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HOW TO IMPROVE THE STUDENT ACADEMIC PERFORMANCE

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Abstract

The performance of a higher education institution was one of the important factors determining success in producing quality graduates. Academic achievement obtained by students was considered as the success of a student and the learning system at the institution. The academic quality was also inseparable from the background of the student itself. Besides, the system and climate of teaching and learning created in the educational environment. The purpose of this study was to describe students' academic performance and the factors that influence the improvement in the academic performance of undergraduate students in the Psychology department at Airlangga University. This research used a quantitative approach with a descriptive survey research design. Based on the results of research conducted, it concluded that student performance, the program study performance, and university performance on student's academic performance, both simultaneously and partially for undergraduate students at the Faculty of Psychology, Airlangga University.

Keywords: *Education institution, Student, Academic Performance*

I. Introduction

The quality of human resources is one of the keys to the success of a country. In Indonesia, awareness of improving the quality of human resources is increasing in the context of facing the Industrial Revolution 4.0. Supported by other factors such as the economy, welfare, social, and others. One of the ways to improve the quality of human resources is through higher education (Olufemi, Adediran, & Oyediran, 2018:44). Increasing awareness of the people of Indonesia of the importance in improving the quality of human resources through education creates new conditions among high schools in Indonesia. This condition is a condition that describes students in all corners of the country competing to achieve a target of satisfying academic results (Al-Zoubi & Younes, 2015:2262; Guhn, Emerson, & Gouzouasis, 2019: 3). In line with this, Ogweno, Kathuri, & Obara (2014:2) Conditions that describe increasingly fierce competition with the competition for the quality of human resources in the world of work.

Ergen & Kanadli (2017:56) stated that research on student academic performance is an important topic in the world of education. Finding factors that influence student academic performance is very important for universities,

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lecturers and in some cases for students themselves (Gull & Shehzad, 2015:247; Bragdon & Dowler, 2016:14). Cimermanova (2018:220) stated that these factors will greatly affect university academic policy, improvement of the curriculum, assessment of lecturers' performance and modification of the way lecturers teach. Damavandi, *et. al.* (2011:188) stated that research on student academic performance receives great attention from stakeholders in the world of education where the aim is to find out the factors that need to be improved in improving student academic performance so as to improve the quality of learning. In addition, Kapinga & Amani (2016:79-80) explained that the increasing number of students in certain fields of study must be balanced with research that is able to explain the academic performance of students. This is important to do in order to improve the quality of lecturers and make improvements to the educational process in the future. Research conducted by Li, Chen, & Duanmu (2010:390), Kpolovie, Joe, & Okoto (2014:75), Goulao (2014:239), and Ellore, Niranjan, & Brown (2014:166) stated that performance academic before entering university is the most significant influential variable.

According to Abid, *et. al.* (2016: 863), both factors within the student (internal) and factors outside the student (external) indicate many factors that affect academic achievement. Internal factors, among others: intelligence, self-concept and so forth, while external factors, including: family, social status, academic environment and so on). This research is a development of Ahmad & Safaria (2013:27) which examined student academic achievement. The situation in Indonesia has many differences with the countries where the research is carried out, both in terms of geographical, economic, social and cultural as well as education which is very interesting to study. Geographically, Indonesia is an archipelagic country, different from Ireland, Singapore, or the United Kingdom, which is a country on an island or continent. As an archipelagic country, it is more difficult to make the same educational standards, evenly distributed for all islands. As a developing country, economic conditions in Indonesia are also different from developed countries such as the UK and Singapore where high social inequalities still occur are indicated by differences in social strata background, this course will also make a difference in the motivation and readiness of students in studying at tertiary institutions (Gbollie & Keamu, 2017:5).

The performance of a higher education institution is one of the important factors determining success in producing quality graduates (Anderton, Evans & Chivers, 2016:254). Therefore the performance appraisal must be done thoroughly on all elements that contribute to the ongoing academic activities carried out. The assessment carried out must be guided by the value standards set by internal and external parties. One of the assessment standards for tertiary institutions as an educational institution is the performance of students, which includes their inputs, processes and outputs. The most important thing to consider when the learning process takes place is supervision of incoming students, improvement of student ability, achievement achieved by students, the ratio of the number of students graduating to total students and graduate competencies (Okay, *et. al.*, 2016:62). The results of these achievements certainly affect the accuracy of students in completing the time of study, and the graduates produced will have full trust from their users.

