# ANALYSIS OF INTERNAL AND EXTERNAL FACTORS IN STUDENT ACHIEVEMENT STUDY PROGRAM OF ECONOMIC EDUCATION FACULTY OF TEACHER TRAINING AND EDUCATION PASUNDAN UNIVERSITY

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**Abstract**. This reascrh aims to determine the description of internal factors and external factors that affect student achievement, knowing whether there is influence of internal factors and external factors on student achievement, and know how much influence internal factors and external factors on student achievement. The research method used is descriptive analysis. With data collection techniques using documentation studies and student questionnaires and data processing techniques using the percentage of students calculations. Based on the results of the research it is known that: internal factors are more dominant in student achievement than on external factors. The average item on the internal factor dimension is in the "Good" category aimed at a weighted average of 271.73 out of 375 or 72.46%. While the average item on the external factor dimension is in the "Good" category shown in average weight of 262.87 from 375 or 70.1%. As the end of the study the authors suggest that the campus should always pay attention to the quality of teaching and learning facilities in accordance with national standards of education, teaching staff need to increase student learning interest in learning methods and interesting teaching media. Campus parties are more selective in choosing undergraduate students to give less good scholarships, so that the scholarship is right on target and can be used with the best, the family is expected to ask more frequently about the achievement of student learning and supervise the association of students so as not to fall into bad acts which if done continuously can be a bad habit of students, students should be smarter to mambagi time between the time to learn and play.

**Keyword**: internal and external factors in learning achievement

## I. INTRODUCTION

One of the objectives of the teaching and learning process is the change of behavior in both the aspects of knowledge (cognitive), attitude aspects (affective), as well as psychomotor aspects. One of the cognitive aspects of student changes can be seen from the achievement index obtained. The achievement index is used as a benchmark of student academic mastery. The better the student's academic mastery then the achievement will be good too. Achievement of student academic achievement is influenced by factors both from within students (internal factors) and factors from outside the student self (external factors).

According to the observations made, the students of the Unpas class of 2015 came from outside of Bandung, from 100% of the students who entered Unpas 20% to 25% came from Bandung and the rest came from outside Bandung. Students who come from outside the city of Bandung in general have the freedom to manage their own eating patterns, rest time, play time, and organize. Parents can not intensively supervise, so the students can arrange themselves according to their will and needs. Students who live far away with parents, with poor family backgrounds may be affected by promiscuity because of the circumstances surrounding Unpas that support it.

Some of the students chose to study at Unpas not as a first choice and some are not interested in education. Interests that affect the pattern of student actions during the lecture,

concentration of attention of students during receiving the course materials, also in doing the tasks given lecturers. Students with low interest also have low motivation. With low motivation, students do not have the motivation to like the lecture material so it will feel difficulty receiving and mastering accounting courses whose theories tend to be complicated and require a lot of calculations.

Campus environment where students of Unpas Faculty of Teacher Training and Education of study located in the middle of the city make students tend to prefer to relax and more take the time to relax enjoy the crowds of Bandung compared with having to learn. The academic and non academic facilities at Unpas which still have limitations make the students less able to develop their self potential and creation so that problems arise related with the achievement of their learning achievement.

Based on the phenomenon in Unpas as mentioned above, it can be seen that the achievement of student academic achievement can be influenced by several factors. Factors that can be divided into two, namely internal factors and external factors. Internal factors are factors that affect the individual in learning derived from the individual self itself such as health, interest, motivation. While external factors are factors that affect the individual in learning that comes from outside the individual self that is the family environment, campus environment, community environment.

Determined the factors above in this study because the factor is considered very dominant influence on student achievement. In learning, one factor can not have an absolute effect on learning achievement. According Slameto (2010: 54) the factors that affect in learning can be classified into two, namely internal factors and external factors. Internal factors are factors that exist within the individual who is learning that consists of physical factors, psychological factors, and fatigue factors. External factors are factors that influence in

learning that exists outside the individual consisting of family factors, school factors, and community factors.

