INFLUENCE OF AGE, EDUCATIONAL BACKGROUND AND MOTIVATION TOWARDS STUDENTS ACADEMIC ACHIEVEMENTS DURING THEIR SECOND YEAR AT AKPER YATNA YUANA (UNIVERSITY)

*Sarma Eko Natalia Sinaga  
*AKPER Yatna Yuana Lebak, Banten – Indonesia  
Email: ekosarma@yahoo.co.id

ABSTRACT
Academic achievement is measured by educators through the use of symbols or numbers. These numbers and symbols are then used to determine a “grade” or “raw score” that quantify the amount of learning and understanding that has taken place. Researchers analyzed the student population and determined external factors, such as age, educational background, and motivation, that may or may not play a factor in the students raw score. The methodology used by the researcher’s study was “Approach Cross - Sectional.” The study’s sampling size was 77 respondents and constituted the University’s total second-year undergraduate student body population (100 percent sampling) enrolled in semester IV, academic year 2016/2017. The research, conducted in March 2017, took place at the University. Data analysis was completed using univariate and bivariate analysis utilizing the statistical T-Test. After careful analysis, the research suggests that there is an influence between the students educational background and their raw scores (P= 0,034).

Keywords: Age, Educational Background, Learning Achievement and Motivation

I. Introduction
Academic achievement is the result of learning obtained by students expressed in the form of numbers or symbols to see the extent of academic achievement that has been achieved within a certain time (Suryabrata, 2006). The achievement of achievement index is expressed with achievement index of 0.00 up to 4.00. While the provisions of AKPER Yatna Yuana Lebak Graduation Precedatory is Cum Laude > 3.50, very satisfactory 3.00 - 3.50, satisfactory 2.75 - 2.99, either 2.50 - 2.74, enough 2.00 - 2.49. To get a good learning achievement then there are factors that affect it, here researchers focus on age, educational background and motivation.

According to Richardson (1994), age has a considerable influence on one’s thinking ability. Younger students have better basic cognitive processing skills required for higher education, as older students experience a general degradation on this area. Further, educational background has a considerable influence in affecting a student’s raw score. Educational background has a considerable influence in affecting achievement. As Zamboanga, et.al (2007) points out, one’s educational background has a significant influence in academic achievement when faced with a text-based examination. Likewise, researchers have concluded that motivation contributes to an individual’s ability to learn. Uno (2007), said motivation is an encouragement from within and outside the student self during the learning process to change the behavior that is accompanied by some supporting
elements. Therefore, motivation is the driving force in the students who give direction to achieve the goals of learning activities (Sardiman, 2007). Based on the above description, the researcher wants to study whether there is influence of age, educational background and motivation to student achievement of AKPER Yatna Yuana Lebak Level II students.

• **Method**
  The research method used in this research is a descriptive research method to cross-sectional approach. The sample size for the study was the 77 students (100% of respondents) enrolled in the second semester of II level AKPER Yatna Yuana Lebak academic year 2016/2017. The survey was conducted throughout the month of March 2017. Data collection was obtained from the AKPER Yatna Yuana Lebak Academic Administration section of the cumulative Achievement Index report (GPA semester I, II, III). And also guided by questionnaires and psychiatrist results (IQ Test). Data analysis has been done using univariate analysis and bivariate analysis with a statistical test of T-Test.

• **Results**

Table 1. Distribution of Respondents by Variable Grade-Point Average (GPA), Age, Educational Background and Motivation

