
The Relationship Of External Factors To Student Achievement Level Iii Study Program Diii Midwifery Karawang Poltekkes Kemenkes Bandung

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Abstract

Advances in science, technology and the demands of society are increasingly critical of midwifery services provided by midwives give consequences to graduates of midwife education to improve hard skills, soft skills and knowledge and act according to their competence and authority. In DIII Midwifery Karawang Poltekkes Bandung Ministry of Health obtained data that third level students who have a cumulative achievement index above 2.75 as much as 25.68% and students who have a cumulative achievement index below 2.75 that is as much as 73.52%. The general purpose of this study is to determine the relationship of external factors to student achievement level III study program DIII Midwifery Karawang Poltekkes Kemenkes Bandung. The research was conducted descriptively with total population, cross sectional approach. The population of this study is all midwifery students Level III semester V Prodi DIII Midwifery Karawang Poltekkes Kemenkes Bandung. This research sample was taken in total as many as 68 students. After a statistical test, it was stated that there is a meaningful relationship between the physical environment of the campus ($p=0.034$) with student achievement, while the support of parents ($P=0.716$) there is no meaningful relationship with student achievement III level of Midwifery Study Program in Karawang Poltekkes Kemenkes Bandung.

Keywords: *Learning Achievement, Campus Physical Environment, Parental Support*

INTRODUCTION

Learning is a process activity and is a very fundamental element in organizing every type and level of Education. The success or failure of the achievement of educational goals depends largely on the learning process experienced by students, both at school and in their own home or family environment.

The result of learning is also called achievement where achievement is an indication of the extent to which students have mastered the subject matter delivered by the lecturer, usually this learning achievement is expressed by numbers, letters, or sentences and contained in a certain period (Wardiati, 2006).

According to Ahmadi (2004) a person's learning achievement is the result of the interaction of various factors that influence it both from within (internal factors). or from outside the individual (external factors). The introduction of factors that affect learning achievement is very important in order to help students in achieving the best learning achievement.

A variety of student backgrounds also make learning difficulties in students visible, in addition to the adaptation factor of high school and college learning. The gap between the learning difficulties of midwifery students with the demands of student achievement results can be seen from the level of knowledge and mastery of skills of midwifery graduates who are still not commensurate with the demands of the world of work. (Hardiyanti, 2012)

According to Sudarman (2004) the measurement of the cumulative performance index is a measurement that contributes enough and has a good correction factor because of different

credits in each semester. Therefore the cumulative performance index can be used as an indicator of student achievement where the categorization is said to be good if the value > 2.75 while the value of 2.75 is said to be less good.

Midwifery Study Program Karawang Health Polytechnic of the Ministry of Health Bandung is the only midwifery education institution in Region IV of West Java, covering five regions, namely Karawang, Bekasi, Purwakarta, Subang, and Kodya Bekasi, so that in its participation it is necessary to support government programs in the effort of professionalism of Health Service implementers, especially midwifery and nursing implementers in the region to improve their knowledge and skills to a higher education level according to professional standards as novice professionals must have Diploma III certification.(Profile of Midwifery Study Program Karawang Poltekkes Kemenkes Bandung Prodi Midwifery Karawang.2012).

The data obtained from the evaluation of the diploma III Midwifery Study Program Karawang Poltekkes Kemenkes Bandung obtained data that third level students who have a cumulative achievement index above 2.75 as much as 25.68% and students who have a semester achievement index below 2.75 that is as much as 73.52% .(Data evaluation section Poltekkes Kemenkes Bandung Prodi Midwifery karawang.2013). Based on the above data it is known that in the third level students with semester achievement index above 2.75 is still low, the researchers are interested to conduct a study entitled "The relationship of external factors with Student Achievement III level III Diploma III Midwifery Study Program Karawang Poltekkes Kemenkes Bandung" interpreted high if > 2.75 and low if 2.75

RESEARCH METHODS

Research Design

The design of this research is analytic research using a cross sectional approach that is an approach where data collection is carried out in the same time at one time or a certain period and the observation of study subjects is only done once during one study (Notoatmodjo, 2005).