Academic planning should be done well to achieve maximum academic performance. According to Ergen & Kanadli (2017:60), the level of academic performance is based on two things, including academic and social integration. Motivation and enthusiasm for learning can influence the increase or decrease in academic performance that can change one's self-confidence in learning so as to decrease the motivation that should arise from themselves

(Gbollie & Keamu, 2017:10). Academic achievement obtained by students is considered as the success of a student and the learning system at the institution. The academic quality is also inseparable from the background of the student itself besides the system and climate of teaching and learning created in the educational environment. A good GPA (Grade Point Average) certainly makes the study period target achieved with good quality. A timely study period encourages a reduction in student buildup in the final semester which can result in poor ratios and quality. Academic achievement is usually measured through the GPA. The success in obtaining a high GPA is usually influenced by many factors one of which is the student's study hours.

Research Problem

Based on the background we want to know how to improve the student academic performance of Psychology students at Airlangga University, and what factors to influence it.

Purposes and Benefits

The purpose of this study is to describe students' academic performance and what factors influence the improvement in academic performance of students in Psychology Department, Airlangga University. The benefit of this research is as a form of knowledge and scientific contribution regarding psychology and human resource development related to students' academic performance.

II. Literature Review

2.1 Student: The Background of Logic Perspective

The things that can encourage students are very influential on students in various aspects within students. This is influenced by various factors. The existence of these factors will certainly create several new factors. This new factor will also affect student academic outcomes. In this case the authors chose three variables in this study, namely academic performance, academic integration, and social integration (Gull & Shehzard, 2015:250). Students who have studied at a university or college will have an academic performance or study achievement.

The general assumption regarding academic integration is the level of adaptation of students in carrying out their studies with academic way-of-life in universities (Kapinga & Amani, 2016: 82). Students who are studying in general will experience a transition between two different social academic conditions and life patterns. In this phase, students will be faced with adjustments to the new environment at colleges or universities. Bragdon & Dowler (2016:18), defined academic integration as the level of students being able to adapt to the sustainability of the academic that they are going through.

Olufemi, Adediran & Oyediran (2018:46) shared four concepts of integration on academic are academic, social, personal emotional adjustment, and attachment adjustments. Siming, *et. al.* (2015:116) states that students who have a sense of comfort compared to students who do not have a sense of comfort logically will be different where the sense of comfort in this case is what is felt by students in academic and social life while studying in

college. These conditions will be felt by students if the environment and living conditions of students can positively support students in their studies (Tani, *et. al.*, 2019:6).

Students who have positive and supportive conditions and environments are more focused on student goals in pursuing studies in colleges or universities (Zotorvie, 2017:295). Conversely, students who have positive and supportive conditions and environments will be less focused on achieving their study goals at colleges or universities (Damavandi, *et. al.*, 2011:189). So students who do not have this environment during their studies are required to be able to adapt to the environment that is not in accordance with the level of comfort (Tani, *et. al.*, 2019:7).

2.2 Academic Achievement: University Oriented

Student academic achievement is a manifestation of student learning success that shows tenacity and seriousness in learning (Abdi, *et. al.*, 2016:866). The definition of learning achievement, among others, stated by Winkel in Alsalem, *et. al.* (2017:3045) which states that learning achievement is a testament to the success of a student's learning or ability to carry out his learning activities in accordance with the weight achieved. Meanwhile, according to Anderto, Evans, & Chivers (2016:257), achievement is the realization of potential skills or capacities that a person has.

Mastery of learning outcomes can be seen from their behavior, both behavior in the form of mastery of knowledge, thinking skills and motor skills. Ellore, Niranjan & Brown (2014:172) defined learning achievement is perfection achieved by someone in thinking, feeling and doing. Learning achievement is said to be perfect if it fulfills three aspects namely: cognitive (knowledge), affective (attitude) and psychomotor (skill), on the other hand it is said that achievement is less satisfying if someone has not been able to meet the targets in these three criteria (Okay, *et. al.*, 2016:60).