## II. RESEARCH METHODS
### A. Research Methods and Design

This research method is descriptive. According Sugiyono (2008: 5) descriptive method is research conducted to determine the value of independent variables, either one variable or more (independent) without making a comparison, or connect with other variables.

The purpose of this descriptive study is to make a systematic, factual, and accurate description, description or painting of the facts and the relationship between the phenomena investigated (Nazir in Riduwan, 2010: 217). The research design is a research design used as a guide in conducting the research process. Design research will be useful for all parties involved in the research process, because the step, in conducting research refers to the design research that has been made.

Moh. Nazir (2008: 84) states that:

"The research design is all the necessary process in planning and conducting research".

According Sugiyono (2008: 18), explaining the research process can be concluded as follows:

1. Sources of Problems
2. Problem Formulation
3. Relevant concepts and theories and relevant findings
4. Research Methods
5. Develop Research Instruments
6. Conclusions

Based on the research process described above, the design in this study is described as follows:

### B. Sources of Problems

Researchers determine the problems as a phenomenon for basic research.

### C. Formulation of the problem

Problem formulation is a question that will be searched for answers through data collection. The process of discovery of the problem is the most difficult stage of research because the purpose of this study is to answer the problem of research so that a study can not be done well if the problem is not formulated clearly. The

formulation of the problem or research question will affect the implementation of the next stage in the research phase.

## D. Relevant Concepts and Theory and Relevant Discovery

To answer the problem formulation, researchers can read the theoretical references relevant to the problem and thinking. Previous relevant research findings can also be used as material to provide temporary answers to research problems. Theoretical study has the purpose of constructing a toritic framework that forms the basis for answering 33 research questions or questions that are the research stage by testing the fulfillment of rational knowledge criteria.

## E. Research methods

To obtain purpose of the research the researcher can choose research method accordingly. In this study the research method used descriptive statistics.

## F. Develop Research Instruments

After the appropriate research method is selected, the researcher can arrange the research instrument. This research instrument is used as a data collection tool. Instrument in this research form of interview or observation.

## G. Conclusion

Conclusion is the last step of a research period in the form of answers to the formulation of the problem with emphasis on solving problems in the form of information about problem solutions useful as a basis for decision-making.

### a. Population and Sample Research

Population in this research is student of class of 2015 Economic Produce FKIP Unpas which amounts to 75 students.

### b. Variable Operationalization

The variables in this study are divided into two main categories namely independent / independent variables are the variables that affect the dependent variable. While the dependent variable / dependent is the variable that arise due to the independent variable or the response of the independent variable.

The independent variables in this study are internal and external factors (as variable X) is the sum of all living and dead objects and all the conditions that exist in formal education institutions that systematically implement educational programs and help students develop their potential. While the dependent variable is in student achievement (as variable Y).

**Table 1**
**Variable Operational**

| Variable | Dimensions | Indicator |
|---|---|---|
| Analysis of Internal and External Factors In Student Learning Achievement | Internal factors | 1) Factor of intelligence |
| | | 2) Factor of motivation |
| | | 3) Interest factors |
| | | 4) Attitude factors |
| | | 5) Talent factors |
| | Eksternal factors | 1) Community environment |
| | | 2) Family environment |
| | | 3) Campus environment |
| | | 4) The natural environment |
| | | 5) Instrumental environment |
| | Student achievment | Student IPK of economic education FKIP Unpas |

### c. Data Collection Plan

To obtain the data that the author needs, and considered relevant to the problems that the author thoroughly, the authors use data collection techniques documentation study, questionnaires, and observation.

## III. RESEARCH RESULT

### a. Test Validity and Reliability Research Variables

**Validity Testing**

Validation test is intended to test the extent of the measuring instrument in this case the questionnaire measures what it wants to measure. Validation test is done by correlating each item score with total score. Grains that have a positive

correlation with a total score and a high correlation indicate that the grain has a high validity as well. The minimum requirement is valid for the research variable is r = 0.30.

