentioned student support or a driver for improved academic performance?	Journal of Perspective in Applied Academic Practice	This study reveals that the incompatibility between student and university expectations for academic achievement can cause decreased motivation and learning satisfaction. Students who feel that their academic results are not in line with expectations tend to experience stress and decreased enthusiasm for learning.
Muhammad Iqbal, Linda Zaenati Nur Farida, Khin Than Win (2023)	The Influence Of Student Attitudes On Learning Achievement	Scientific Journal of Science Applied University of Jambi	This study found that there was a positive relationship between students' learning attitudes and their academic results. However, a positive attitude alone is not enough to ensuring high academic achievement, as other factors such as teaching methods and learning environment are also Important Role
Muhammad Yusup, Marzani, Toib Lubis, Gina Silpa Anggraeni (2023)	The Influence of Learning Attitudes and Motivation on Students' Learning Achievement	JMKSP (Journal Management , Leadership, and Supervision Education	This study found that learning attitudes and motivation to have significant influence on student learning success. However, the combination of the two is more effective in improving academic learning achievement than if only one of the dominant factors.

Muhammad Abid Marzuki, Miftahussa'adah Wardi (2021)	Achievement Motivation During Covid-19 Pandemic: The Effect of Online Learning and Academic Self-Efficacy	Islamic Education: An Education Journal Islam	The study revealed that learning online during the pandemic COVID-19 has a positive impact on motivation Achievement and confidence Academic Self-Esteem. However, increased motivation is not always in line with academic improvement due to various challenges in Online Learning.
Denny Beatriz Moreira- Morales, María Inés García-Loor (2024)	Motivation in Academic Performance	International Research Journal of Management, IT & Social Sciences	The results of this study show that many students with a positive learning attitude still get low value. This is influenced by the lack of effective learning habits
Adi Atmoko, Wahyu N. Eka Saputra, IM Hambali, Eny Tri Wahyuni (2022)	Achievement Motivation and Learning Behavior of Students During COVID-19 Pandemic: Gender Differences	Pegem Journal of Education and Instruction,	A positive attitude does not guarantee good results if it is influenced by psychological pressure or poor adaptation to the online learning system. This article also conveys that the level of motivation for achievement and behavior is influenced by gender differences. Female students show better motivation for achievement and learning behavior than men

Based on the results of the literature analysis of the eight scientific articles reviewed in this study, it can be concluded that there is a tendency for mismatch between students' positive attitudes towards learning and academic achievement achieved. Although some studies show a positive relationship between learning attitudes and academic outcomes, other findings reveal that positive attitudes do not necessarily guarantee high academic outcomes. This discrepancy shows that there are other factors that also affect students' academic performance. The results of the above study also show that although a positive attitude is considered important in learning, it does not stand alone as a determining factor for academic success. Some of the external factors identified to influence the relationship between attitudes and academic achievement include:

1. **Social and Psychological Stress**  
Studies from Atmoko et al. (2022) and Lake et al. (2020) highlight the importance of the psychological condition of college students. Unmet expectations can cause stress and lower the enthusiasm for learning.
2. **Learning Methods and Environment**  
Research by Iqbal et al. (2023) and Marzuki et al. (2021) emphasized that inappropriate teaching strategies, such as in online learning conditions, hinder the achievement of optimal achievement despite high motivation.
3. **Perception and Reality of Learning**  
The difference between students' personal expectations and academic realities in the field is also the main cause of mismatches. This has an impact on the internal motivation of students as shown in the study of Moreira Morales & García-Loor (2024).
4. **Combination Factor of Attitude and Motivation**  
The study of Yusup et al. (2023) concluded that academic success is not enough only to be supported by a positive attitude. It takes motivation and the right learning strategy at the same time.
5. **The Role of Adaptation to New Learning Systems**  
Research by Muhammad Abid Marzuki and Miftahussa'adah Wardi (2021) highlights that the COVID-19 pandemic has caused drastic changes in the learning system, from face-to-face to online. Although many students show increased motivation to study independently, technical challenges such as internet access, lack of direct interaction, and low experience in time management and online learning actually hinder their academic achievement. This proves that motivation or positive attitudes are not enough without adequate adaptation and infrastructure support.
6. **Gender Factors in Attitude Effectiveness and Motivation**  
The study of Adi Atmoko et al. (2022) also revealed that there is a gender dimension in the relationship between attitudes, motivation, and achievements. Female students show more disciplined learning behavior and higher achievement motivation than male students. However, psychological distress during the pandemic had a significant impact on both groups, suggesting that learning attitudes should be supported by stable emotional states.
7. **Mismatch of Expectations and Academic Reality**  
The findings from Warren William Lake et al. (2020) are very relevant to the focus of this study. They found a discrepancy between students' expectations of academic outcomes and the reality they faced. When reality does not meet expectations, students experience a decrease in motivation, even academic frustration, even though they have a very positive attitude towards learning.
8. **Lack of Effective Study Habits**  
The results of research from Denny Beatriz Moreira Morales and María Inés García-Loor (2024) confirm that a positive attitude alone will not be enough to produce high achievement if it is not accompanied by good study habits. Students who have a positive attitude but lack in study strategies, time management, and consistency, tend to get low academic results.

## CONCLUSION

The results of this study show that students' positive attitudes towards learning that are reflected in motivation, interest, and optimistic outlook on study are not always in line with high academic achievement. This inconsistency indicates that a good learning attitude, while important, is not the only determining factor for academic success. There is a real disparity between positive learning attitudes and student academic achievement. A positive attitude is not enough if it is not supported by an

appropriate learning system and a supportive environment. Therefore, there is a need for a holistic approach in supporting the student learning process. Other factors such as learning strategies, self-efficacy, time management, psychological conditions, social support, and academic burden play a significant role in bridging attitudes and learning outcomes. Students who have a positive attitude but do not develop effective study skills or experience academic and emotional stress are less likely to achieve the expected achievements. Thus, students' academic development approaches should not only focus on the formation of positive attitudes, but also include fostering learning skills, stress management, and creating a supportive academic environment holistically.

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