Antecedent Variables To Increase Academic Achievement In Distance Education For Students In The Indonesian Archipelago (Case Study Of Upbjj-Ut Ternate)

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Abstract: This study aims to examine the effect of talent, attitude and learning motivation on academic achievement of educational consumers in the Indonesian archipelago. The population of all students on the condition of using the sample is students who receive bidikmisi scholarships and CSR, in addition respondents are restricted to active years as students until 2016/2017. The object of this study is in North Maluku Province, Indonesia assuming the province is geographical geography. The method of collecting data using a questionnaire was given to respondents. Data analysis using PASW Statistics. This study found that the antecedents of academic achievement can be influenced by the empirical antecedents of variables which prove that Talent, Attitude, and Learning Motivation provide a strong impetus to improve the academic achievement of educational consumers in the archipelago.

Index Terms: Consumer Education, Archipelago, Academic Achievement

1.INTRODUCTION

This research puts on the geographical side as a different perspective in improving academic achievement. Besides this research also refers to the pattern or system of distance education. Some empirically prove that if motivation, the environment can influence learning, learning also has a role that influences achievement (Wicaksono, 2017). Different empirically conveyed by Aini (2016) that academic achievement is also highly determined by factors outside one’s self, namely the school environment, the community and the family environment. Academic achievement is essentially a reflection of learning endeavors. The better the effort to learn, the better the achievement (Azwar, 2002). For this reason, in the learning process, many factors affect a student's academic achievement. There are intrinsic factors and extrinsic factors. The intrinsic factor is a factor within a person. For example health, intelligence, interests, talents and motivation. While extrinsic factors are factors from outside oneself. For example the condition of the family environment, curriculum, learning strategies, the role of lecturers, the availability of learning facilities and student activities (Slameto, 2010). This research focuses on intrinsic matters such as talent, attitude and learning motivation towards student academic achievement. The reason for choosing these variables is because in the distance learning system, the main emphasis is on learning independence. In addition, the facts on the ground show that environmental support has not yet been fulfilled.

In distance learning systems, independent learning is the process of someone in an initiative with or without the help of others, in diagnosing learning needs, formulating learning objectives, identifying learning resources, choosing and implementing appropriate learning strategies, and evaluating the results of their learning (Darmayanti et al., 2011). The ability to learn independently is a consequence for students in the distance education system. The ability to learn independently is needed by students in distance education because the distance learning system separates students from physical instructors. This condition makes students in distance education must be able to act as instructors for themselves, including providing motivation and finding information for themselves (Darmayanti, 2005). But in reality, the concept of independence is still difficult for students to implement. Especially on islands that have difficulty accessing learning assistance services, for example, difficulties in following online tutorials due to limited internet facilities and difficulty finding additional references for learning. So don't be surprised if there are still many unsatisfying learning achievements. Including students who have received Bidikmisi scholarships and CSR scholarships at the Ternate Open University in the Office of the Distance Learning Program Unit (UPBJJ-UT) Ternate. Although these students since they first studied at the Open University (UT) have received scholarships and received comprehensive learning assistance services from UT. Starting from a face-to-face tutorial (TTM), guidance and training in learning skills, and given motivation by motivators. From the UPBJJ-UT Ternate registration data, the 2016/2017 registration period the number of Bidikmisi scholarship students and UT CSR scholarships at UPBJJ-UT Ternate reached 175 students. However, the number decreases every semester, so there are only 44 students who continue their studies. The remaining 131 students dropped out because their GPA did not meet the requirements to get a scholarship extension. In fact, of the 44 students who are still scholarships, only 2 students have achieved a GPA above 2.5. The 15 GPA students left between 2.00 - 2.5 and 27 others GPA are still below 2.00. For this reason it is also important to conduct further research related to the talents, attitudes and motivation of students towards student achievement in the distance learning system. As stated by Tri Damayanti above, that distance education students must play several teaching functions, so naturally talent is needed which is the basic capital of students in playing the role of instructors who seek to find the needs of learning resources. Included in being positive
in taking their own initiative to learn and always motivating themselves to be consistent learning.