Learning achievement which is the result of measuring students includes cognitive aspects (knowledge), affective (attitude) and psychomotor (skills) can be known after an evaluation called achievement test (Siming, *et. al.*, 2015:116). Based on some of the above understanding, it can be concluded that learning achievement is the level of ability possessed by someone in digesting information obtained in the teaching and learning process where the learning achievement of a student is often presented in the form of symbols in the form of numbers, letters or sentences that tell the results achieved by each student in a certain period.

2.3 Academic's Performance: Dimensions and Aspects

Performance is a measure of how consistent and good the function of a product is (Al-Zoubi & Younes, 2015:2266). Santrock in Bragdon & Dowler (2016:17) stated that the quality of student performance is indicated by numbers, letters, and other signs that are the results of translating descriptive assessment information where the translation of descriptive assessment information into numbers, letters, and other signs is called grading. Student performance can be arranged by comparing it with the performance of other students or by setting performance standards in advance (Ergen & Kanadli, 2017:66).

Empirical academic performance can be portrayed from three dimensions, namely the dimensions of the student performance, the dimensions of the program of study performance, and the dimensions of the university performance (Kapinga & Amani, 2016:80). Student performance dimensions, includes: aspects of tangibles (educational infrastructure), reliability (reliability of lecturers and academic staff), responsiveness (responsivity), assurance (treatment of students) and empathy (understanding of student interests). The dimensions of the study program performance, includes: aspects of curriculum, learning and academic atmosphere, students and graduation, human resources, academic facilities and infrastructure, research, community service and cooperation, management systems.

The dimensions of the university performance, includes: aspects of student and graduate standards, curriculum standards, learning and academic atmosphere, research and community service, and quality assurance. For this reason, this study sets targets on these three dimensions covering all aspects covered therein. The activity describes and analyzes the external and internal factors that contribute greatly to academic performance in the administration of education.

III. Research Method

3.1 Research Approach

This study uses a quantitative approach (positivism) with a descriptive survey research design to explain the factors that influence students' academic performance. Based on the data categories used, this study is a cross sectional study, while based on the time of data collection, this study is one shot method.

3.2 Sampling

Selection of the analysis unit was obtained after considering the suitability and limitations of data collection in this study, namely undergraduate students of semester 5 and 7 in the academic year 2018-2019 in Psychology Department, Faculty of Psychology, Airlangga University. The sampling method in this research is nonprobability sampling with convenience sampling. The reason is that most students in semester 5 and semester 7 have taken courses that represent the field of Introduction to Psychology and other compulsory courses relating to basic Psychological scholarship. In this study, researchers used the Achievement Index (IP) as an indicator of student academic performance in the Psychology Department, Airlangga University and 127 students were obtained.

3.3 Collecting and Analysis Technique

Research data in the form of primary data and secondary data. Primary data in the form of questionnaire data distributed to students as research objects. Questionnaire questions in this study are related to three dimensions of academic performance and its aspects with a total of 60 questions. Students can provide answers using a Likert scale with a range of 1-5. While secondary data is student achievement index data obtained from the academic administration database on Airlangga University. In the test instrument used is the validity test and reliability test. The study uses the classic assumption test and multiple linear regression analysis in this study by describing the framework of the research line of thinking as follows:

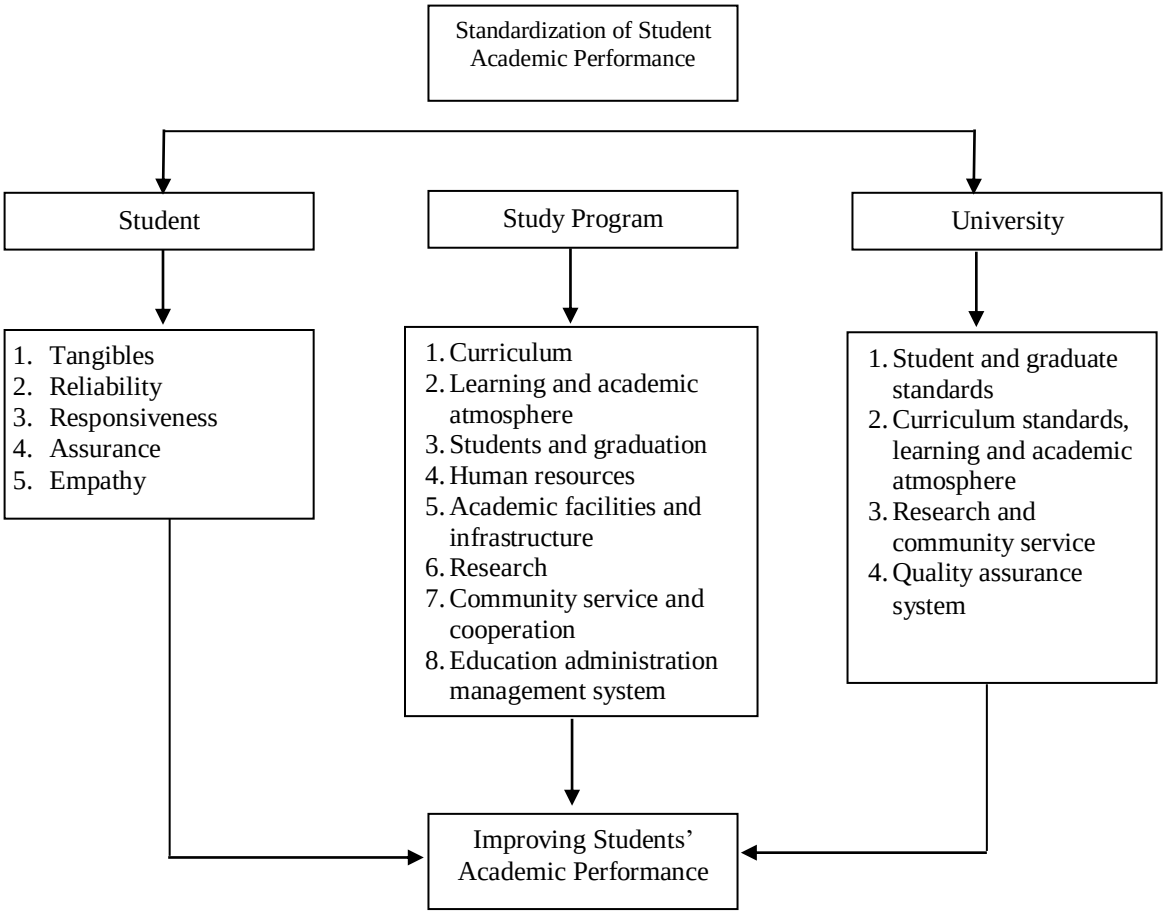

Figure 1. Thinking Flow Framework
(Source: Primary Data, 2019)

IV. Result and Discussion

4.1 Research Subject Description

In this study data analysis will use descriptive statistical techniques and multiple linear regression models. In an effort to process data in order to draw a conclusion on the research, it uses the help of computer applications through the SPSS.

4.2 Instrumental Testing

4.2.1 Validity Testing

Validity Test is used to measure the validity of a questionnaire. Test is done by comparing the value of r-count with r-table for degree of freedom (df) = number of constructs -2. If r-count > r-table and the value of r is positive, thus, the item or question is said to be valid. The following are the results of the validity test of this study:

Table 1. The Result of Validity Test

Variable	Item	Pearson Correlation	T-table	Information
Student Performance (X_1)	$X_{1.1}$	0.990	0,300	Valid
	$X_{1.2}$	0,845	0,300	Valid
	$X_{1.3}$	0,881	0,300	Valid
	$X_{1.4}$	0,991	0,300	Valid
	$X_{1.5}$	0,993	0,300	Valid
Program of Study Performance (X_2)	$X_{2.1}$	0,919	0,300	Valid
	$X_{2.2}$	0,364	0,300	Valid
	$X_{2.3}$	0,872	0,300	Valid
	$X_{2.4}$	0,917	0,300	Valid
	$X_{2.5}$	0,787	0,300	Valid
	$X_{2.6}$	0,701	0,300	Valid

Variable	Item	Pearson Correlation	T-table	Information
	$X_{2.7}$	0,946	0,300	Valid
	$X_{2.8}$	0,948	0,300	Valid
University Performance (X_3)	$X_{3.1}$	0,859	0,300	Valid
	$X_{3.2}$	0,905	0,300	Valid
	$X_{3.3}$	0,879	0,300	Valid
	$X_{3.4}$	0,940	0,300	Valid
Students' Academic Performance (Y)	$Y_{1.1}$	0,859	0,300	Valid
	$Y_{1.2}$	0,905	0,300	Valid
	$Y_{1.3}$	0,879	0,300	Valid
	$Y_{1.4}$	0,940	0,300	Valid
	$Y_{1.5}$	0,872	0,300	Valid

