



Analysis Of External Factors That Affect Student Academic Achievement (Case Study Of Students Majoring In Business Administration At State Polytechnic of Bengkalis)

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Abstract — This Study Aims To Determine The External Factors That Can Affect Student Academic achievement in the Department of Business Administration, state polytechnic Of Bengkalis . In this paper, the focus of the discussion is external factors with campus environment as subindicator. This study is a survey study using a questionnaire in data collection, the sample used is the students of the department of Business Administration. The analytical tool used is factor analyses. The results of this study indicate that the most dominant factor influencing student academic achievement is the attitude of the lecturer and the lowest factor influencing student achievement is the lovers' relationship factor.

Keywords— External Factors, Campus Environment, Student Achievement

I. INTRODUCTION

In accordance with Law Number 20 of 2003 concerning the National Education system that National Education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become citizens. a democratic country and sensitive to the challenges of the times. Educational goals are goals to be achieved through comprehensive educational efforts. This educational goal is a common goal that has been set by the government and is stated in the Outlines of State Policy (GBHN).

Learning According to Slameto [1] is An Effort carried out by a person to obtain a new behavior change as a whole, as a result of his own experience in interacting with his environment. The success of education is influenced by changes and considerations in all components of education. The components that affect the implementation of education include: curriculum, facilities and infrastructure, teachers, students, and appropriate teaching methods. All these components are interrelated in supporting the achievement of the desired educational goals.

Learning achievement is one measure of success in teaching and learning. One of the parameters used to measure the level of success is the provision of predetermined minimum completeness criteria. The high score achieved by students is influenced by internal factors and external factors. Internal factors that affect learning achievement are intelligence, interest, talent, and motivation. While external factors are the

school environment, family environment and community environment

Based on the Regulation of the Minister of National Education No. 28 of 2011 concerning the establishment of OTK Polbeng in the third part mentions the Department. Article 22 states that the Department consists of the Department of Marine Engineering, Mechanical Engineering, Electrical Engineering, Civil Engineering, business Administration and Informatics Engineering.

In development until 2022 the Department of business administration has had three Study Programs (Prodi), namely DIV Digital Business Study Program, DIV International Business Administration Study Program, and DIV Public Finance Accounting Study Program. Each study program has its own characteristics and competencies in meeting the students' need in job market .

While teaching in three study programs mentioned above in the the department of business administration, there is a tendency for students not to study optimally. From this phenomena draw my interest to study this case by doing research entitled "Analysis of internal and external factors that affect student learning achievement (Case Study of Students of the Bengkalis State Polytechnic Department of Commerce)".But In This Paper Only external Factors That Affect Student Learning Achievement is Discuscuseed. The students of Bengkalis State Polytechnic especially in the Department of business administration have different characteristics from other students in Indonesia when viewed from their educational background, in terms of demographics, geography, and educational support facilities available in the city of Bengkalis in general and the Bengkalis State Polytechnic in particular.

On the problem early mentioned, we are interested in doing research related to einternal and external factors that influenced students'achievement in their studies. The study is done using primary data collected from the students of business administration department at state polytechnics of bengkalis in in June 2022. The results of this study is hopefully can be used as information and knowledge that letter become basis in problem solving related to academic and non academic factor that can improve students academic achievements especially for students in Business Administration Department.

Meanwhile, various studies have been undertaken related to this research i.e.:

- The research conducted by Anggresta, V (2016). Entitled “Analysis of Factors Affecting Student Achievement in the Faculty of Economics, Padang State University (Analisis Faktor-Faktor Yang Mempengaruhi Prestasi Belajar Mahasiswa Fakultas Ekonomi Universitas Negeri Padang). This study aimed to analyze and see the influence of factors influencing students’ achievement of Economical Faculty of Padang State University [2]
- The research conducted by Gustina, I Dan Rahayu, W.D. Entitled ” Analysis of Several Factors Affecting Student Academic Achievement (Analisis Beberapa Faktor Yang Mempengaruhi Prestasi Akademik Mahasiswa. This study was designed to identify and analyze several determinants of student academic achievement as measured by Grade Point Average (GPA) [3].
- The research conducted by Indrawati A.D, Sintaasih D.K, Wibawa M.A, Suryantini N.P.S(2016).). Entitled “Analisis Faktor Penentu Prestasi Belajar Mahasiswa Fakultas Ekonomi Dan Bisnis Universitas Udayana “(Analysis of Determinants of Student Achievement in the Faculty of Economics and Business, Udayana University). This study aims to identify factors that can determine the students’ achievement of Faculty of Economics and Business, Udayana University. Results of analysis of this study concluded that there are four factors that must be considered and can determine the students’ achievement at Faculty of Economics and Business, Udayana University, who take the AAK subject are intrinsic motivation of students, lecturers’s professional abilities, and social environment [4].
- The research conducted by Liandra E.P, Arfiyanti M.P, Romadhoni, Novitasari, A (2021).). Entitled “Hubungan Fasilitas Belajar dan Lingkungan Sosial Terhadap IPK Mahasiswa Tahun Pertama Selama Pembelajaran Daring” (The Relationship of Learning Facilities and Social Environment to First Year Student GPAs During Online Learning). This paper says . Many factors affect student learning achievement during online learning, starting from internal factors and external. Internal factors are physiological and psychological aspects, and external factors consist of: from the social and non-social environment. There is a difference between the factors of learning facilities and social environment among students during online learning. The purpose of this research is analyze the relationship between learning facilities and the social environment on the GPA of year students first during online learning [5].
- The research conducted by Prapdopo & Fariyanti (2016). Entitled”Analisis Beberapa Faktor Yang Mempengaruhi Prestasi Akademik Mahasiswa”(Analysis of Several Factors Affecting Student Academic Achievement). This study aims to examine the factors that influence student academic achievement. Student academic achievement is achieved by two factors, namely internal factors and external factors. In this study, these factors include: gender,

school major, marital status, work, parental support, and activity in organization [6].

II. THE OBJECTIVES OF RESEARCH

The purpose of this study is to find out the external factors influencing student’s academic achievement in the Department of business Administration in state Polytechnic Of Bengkulu.

III. RESEARCH METHODOLOGY

This research begins with the identification and formulation of the problem, literature studies from several studies that have been done previously, searching and collecting data, analyzing data with the help of software and then analyzing and finally drawing conclusions. Broadly speaking, the stages of the research can be described in Figure 1.

This research method begins with the identification and formulation of the problem, studying the literature from several previous studies, searching and collecting data, data with the help of software then analyzing and finally the conclusion. Broadly speaking, the stages of the research can be described in Figure 1

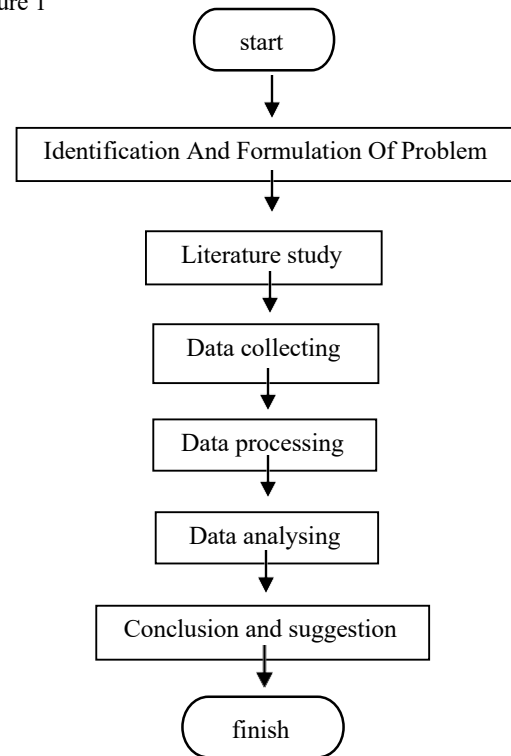


Fig. 1. Research Stages Flowchart

A. Identification And Formulation Of Problem

The background of this research is the initial reference for the identification of problems that occur in the field. Problem identification is carried out to find out the essence of the problem that occurs so that it can be formulated into several

points which are the goals or targets of the research to be carried out.

B. Literature study

Literature studies are intended to obtain various kinds of references from various sources such as books, journal papers, or browsing the internet to support the completion of this research. A summary of basic concepts and appropriate methods is used as a reference for this research. Also, this stage is carried out to support the achievement of the goal of this study and problem solving with a theoretical approach that fits the research topic. A literature study includes a literature study and a review of previous research.