Data collection techniques and tools

Tools used to collect data in the form of questionnaire sheets and documentation methods. Data for independent variables were collected by providing questionnaire sheets to respondents within a predetermined time in March-April 2014. Before being given a questionnaire sheet, respondents were given an explanation in advance about the purpose and benefits of the study, and asked their willingness to be involved in this study. The data for dependent variables were obtained through the review of the Achievement Index list document in third level students of DIII Kebidanan Karawang study program. Cumulative performance index value Data interpreted high if > 2.75 and low if 2.75.

Data analysis techniques

Univariate Analysis

Analysis that aims to determine the description of the frequency distribution of the variables that exist according to various characteristics and presented in the form of a frequency distribution table.

Bivariate Analysis

Bivariate analysis was conducted to test the hypothesis, in this study both variables were tested using chi-square test. that is by knowing the relationship of dependent variables and independent variables using a cross table, and to identify meaningful variables using a statistical test Chi Square with a degree of kemaknaan 95%.

RESULTS AND DISCUSSION

Overview Of Respondent Characteristics

Table 1. Frequency Distribution

No	Variabel	Frekuensi (n)	Presentase (%)
1	Learning achievement (IP)	50	73.5
	• Low	18	26.5
	• High		
2	Campus physical environment	49	72.1
	• Less support	19	27.9
	• support		
3	Parental support		
	• Less support	27	37.9
	• support	41	60.1

Bivariate analysis results.

Table 2 Results Of Bivariate Analysis

No	Independent Variable	Learning Achievement		OR (CI 95%)	p Value
		Low	High		
	Campus physical environment	40	9	4.000	0.034
	• Less support	10	9		
	• support				
	Parental support			0.716	0.00
	• Less support	21	6		
	• support	29	12		

Campus physical environment

Based on the results of the study, students who think the campus physical environment is less supportive in the learning process of 49 students (72.1%) and the results of statistical tests obtained a value of $P=0.034$ ($p<0.05$) means there is a relationship between the physical environment of the campus with student achievement level III Prodi DIII Midwifery Karawang Poltekkes Kemenkes Bandung.

The environment is a place around students to interact with others and do activities. Campus or school is a vehicle for activities and the educational process takes place. In the school held education, learning and training. In schools ethical, moral, mental, spiritual, behavioral values, scientific disciplines and skills are instilled and developed. Therefore, the school becomes a very dominant vehicle for the influence of the formation of attitudes, behaviors, and achievements of a person.

This study is in line with research conducted by Shanty, factors that affect student achievement (2006) which says that the campus environment is quite large influence on student achievement because the school or campus is the second social environment after the family.

According to researchers, inadequate campus facilities can discourage students' learning interest in achieving good achievements. Complete campus facilities will make students motivated to learn, such facilities include a library with complete books, laboratories with adequate equipment and computer facilities, WiFi if necessary.

A comfortable environment can also affect the peace of students in learning, therefore it is necessary to note the location of the place where the student can follow the learning process well.

Parental support

Based on the results of the study, students who do not get the support of their parents as many as 27 students (39.7%) and statistical test results obtained a value of $P = 0.716$ ($p = > 0.05$) means there is no relationship between parental support with student learning achievement level III DIII Midwifery Study Program Karawang Poltekkes Kemenkes Bandung.

A family is an environment made up of the closest people to a child. There is so much time and opportunity for a child to meet and interact with his family. These encounters and interactions are certainly very influential for one's behavior and achievements. Harmonious conditions in the family can provide a good stimulus and response for the child so that his behavior and achievements become good. Conversely, if the family is not harmonisakan negative impact on the development of students, behavior and achievement tend to be inhibited, and there will be problems in his behavior and achievement (Slameto, 2012).

The results of this study are not in line with the above theory according to the researcher parental support does not guarantee the good student achievement, because all parents definitely support their children to get good achievements but depends on the willingness and interest of the child in learning. In this case it is not only the support of parents that children need in achieving good achievements but the desire must arise from the child.

CONCLUSION

Third level students of Midwifery Study Program in Karawang Poltekkes Kemenkes Bandung obtained low learning achievement as much as 73.5%. Students who experience low achievement are mostly in a less supportive campus physical environment. Students who experience low achievement mostly get parental support, which is as much as 70.7%.

Of the two variables there is 1 variable that statistically has a meaningful relationship with student achievement, namely the variable of the physical environment of the campus with a value of $P = 0.034$, while for variables that do not have a meaningful relationship with achievement student learning is the support of parents with a value of $P = 0.716$.

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