(Source: Primary Data, 2019)

So from table 1, it can be seen that all items that measure the independent variables namely work discipline, motivation and compensation as well as the dependent variable namely employee performance, the entire statement

items are declared valid. This happens because the whole statement item produces a calculated r value greater than 0.300.

4.2.2 Reliability Test

The reliability test is used to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable if someone's answers are consistent or stable from time to time. A construct or variable is said to be reliable if it gives an Alpha Cronboach value > 0,600 as shown in the following results:

Table 2. The Result of Reliability Test

Variable	*Cronbach Alpha*	Information
Student	0,968	Reliabel
Program of Study	0,905	Reliabel
University	0,944	Reliabel
Academics' Performance	0,961	Reliabel

(Source: Primary Data, 2019)

Table 2 shows that the statements in this questionnaire are reliable because they have a Cronbach alpha value greater than 0.6. This shows that each item of statement used will be able to obtain consistent data which means that if the statement is submitted again will get an answer that is relatively the same as the previous answer.

4.3 Classical Assumption Testing

4.3.1 Normality Testing

Normality Test aims to test whether in the regression model, the dependent variable, the independent variable or both have normal distribution or not. A good regression model is to have a normal data distribution or statistical data distribution on the diagonal axis of the normal distribution graph. Normality testing in this study is used by looking at the normal probability plot that compares the cumulative distribution of actual data with the cumulative distribution of normal data. Following are the results of normality test data using the P-Plot graph:

Normal P-Plot of Regression Standardized Residual
Dependent Variable: Academics' Performance

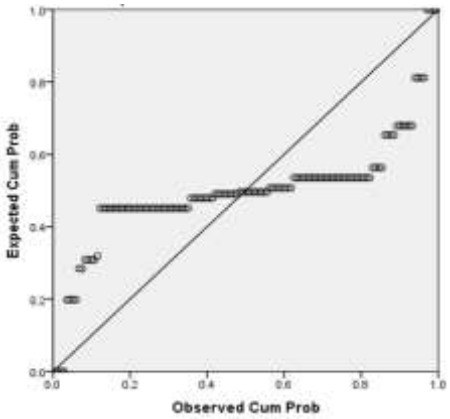

Figure 2. The Result of Normality Test Using P-Plot Graphic

(Source: Primary Data, 2019)

From Figure 2 it can be seen that the data distribution has followed a diagonal line between 0 (zero) with the meeting of the Y axis (Expected Cum. Prob.) With the X axis (Observed Cum Prob). This shows that the data in this study were normally distributed. Thus, it can be concluded that the regression model has fulfilled the normality assumption.

4.3.2 Multi-collinearity Test

Multi-collinearity Test aims to test the regression model found a correlation between independent variables. The regression model is to look at the value of Variance Inflation Factor (VIF), and the tolerance value. If the tolerance value approaches 1, and the VIF value around the number 1 and not more than 10, it can be concluded that there is no multicollinearity between the independent variables in the regression model. The following are the results of the multicollinearity test:

Table 3. The Result of Multicollinearity Test

Variable	Tolerance VIF	Collinearity Statistics	Information
Student Performance	0.53	8.735	Non-Multicollinearity
Program of Study Performance	0.70	4.301	Non-Multicollinearity

University Performance	0.70	4.309	Non-Multicollinearity

(Source: Primary Data, 2019)

Based on Table 3 it can be seen that the tolerance value approaches the number 1 and the value of the variance inflation factor (VIF) is lower than 10 for each variable, so this means that in the regression equation there is no correlation between independent or multicollinearity independent variables, so that all independent variables (X) can be used in research.