2. LITERATURE REVIEW

2.1 Academic Achievement

Academic achievement can be seen from changes in behavior in a person that has an impact on knowledge (Hamalik, 2004). How to measure academic achievement is to look at student progress after learning activities (Djamarah, 2011). Academic achievement can be influenced by intrinsic and extrinsic factors. Intrinsic factors are related to the condition of the individual both physically and psychologically. Physical conditions are divided into two namely health conditions and body conditions experienced by students. A healthy and fit physical condition will have a positive influence on the learning process. Conversely, if it hurts, it will certainly be an obstacle for students in conducting learning activities. Likewise, if students experience disabilities, then of course it will have a psychological impact that is students feel inferior when interacting with friends and lecturers in class. While intrinsic factors related to the psychological condition of students, including those consisting of: intelligence, attitudes, talents, interests and motivation of students (Slameto, 2010). External factors that can affect learning achievement, according to Slameto (2010) are factors originating from outside the individual student. These external factors include:

1) Family factors, such as: the way parents educate, the relationship between family members, the atmosphere at home, the family's economic situation, parents' understanding and cultural background adopted in the family.

2) School / campus factors. Factors that require the learning process received by students with the help of lecturers. The learning methods provided on campus determine how students can study independently well. Good lecturers are those who master the class, have the ability and use the right methods. With a good and appropriate learning method will be able to attract student interest. Student attention will be focused on the subject matter, so it is hoped that students will be able to achieve learning achievement.

3) Community factors include activities in the community, association with peers and the social conditions of the community.

2.2 Talent

Putra (2013) defines talent as an inherent ability in a person that is innate and is related to brain structure. By having a hypothetical capacity or potential, it triggers habits that have been patterned in behavior. This pattern of behavior can be done with education / training or without education / training at all before (Suharno, 1984). However Munandar (1999) argues that talented people do not always excel. This is because talent is a potential that requires maximum training and development. So with talent, one can achieve certain achievements, but it takes training, experience, knowledge and encouragement or an opportunity to develop it. For example, parents realize that children have a talent for drawing. So parents try to have their children get the best experience to develop their talents, besides that children are also interested in taking a drawing education. Then the child can achieve superior achievements, even able to become a famous painter.

2.3 Attitude

Attitudes develop because of a person's interactions with the environment in the past or present. Through a process of cognition towards the integration and consistency of attitudes formed into components of cognition, emotion, and a tendency to act. After the attitude is formed will affect behavior directly. Behavior will affect changes in the existing environment, and changes that occur will cause changes in attitudes owned (Anwar, 2009). Changes in attitude can be observed in the learning process, goals to be achieved, determination and consistent with something. Walgito (1997) mentions attitudinal characteristics as follows:

1) Attitude is not carried from birth.
2) Attitudes always have something to do between individuals and objects.
3) Attitudes can be focused on only one object, but can also be on several objects.
4) Attitudes can last long or brief.
5) Attitudes contain elements of feeling and motive factors.

According to Azwar (2008) attitude structure consists of three components that support each other, namely cognitive, affective and conative. The three components interact harmoniously and consistently. The description of these components is as follows:

1) Cognitive Determination of this attitude someone needs to compare or utilize his knowledge to be able to create a stimulus. Knowledge possessed of an object will affect the attitude or change in attitude towards the object.
2) Affective Affective is intended related to the emotional aspects that determine the attitude to be discussed, with the evaluative process carried out will cause feelings of pleasure or displeasure towards certain objects, so that the attitudes that emerge will be in accordance with the existing attitudes.
3) Conative Conative is the tendency to behave according to one's attitude. The incompatibility of a person's behavior with the attitude he has is called the attitude of dissonance, which produces a strong influence on the psychological state of the individual so that it will encourage the individual to change his behavior or attitude.

2.4 Motivation to learn

According to Nasution (2008) learning motivation is a psychological condition that drives a person to do learning. For this reason, motivation has a very important meaning in learning. The most important motivational function is as a driver of activity, as a controller, and as a driver for doing work. There are two kinds of motivation, namely motivation that comes from within a person called intrinsic motivation and motivation that comes from outside oneself called extrinsic motivation (Djamarah, 2011). Intrinsic motivation is motives that become active or function without the need for external stimulation, because in each individual self there is an urge to do something. If someone already has intrinsic motivation in himself, then he will consciously carry out an activity that does not require motivation from outside himself. In learning activities intrinsic motivation is very necessary, especially self-study. Someone who does not have intrinsic motivation is very difficult to do continuous learning activities. According to
Djamarah (2011), there are several indicators of someone who has high intrinsic motivation, that is always wanting to advance in learning, having awareness to carry out learning activities, love to learn and feel that learning is their need. While extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is an active motive because of external stimulation. An example is the teacher's motivation for students to study hard, by giving praise to their students. Based on the description, the hypothesis can be formulated as follows:

Hypothesis 1. There is a positive influence of talent on academic achievement of UT bidikmisi and CSR scholarship recipients at UPBJJ-UT Ternate.