C. Data collecting

Data collection techniques are done using questionnaires that is made in the form of google form and then distributed to all respondents. The respondents for this study are all students of Business Administration Department in State Polytechnics of Bengkalis. This study uses a sampling design that is taking data samples from a part of Business Administration students comprising of three study program: diploma four (DIV) digital business study program, diploma four (DIV) international business administration study program, and diploma four (DIV), And diploma four (DIV) Public Finance Accounting.

D. Data processing

The data that has been collected is tabulated and cleaned which is then processed using MS Excel software which is one of the applications in Microsoft Office.

E. Data analysing

The data analysis method used in this study is a qualitative descriptive analysis, where the researchers in addition to processing and presenting the data, also performs qualitative data analysis. This is intended to be able to synergize between some of the data that has been obtained with various literatures

F. Conclusion and suggestion

From a series of completion steps regarding the research carried out, the final stage of this research is drawing conclusions to answer the research objectives contained in the conclusions and research suggestions..

IV. RESEARCH RESULTS AND DISCUSSION

4.1. Scale Measurement

In this study, researchers used a Likert scale measurement, which is a scale used to measure attitudes and opinions as well as perceptions

a person or group of people about a phenomenon that occurs. The variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items in the form of questions or statements by Sugiyono [7]. Data obtained from ordinal data, ordinal data is data obtained or classification, but there is a relationship between the data. For the purposes of quantitative analysis, the answers can be scored as follows:

Table 1 Alternative Answers to the Questionnaire

Answer		Answer score
STS	Strongly Disagree	1
TS	Disagree	2
N	Neutral	3
S	Agree	4
SS	Strongly Agree	5

Table 2. Likert Scale Instruments

No	answer	Score	Mean Score
1	Very high	5	4,21 – 5,00
2	high	4	3,41 – 4,20
3	medium	3	2,61 – 3,40
4	low	2	1,81 – 2,60
5	Very low	1	1,00 – 1,80

4.2. Characteristics/profile of research respondents

This research was conducted on students in the department of business administration to analyze what internal and external factors can affect the student achievement. To clarify the understanding of the research results from the variables studied, data were extracted and collected. In this study, researchers took a sample of 322 students majoring in commercial administration at the Bengkalis State Polytechnic as a source of information in accordance with the questionnaire created for this study. The presentation of this data aims to determine their characteristics as respondents who were selected in the research conducted.

The characteristics needed in this study are the study program, GPA, gender.

4.2.1. Characteristics of respondents based on study program

Characteristics of respondents based on the study program can be seen in table 3 below:

Table 3: Characteristics of Respondents by Study Program

No	Gender	Number of students	Percentage (%)
1	DIV Digital Business	134	41,6
2	DIV International Business Administration	110	34,2
3	DIV Public Finance Accounting	78	24,2
Jumlah		322	100

Source: Processed Data 2022

4.2.2. Characteristics of respondents based on cumulative achievement index (GPA)

Characteristics of respondents based on the cumulative achievement index can be seen in table 4 as follows:

Table 4: Characteristics of Respondents Based on the cumulative achievement index (GPA)

No	Cumulative Achievement Index (GPA)	Number of students	Percentage
1	<2,00	24	0 %
2	2,00-2,75	76	1,2 %

No	Cumulative Achievement Index (GPA)	Number of students	Percentage
3	2,76-3,50	169	52,5 %
4	3,51-4,00	149	46,3 %
Amount		100	100%

Source: Processed Data 2022

4.2.3. Characteristics of respondents by gender

From the respondents who became the sample of this study, data were obtained regarding the gender of the respondents as can be seen in the table below:

Table 5: Characteristics of Respondents by Gender

No	sex	Number of students	Percentage (%)
1	Male	55	17,1
2	Female	267	82,9
Jumlah		322	100%

Source: Processed Data 2022

4.3. Descriptive Summary of Respondents to Lover Relationship Factors Affecting Student Achievement

The contents of the summary of the variables of lover relationship factors that affect student learning achievement can be seen in table 6 in appendix.

4.4. Descriptive Summary of Respondents to Factors Attitude of Lecturers Affecting Student Achievement

The contents of the summary of the factors of lecturer attitudes that affect student learning achievement can be seen in table 7 in the appendix.

4.5. Descriptive Summary of Respondents on Facilities and Infrastructure Factors Affecting student learning achievement

The contents of the summary of the facilities and infrastructure factors that affect student learning achievement can be seen in table 8 in the appendix.