**Table 2**
**Test Validity Variable Internal and Internal Factors In Student Learning Achievement**

| Item | r correlation | r critical | Information |
|------|---------------|-----------|-------------|
| 1 | 0.796 | 0.3 | Valid |
| 2 | 0.421 | 0.3 | Valid |
| 3 | 0.309 | 0.3 | Valid |
| 4 | 0.783 | 0.3 | Valid |
| 5 | 0.358 | 0.3 | Valid |
| 6 | 0.402 | 0.3 | Valid |
| 7 | 0.612 | 0.3 | Valid |
| 8 | 0.833 | 0.3 | Valid |
| 9 | 0.311 | 0.3 | Valid |
| 10 | 0.673 | 0.3 | Valid |
| 11 | 0.607 | 0.3 | Valid |
| 12 | 0.378 | 0.3 | Valid |
| 13 | 0.783 | 0.3 | Valid |
| 14 | 0.715 | 0.3 | Valid |
| 15 | 0.432 | 0.3 | Valid |
| 16 | 0.764 | 0.3 | Valid |
| 17 | 0.769 | 0.3 | Valid |
| 18 | 0.771 | 0.3 | Valid |
| 19 | 0.576 | 0.3 | Valid |
| 20 | 0.32 | 0.3 | Valid |
| 21 | 0.363 | 0.3 | Valid |
| 22 | 0.713 | 0.3 | Valid |
| 23 | 0.783 | 0.3 | Valid |
| 24 | 0.511 | 0.3 | Valid |
| 25 | 0.673 | 0.3 | Valid |
| 26 | 0.355 | 0.3 | Valid |
| 27 | 0.337 | 0.3 | Valid |
| 28 | 0.785 | 0.3 | Valid |
| 29 | 0.468 | 0.3 | Valid |
| 30 | 0.503 | 0.3 | Valid |

Based on the result of the validity test, it is known that in the discipline variable and the performance of all items are valid because the correlation r value is greater than the critical r (eg 0.796> 0.30).

**Instrument Reliability**

Reliability analysis is one of the main characteristics of a good measurement instrument. Reliability is often referred to as trustworthiness, reliability, sharpness, consistency and so on, but the central idea in the concept of reliability is the extent to which the results of a measurement can be trusted.

The high degree of reliability is empirically addressed by a number called coefficient reliabiltas, although theoretically the coefficient ranges from 0.00-1.00 and can also be positive (+) negative (-). In terms of reliability, a coefficient of magnitude less than zero (0.00) is meaningless because the interpretation of reliability always refers to a positive coefficient.

In this research used Alpha Cronbach reliability measurement method, with criterion of magnitude of reliability coefficient must be at least fulfilled by a measuring instrument is 0.70 which means that the overall measuring tool has a consistency that can be relied upon. From result of data processing known that its reliability value:

**Table 3**
**Value Reliability Variable Internal and External Factors in Student Learning Achievement**

| Value | Reliabel |
|-------|----------|
| 0.909 | Reliabel |

The reliability value gives an indication that the reliability of the questionnaires used in non-physical work environment variables and employee performance as a measuring tool is included in the strong correlation r category because the value is greater than 0.7.

**b. Internal Factor Of Student Learning Achievement**

The Internal Factor Dimension in Variable Internal and External Factors in Learning Pretation is measured using 15 items of statement. Here is the distribution of responses of respondents to the statement items on the Internal Factor Dimension:

**Table 4**
**Respondents Response Against Item Statement On Internal Factor Dimension**

| No Item | Question | Respondent Answer | | | | | Category |
|---|---|---|---|---|---|---|---|
| | | Strongly Disagree | Disagree | doubtful | Agree | Strongly Agree | |
| 1 | Utilization of Leisure Time To Learn | 9 | 13 | 15 | 22 | 16 | Pretty Good |
| 2 | Learn Minimum one Hour a Day | 6 | 4 | 5 | 46 | 14 | Good |
| 3 | Following Learning Activities On Campus Until Finished | 0 | 1 | 6 | 62 | 6 | Good |
| 4 | Have Schedule to Learn In Implement | 0 | 17 | 29 | 19 | 10 | Pretty Good |
| 5 | Learning Diligently To Get High IPK (Above 3.00) | 0 | 0 | 11 | 52 | 12 | Good |
| 6 | Following Tutoring Outside Campus | 0 | 67 | 0 | 8 | 0 | Not Good |
| 7 | Following The Course With Full Attention | 0 | 0 | 23 | 44 | 8 | Good |
| 8 | Following the News About Economic education and Accounting Development | 0 | 22 | 14 | 24 | 15 | Good |
| 9 | Always Following Courses on Economics education study program | 0 | 0 | 6 | 55 | 14 | Good |
| 10 | Always Following Course on Economic Education Study Program | 0 | 0 | 0 | 59 | 16 | Good |
| 11 | Have Books Associated With Courses Economics education courses | 0 | 0 | 17 | 46 | 12 | Good |
| 12 | Always doing thesubject matter of the course of economic education | 0 | 0 | 31 | 40 | 4 | Good |
| 13 | Can do the exam well | 0 | 17 | 29 | 19 | 10 | Pretty Good |
| 14 | Studying lecture material that is not understood | 0 | 0 | 32 | 39 | 4 | Good |
| 15 | Understand the courses of economic education course seriously | 0 | 0 | 23 | 42 | 10 | Good |

**c. External Factors Of Student Achievement**

The Dimensions of External Factors in Variable Internal and External Factors in Learning Pretation are measured using 15 items of statement. Here is the distribution of responses of respondents to the statement items on the External Factor Dimension:

**Table 5**
**Respondents Response Against Item Statement On Internal Factor Dimension**

| No Item | Question | Responden Answer | | | | | Category |
|---------|----------|------------------|---|---|---|---|----------|
| | | Strongly disagree | Disagree | doubftul | Agree | Strongly agree | |
| 1 | College friends can be invited to learn together | 0 | 15 | 28 | 16 | 16 | Pretty good |
| 2 | College friends have an interest to always follow the course | 0 | 16 | 25 | 26 | 8 | Good |
| 3 | A close friend who is relied on when I'm having trouble | 0 | 16 | 29 | 20 | 10 | Pretty good |
| 4 | Parent income more than Rp. 2.000.000, - | 0 | 0 | 14 | 45 | 16 | Pretty good |
| 5 | Living in a house of his own | 0 | 44 | 0 | 31 | 0 | Not Good |
| 6 | My monthly allowance is over Rp. 1.000.000, - | 0 | 12 | 0 | 63 | 0 | Good |
| 7 | The condition of the table and chairs for study is sufficient | 0 | 16 | 33 | 20 | 6 | Pretty good |
| 8 | The whiteboard and marker conditions are sufficient | 2 | 16 | 25 | 24 | 8 | Pretty good |
| 9 | The library is complete | 0 | 12 | 49 | 10 | 4 | Pretty good |
| 10 | The cool air makes me comfortable learning | 0 | 0 | 0 | 59 | 16 | Pretty good |
| 11 | During the rainy season I keep the spirit of going to campus | 0 | 50 | 17 | 8 | 0 | Not Good |
| 12 | Hot air does not concentrate on lectures | 0 | 0 | 0 | 52 | 23 | Good |
| 13 | Infocus si sufficient | 3 | 13 | 31 | 18 | 10 | Pretty good |
| 14 | Course books and stationery are sufficient | 0 | 0 | 2 | 65 | 8 | Good |
| 15 | Computers and calculators are sufficient | 0 | 0 | 0 | 65 | 10 | Good |

**d. The Most Dominant Factors On Student Learning Achievement**

Based on the results of research and discussion about internal factors and external factors in the achievement of student learning class 2015 FKIP Pasundan University of Bandung, it can be concluded that internal factors are more dominant in student achievement than on external factors. The average item on the internal factor dimension is in the "Good" category aimed at a weighted average of 271.73 out of 375 or 72.46%.