Hypothesis 2. There is a positive influence on attitudes toward academic achievement of UT recipient bidikmisi and CSR scholarships at UPBJJ-UT Ternate.

Hypothesis 3. There is a positive influence of motivation on academic achievement of UT Bidikmisi and CSR scholarship recipients at UPBJJ-UT Ternate.

3 METHOD

This research was conducted on students who received Bidikmisi scholarships and CSR scholarships at UPBJJ-UT Ternate. The study population was all students who received bidikmisi and CSR scholarships that were still active until the 2016/2017 school year, namely 44 students. Because the population is less than 100, the entire population is sampled (Sugiyono, 2010). The research data came from the results of the questionnaire, which before being distributed to respondents first conducted a validity test to measure the degree of accuracy of the instruments used. Then proceed with the reliability test to find out the data obtained can be trusted. Furthermore, the data that has been obtained, are tested using analytic tools, namely multiple regression analysis. Regression analysis was chosen in this study because multiple regression techniques can determine directly the effect of each independent variable partially (Algifari, 2015).

4 FINDINGS AND DISCUSSION

4.1 Research result

4.1.1 Measurement Instruments

The questionnaire used in this study was a closed questionnaire, i.e. the questionnaire answers were provided and the respondents only had to choose the available answers. Meanwhile, the instrument lines in this study can be seen in Table 1. This study was developed from the indicators contained in the description of the variables then transformed into question items. Question items are grouped into structured question instruments according to variables through a questionnaire to get primary data. Alternative answers to the questionnaire are strongly agree, agree, doubt, disagree, and strongly disagree.

Table 1. Research Instrument Grid

<table>
<thead>
<tr>
<th>Variable</th>
<th>Dimension</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent (X1)</td>
<td>Ideas</td>
<td>1. Found an idea</td>
</tr>
</tbody>
</table>

By using PASW Statistics Version 18, the data processing results are as follows:

Table 2. Results of Data Processing with PASW Statistics Version 18

<table>
<thead>
<tr>
<th>Prestasi _Y</th>
<th>Bakat _X1</th>
<th>Sikap _X2</th>
<th>Motivasi _X3</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>44</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>1.98</td>
<td>44.41</td>
<td>68.05</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>.083</td>
<td>.674</td>
<td>1.346</td>
</tr>
<tr>
<td>Median</td>
<td>2.00</td>
<td>44.00</td>
<td>69.00</td>
</tr>
<tr>
<td>Mode</td>
<td>2</td>
<td>39a</td>
<td>71</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>.549</td>
<td>4.474</td>
<td>8.929</td>
</tr>
<tr>
<td>Variance</td>
<td>.302</td>
<td>20.015</td>
<td>79.719</td>
</tr>
<tr>
<td>Skewness</td>
<td>-0.017</td>
<td>.244</td>
<td>-.098</td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>.357</td>
<td>.357</td>
<td>.357</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>.580</td>
<td>-1.051</td>
<td>-6.38</td>
</tr>
<tr>
<td>Std. Error of Kurtosis</td>
<td>.702</td>
<td>.702</td>
<td>.702</td>
</tr>
<tr>
<td>Range</td>
<td>2</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>Minimum</td>
<td>1</td>
<td>37</td>
<td>49</td>
</tr>
<tr>
<td>Maximum</td>
<td>3</td>
<td>53</td>
<td>85</td>
</tr>
<tr>
<td>Sum</td>
<td>87</td>
<td>1954</td>
<td>2994</td>
</tr>
<tr>
<td>Percentiles</td>
<td>25</td>
<td>2.00</td>
<td>41.00</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>2.00</td>
<td>44.00</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>2.00</td>
<td>48.00</td>
</tr>
</tbody>
</table>

4.1.2 Hypothesis Testing

Based on testing the hypothesis obtained the following results:

Table 3. Summary of Hypothesis Testing Results

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.223</td>
<td>2.628</td>
<td>.465</td>
</tr>
<tr>
<td></td>
<td>Talent _X1</td>
<td>.024</td>
<td>.022</td>
<td>.192</td>
</tr>
<tr>
<td></td>
<td>Attitude _X2</td>
<td>.048</td>
<td>.029</td>
<td>.331</td>
</tr>
</tbody>
</table>
The Effect of Attitude on the Academic Achievement of Bidikmisi Scholarship Recipients and CSR in UPBJJ-UT Ternate.