4.5 Respondents Response Results Regarding Class Schedule Factors Affecting Student Achievement

Descriptive Summary of Respondents on the factors of class schedules that affect student learning achievement can be seen in table 9 in the appendix.

4.6. The Most Dominant Campus Environmental Factors Affecting Student Achievement

The most dominant campus environmental factor influencing student learning achievement is the lecturer attitude sub indicator with the statement "Lecturers always provide opportunities to ask students when they don't understand" with a mean value of 4.20.

The ranking of the most dominant cultural factors from each sub-indicator can be seen in table 10 in the appendix.

4.7. The Lowest Campus Environmental Factors Affecting Student Achievement

The campus environment factor that has the lowest influence on student learning achievement is on the sub-indicator of Lover's relationship with the statement "Your

boyfriend is one of your motivators in learning" with a mean of 2.45

The ranking of the lowest campus environmental factors can be seen in table 11 in the appendix.

V.CONCLUSIONS

5.1.Campus environmental factors that influence student achievement in this study are: Lover's relationship, Attitudes of lecturers, Facilities and infrastructure, Lecture schedule.

5.2. The most dominant factor influencing student academic achievement is attitude of lecturers and the lowest factor that influence student achievement is lover's relationship

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Appendixes

Table 6. Descriptive Summary of Respondents on Lover Relationship Factors Affecting Student learning Achievement

Indicators			Frequency Distribution					Total	Mean	Cate
			SS	S	N	TS	STS			
			5	4	3	2	1			
Lover Relationship	1	Freq	17	40	142	85	38	322	2,73	Medium
		Score	85	160	426	170	38	879		
	2	Freq	12	31	176	62	41	322	2,72	Medium
		Score	60	124	528	124	41	877		
	3	Freq	9	17	141	99	56	322	2,45	low
		Score	45	68	423	198	56	790		
	4	Freq	21	60	136	69	36	322	2,88	Medium
		Score	105	240	408	138	36	927		
	5	Freq	16	42	146	79	39	322	2,74	Medium
		Score	80	168	438	158	39	883		
	6	Freq	15	43	138	85	41	322	2,71	Medium
		Score	75	172	414	170	41	872		
Total	Freq	90	233	879	479	251	1932	2,71	Medium	
	Score	450	932	2637	958	251	5228			

Source: Processed Data 2022

Table 7. Summary of Respondents on Lecturer's Attitude Factors Affecting student learning Achievement

Indicators			Frequency Distribution					Total	Mean	Cate gory
			SS	S	RR	TS	STS			
			5	4	3	2	1			
Lecturer's Attitude	1	Freq	77	169	69	5	2	322	3,98	High
		Score	385	676	207	10	2	1280		
	2	Freq	103	165	50	2	2	322	4,13	High
		Score	515	660	150	4	2	1331		
	3	Freq	96	159	60	4	3	322	4,06	High
		Score	480	636	180	8	3	1307		
	4	Freq	80	150	84	5	3	322	3,93	High
		Score	400	600	252	10	3	1265		
	5	Freq	76	145	95	4	2	322	3,90	High
		Score	380	580	285	8	2	1255		
	6	Freq	76	151	86	7	2	322	3,91	High
		Score	380	604	258	14	2	1258		
	7	Freq	89	161	66	4	2	322	4,03	High
		Score	445	644	198	8	2	1297		
	8	Freq	119	148	50	4	1	322	4,18	High
		Score	595	592	150	8	1	1346		
	9	Freq	96	156	63	3	4	322	4,05	High
		Score	480	624	189	6	4	1303		
	10	Freq	76	154	85	5	2	322	3,92	High
		Score	380	616	255	10	2	1263		
	11	Freq	125	142	49	5	1	322	4,20	High
		Score	625	568	147	10	1	1351		
	12	Freq	91	147	76	6	2	322	3,99	High
		Score	455	588	228	12	2	1285		
	13	Freq	90	155	70	4	3	322	4,01	High
		Score	450	620	210	8	3	1291		
	14	Freq	116	132	63	8	3	322	4,09	High
		Score	580	528	189	16	3	1316		
	15	Freq	88	127	91	13	3	322	3,88	High
		Score	440	508	273	26	3	1250		
	16	Freq	101	150	66	3	2	322	4,07	High
		Score	505	600	198	6	2	1311		
	17	Freq	72	137	97	10	6	322	3,80	High
		Score	360	548	291	20	6	1225		
	18	Freq	59	133	120	7	3	322	3,74	High
		Score	295	532	360	14	3	1204		
TOTAL	Freq	1630	2681	1340	99	46	5796	3,99	High	
	Score	8150	10724	4020	198	46	23138			