**Table 6**
**Average Internal Factor Emission Factor**

| Internal factors | Amount of weighting | Average | Percentage (%) |
|---|---|---|---|
| Intelegence | 829 | 276.33 | 20.34 |
| Motivation | 714 | 238 | 17.52 |
| Interest | 843 | 281 | 20.68 |
| Attitude | 884 | 294.67 | 21.69 |
| Talent | 806 | 268.67 | 19.77 |
| Amount | 4076 | 271,73 | 100 |

*(Data source: result of data processing)*



Percentage (%) of answer on items of internal factor statement
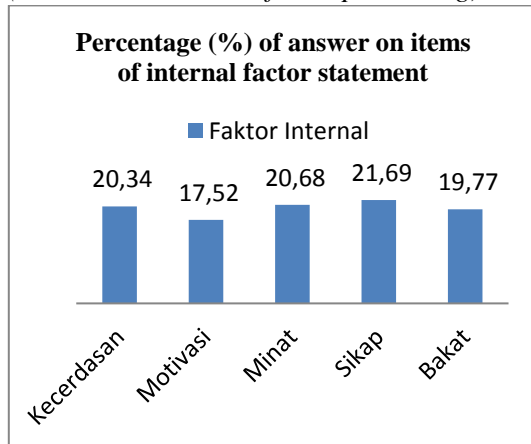
*(Data Source: result of data processing)*

**Figure 1**

From Figure 1 it can be concluded that the most dominant internal factors play a role in student achievement is the attitude factor that is with the total percentage of 21.69%, and the motivation factor that at least play a role with the total percentage of 17.52%.

While the average item on the external factor dimension is in the "Good" category shown in average weight of 262.87 from 375 or 70.1%.

**Table 7**
**Average External Factor Statement Item**

| Eksternal Factors | Amount of weighting | Average | Percentage (%) |
|---|---|---|---|
| Community | 758 | 252.67 | 19.22 |
| Family | 790 | 263.33 | 20.04 |
| Campus | 717 | 239 | 18.18 |
| Nature | 822 | 274 | 20.85 |
| Instrumental | 856 | 285.33 | 21.71 |
| Amount | 3943 | 262.87 | 100.00 |

*(Data source: result of data processing)*



percentage (%) of answer on items of eksternal factor statement
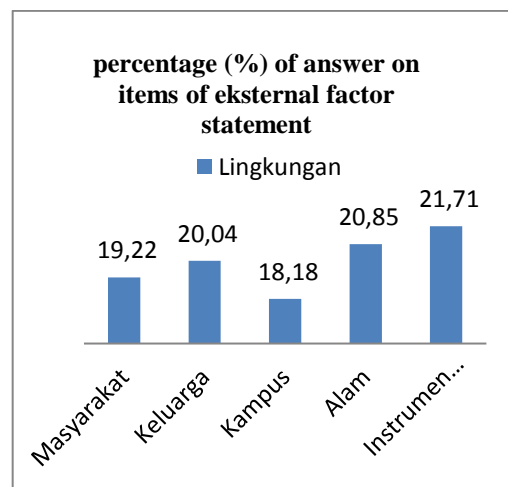
*(Data Source: result of data processing)*

**Figure 2**

From the figure, it can be concluded that the most dominant external factor plays a role in the student's learning achievement is the instrumental environment factor that is the total percentage of 21.71%, and the campus environmental factors that least play a role with the total percentage of 18.18%.

From table 6 and table 7 it can be concluded that the internal factors become the most dominant factor in the success of students of the year 2015 Prodi. Accountancy FKIP Pasundan University in learning achievement.

## IV. CONCLUSION

Based on the results of research and discussion of internal factors and external factors in the achievement of learning student class 2015 FKIP Pasundan University of Bandung, it can be concluded as follows:

1. Internal factors have a positive impact on student achievement class of 2015 Prodi. Accounting FKIP Pasundan University.
2. External factors have a positive impact on student achievement class of 2015 Prodi. Accounting FKIP Pasundan University.
3. Internal and external factors both have a positive impact on student achievement, but internal factors are more dominant to the success of student achievement class of 2015 Prodi. Accounting FKIP Pasundan University

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