To prove this hypothesis, there is a positive influence of talent on the academic achievement of Bidikmisi and recipients of CSR scholarships at UPBJJ-UT Ternate. Then it is proven based on the results of multiple regression analysis that the value of Sig is known, 0.285 is greater than 0.05 and 1.084 is smaller than the 2.028 t-table which means that there is a positive influence between talent and academic achievement of students who receive Bidikmisi scholarships and CSR.

4.2 Discussion

4.2.1 Influence of Talent on Academic Achievement of Bidikmisi Scholarship Recipients and CSR in UPBJJ-UT Ternate.

For that reason, all the data have been processed using the PASW Statistics version 18 software program. Known values of Sig. 0.004 is smaller than 0.05 and the t-test of 2.036 is greater than the t-table of 2.028 which means that there is a positive influence between attitudes towards academic achievement of students receiving bidikmisi scholarships and CSR in UPBJJ-UT Ternate.

4.2.2 Influence of Attitudes Towards Academic Achievement of Bidikmisi Scholarship Recipients and CSR in UPBJJ-UT Ternate.

From the results of this study it is very clear to show that a person's attitude plays an important role in determining the level of learning achievement. Because a person's attitude, especially in students, is formed from a long-standing habit that forms a behavior. If the behavior possessed by students is negative behavior or attitude that does not contribute to learning achievement, then the academic achievement of students will decrease to be bad. Or vice versa if the behavior it has is positive which contributes to the achievement of high academic achievement, then the learning situation of students will increase to be good. From the results of Hulan's research (2017) about the learning attitudes of class XI IIS 3 students at Kemala Bhayangkari High School in Kubu Raya, showed a positive relationship with lessons, teacher / instructor, learning process and the material presented, which was positive towards learning achievement. While the results of Riwayhudin's research (2015) in more detail describe the variables that support learning achievement. All of these factors are two, namely the attitude factor that arises from within (internal) and from outside (external). Interesting factors from within the students mentioned above are the drive for achievement, responsibility for the task, appreciation for the task, and opportunities to develop student character. An interesting factor from outsiders is the learning environment, and the interpersonal relationships between students and teachers, and with fellow students. For this reason, all the factors that support the attitude mentioned above must be the focus of attention for UPBJJ-UT Ternate to be grown in students receiving Bidikmisi scholarships and CSR scholarships, so as to be able to change the positive relationship in learning.

4.2.3 Influence of Motivation on Academic Achievement of Bidikmisi Scholarship Recipients and CSR Scholarship Recipients at UPBJJ-UT Ternate.

Gibson et al (1996), define motivation as a force that drives a person who gives rise to and drives individual behavior, so motivation is a concept used in a person, an individual who drives his behavior. For this reason, a student's motivation is an encouragement that arises in him so that he has positive behavior in the learning process. In this study shows that learning motivation has a positive and significant effect on student academic achievement. This means that the higher the motivation of students in learning, the better the learning achievement is shown through the cumulative achievement index. The results of this study are reinforced by Budianto's research (2013) that there is a positive and significant influence of learning motivation on academic achievement of students in the Office Administration Study Program for the class of 2010 FE UNY. Thus, in the process of recruiting prospective students who will receive bidikmisi scholarships and UT CSR scholarships, UPBJJ-UT Ternate needs to explore more information about motivation to learn from prospective students who will be recruited to study at UT. The more information obtained in the interview, the
clearer it will be to give an idea of their motivation during college. At the level of needs hierarchy according to Maslow, then students who must pass a scholarship are those who have a level of means of self-actualization needs. For example: want to get a scholarship so that it can help parents, want to continue their studies to a higher level, discipline in the study schedule and not be discouraged if there are obstacles in learning.

5 CONCLUSION
Based on the results of the analysis of research data and discussion, this research can be concluded as follows:

1. Student talent does not significantly affect academic achievement of students who receive Bidikmisi scholarships and CSR scholarships at UPBJJ-UT Ternate. This shows that they will become outstanding students or not, very dependent on the results of their efforts in learning. Talent is only a supporting factor, but if it does not continue to be trained, then of course there is no effect on student achievement.

2. The attitude of students has a positive and significant impact on academic achievement of students who receive Bidikmisi scholarships and CSR scholarships at UPBJJ-UT Ternate. This means that the higher attitude of students towards positive direction will contribute to the improvement of their learning achievement. Especially the attitude in learning, if the attitude formed in learning can encourage behavior to study hard, the better the performance.

3. Learning motivation has a positive and significant effect on the academic achievement of students who receive Bidikmisi scholarships and CSR scholarships at UPBJJ-UT Ternate. This means that the higher the motivation of learning, the higher contribution will be in improving student learning achievement.

REFERENCES

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