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequensi</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade-Point Average (GPA)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfactory</td>
<td>31</td>
<td>40.3</td>
</tr>
<tr>
<td>Satisfying</td>
<td>35</td>
<td>45.5</td>
</tr>
<tr>
<td>Good</td>
<td>7</td>
<td>9.1</td>
</tr>
<tr>
<td>Enough</td>
<td>4</td>
<td>5.2</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≥ 20 years</td>
<td>69</td>
<td>89.6</td>
</tr>
<tr>
<td>&lt; 20 years</td>
<td>8</td>
<td>10.4</td>
</tr>
<tr>
<td><strong>Educational Background</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exact science</td>
<td>37</td>
<td>48.1</td>
</tr>
<tr>
<td>Non-exact science</td>
<td>40</td>
<td>51.9</td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>40</td>
<td>51.9</td>
</tr>
<tr>
<td>Low</td>
<td>37</td>
<td>48.1</td>
</tr>
</tbody>
</table>

Table 2. Influence of Variables with Academic Achievement
### Discussion

The mean value of students aged ≥ 20 years 2.96 with a standard deviation of 0.24, whereas students <20 years 2.8 with standard deviation 0.19, so students aged ≥ 20 years have an average achievement index higher than the students <20 years old. The result of statistic test is $P = 0.189$, which means that there is no significant difference between the average student aged ≥ 20 years and the student <20 years old. This is in line with research Anita Yulianti (2010) who said the high level of student academic achievement is not determined by the student's age where the value $P = 0.288$. Rina Efifyanna (2013) says there is no significant relationship between the age of the outstanding students ($P = 0.87$). But not so with the research Yulianti (2007) where the results of his research stated that age significantly affect the student's GPA. Younger students have a better GPA when compared to older students. Because younger students have better memory than older students, they are better able to capture lectures. There are differences in the results of research, this is due to the very small number of samples, data analysis techniques and also the difference where the research location. Also in this study all age of respondents are still in the category of adolescence (still young), which at that age has a memory that is still good.

The mean value of students with educational background of exact science 3.00 with a standard deviation of 0.21 while the student background of non-exact science 2.89 with standard deviation 0.24, so students with science education background have an average achievement index higher than the students with educational background of non-exact science. There is a significant difference between the average student achievement indexes with an educational background of exact science with a non-exact science background of $P = 0.034$. In line with the research Yunita Kusumaningsih (2009) which says that there is a link between students who took the background of previous education with the education being pursued. The Ministry of National Education (2004) said that the majors are introduced at the high school level to aim students based on their academic interests and abilities. Students with good scientific and engineering skills are encouraged to choose exact science, students with an interest in social and economic are directed to majoring in Social Studies, whereas students with an interest in science and language diversity are directed to choose a Language department. And majors are also intended to make it easier for students
when they want to pursue the science to be taken at the college level. Therefore, students who want to continue their education to a D III of Nursing must come from science majors because in the curriculum D III of Nursing the subject matter is still dominant with the science of sciences or science.

The mean value of students with high motivation 2.98 with standard deviation 2.25, whereas low motivation students 2.90 with standard deviation 0.22, so high motivated students have an average achievement index higher than low motivated students. The result of statistic test is $P = 0.154$, which means that there is no significant difference in the average of highly motivated students with low motivated students. Research Hertuida Clara (2004) says there is no significant relationship between motivation with cumulative learning results $P = 0.249$. In contrast to research Renny Yusniati (2008) which says there is a relationship between motivation to learn with academic achievement value $P = 0.047$. According to Sardiman (2007), motivation is a series of attempts that anyone wants to do by holding or not doing something, according to feel like it or not. James O Whittaker in Soemanto (2006), motivation is the drive to behave in achieving the goals posed by these motivations. There are differences in the results of research, this is due to the very small number of samples, data analysis techniques and also the difference where the research location.

**Conclusion**

The result of the research on the fourth semester student of AKPER Yatna Yuana Lebak level was obtained from 77 respondents, having enough achievement index of 4 students (5.2%), good achievement index of 7 students (9.1%), with satisfactory achievement index of 35 students (45.5%), the achievement index is very satisfactory as many as 31 students (40.3%). And there is a significant difference between the average student achievement index of exact science background with a non-exact science background of $P = 0.034$, where students with exact science background has an average achievement index higher than the students with educational background of non-exact science.

**References**


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