Source: Processed Data 2022

Table 8. Descriptive Summary of Respondents on Facilities and Infrastructure Factors Affecting student learning achievement

Indicators			Frequency Distribution					Total	Mean	Category	
			SS	S	RR	TS	STS				
			5	4	3	2	1				
Facilities and infrastructure	1	Freq	84	179	56	1	2	322	4,06	High	
		Score	420	716	168	2	2	1308			
	2	Freq	88	176	52	3	3	322	4,07	High	
		Score	440	704	156	6	3	1309			
	3	Freq	99	177	42	2	2	322	4,15	High	
		Score	495	708	126	4	2	1335			
	4	Freq	116	153	45	4	4	322	4,16	High	
		Score	580	612	135	8	4	1339			
	5	Freq	111	168	35	4	4	322	4,17	High	
		Score	555	672	105	8	4	1344			
	6	Freq	72	106	102	23	19	322	3,59	High	
		Score	360	424	306	46	19	1155			
	7	Freq	94	172	49	3	4	322	4,08	High	
		Score	470	688	147	6	4	1315			
	8	Freq	80	175	59	5	3	322	4,01	High	
		Score	400	700	177	10	3	1290			
	9	Freq	104	168	46	2	2	322	4,15	High	
		Score	520	672	138	4	2	1336			
	10	Freq	101	172	44	2	3	322	4,14	High	
		Score	505	688	132	4	3	1332			
	11	Freq	50	149	103	15	5	322	3,70	High	
		Score	250	596	309	30	5	1190			
	12	Freq	54	151	98	14	5	322	3,73	High	
		Score	270	604	294	28	5	1201			
TOTAL			Freq	1053	1946	731	78	56	3864	4,00	High
			Score	5265	7784	2193	156	56	15454		

Source: Processed Data 2022

Table 9. Descriptive Summary of Respondents on Lecture Schedule Factors Affecting student learning achievement

Indicators			Frequency Distribution					Total	Mean	Category	
			SS	S	RR	TS	STS				
			5	4	3	2	1				
Course Schedule	1	Freq	65	155	96	3	3	322	3,86	High	
		Score	325	620	288	6	3	1242			
	2	Freq	43	145	123	9	2	322	3,68	High	
		Score	215	580	369	18	2	1184			
	3	Freq	65	174	80	1	2	322	3,93	High	
		Score	325	696	240	2	2	1265			
	4	Freq	57	123	126	14	2	322	3,68	High	
		Score	285	492	378	28	2	1185			
	5	Freq	40	111	142	27	2	322	3,50	High	
		Score	200	444	426	54	2	1126			
	6	Freq	43	150	123	3	3	322	3,70	High	
		Score	215	600	369	6	3	1193			
TOTAL			Freq	270	713	567	48	12	1610	3,73	High
			Score	1350	2852	1701	96	12	6011		

Source: Processed Data 2022

Table 10. The most dominant campus environmental factors of each sub-indicator that affect student learning achievement

No	Indicators	Statements	Mean	Category	Rank
1	Lover's relationship	Your boyfriend is one of your motivators in in your study	2,88	medium	4
2	Attitudes of lecturers	Lecturers always provide opportunities to ask students when they do not understand	4,20	high	1
3	Facilities and infrastructure	Availability of infocus projectors in every room to facilitate the teaching and learning process	4,17	high	2
4	Lecture schedule	Lectures that take place on time, increase student enthusiasm in learning	3,93	high	3

Source: Processed Data 2022

Table 11. The lowest campus environmental factors affect student achievement

No	INDICATORS	Statement	Mean	Category	Rank
1	Lover's relationship	Dating needs to be done for students in improve learning achievement	2,45	low	4
2	Attitudes of lecturers	The lecturer in the course I took was very punctual	3,74	High	1
3	Facilities and infrastructure	Availability of wifi on campus helps students find study materials	3,59	High	2
4	Lecture schedule	Class schedule has an effect on my achievement	3,50	High	3

Source: Processed Data 2022

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