4.3.3 Heteroscedasticity Test

The Heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from one observation to another. The way to detect it is by looking at the presence or absence of certain patterns in the Scatterplot graph between SRESID and ZPRED, where the Y axis is the predicted Y, and the x axis is the residual (predictive Y-actual) that has been standardized. The following are the results of the heteroscedasticity test:

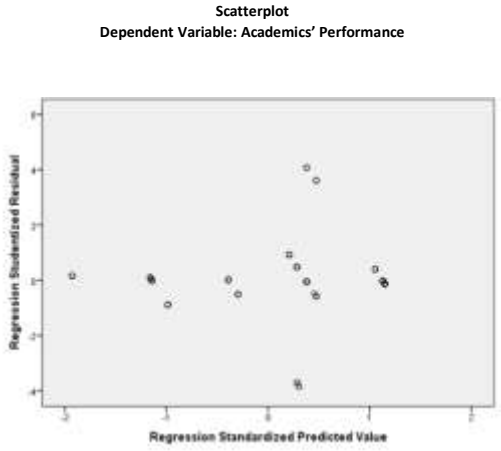

Figure 3. Scatterplot in the Heteroscedasticity Test

(Source: Primary Data, 2019)

Based on Figure 3 shows that the data is spread above and below the number 0 (zero) on the Y axis and there is no clear pattern on the spread of the data. This means there is no heteroscedasticity in the regression equation model, so that the regression model is feasible to predict academic performance based on the variables that influence it, namely students, programs of study, and universities. After testing the classic assumptions mentioned above, it can be concluded that the linear regression equation model in this study, is free from these basic (classical) assumptions, so that decision making through the F test and t test to be carried out in this study will not be biased or appropriate with research purposes.

4.4 Multiply Linear Regression Analysis

Regression equation in this study is to determine how much influence the independent or independent variables are student performance, programs of study performance, university performance, and students' academic performance. The mathematical formula of multiple regression used in this study is as follows:

$$\mathbf{Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + e}$$

Information:

Y : The dependent variable is the increase in students' academic Performance

A : Constants

b_1, b_2, and b_3 : Regression coefficients

X_1 : Variable of student performance

X_2 : Variable of program of study performance

X_3 : Variable of university performance

E : error disturbances

The following are the results of multiple linear regression analysis tests:

Table 4. Multiple Linear Regression Test

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	95,0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	-0.056	0.068		-0.820	0.414	-0.192	0.079
Student Performance	0.891	0.037	0.875	23.828	0.000	0.817	0.965
Study Program Performance							
University	0.102	0.047	0.101	2.147	0.034	0.008	0.196

Performance							
	0.024	0.056	0.021	0.431	0.667	-0.087	0.136

a. Dependent Variable: Academic Performance

(Source: Primary Data, 2019)

$$\mathbf{Y = -0{,}056 + 0{,}891X_1 + 0{,}102X_2 + 0{,}024X_3 + e}$$

The results of the multiple linear regression equation above provide an understanding that:

1) The constant value of -0.056, meaning that if the student performance, program of study performance and university performance do not exist or equal to 0, then the students' academic performance will be 0.056.

2) β1 (student performance regression coefficient value) is positive, meaning that if student performance is increasing, the resulting students' academic performance is also increasing.

3) β2 (regression coefficient value of the program of study performance) is positive, meaning that if the performance of the program of study is increasing, then the students' academic performance is also increasing.

4) β3 (the value of the university performance regression coefficient) is positive, meaning that if the university performance increases, then students' academic performance is also increasing.

4.5 Model Feasibility (Goodness of Fit Testing)

Goodness of Fit test is used to test the feasibility of the model used in research. Goodness of Fit model that can be seen from the value of the F test (analysis of variance/ ANOVA). The F test basically shows whether all independent variables entered in the model can be declared feasible if the probability value is < 0.05 or declared inappropriate if the probability value > 0.05. The following are the results of the Goodness of Fit testing:

Table 5. The Result of ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.807	3	24.269	3043.27	0.000a
	Residual	0.766	96	0.008		
	Total	73.573	99			

(Source: Primary Data, 2019)

From the table above it can be seen that the F test value with a significance level of 0,000 (under (0.05) of 3043.27. If the probability value is less than 0.05 then the regression model is feasible to be used to predict the simultaneous influence of the independent variable. Based on the level of significance, it is concluded that H_0 is rejected and H_a is accepted, which means that the independent variables consisting of student performance, program of study performance, and university performance together have a significant effect on the dependent variable, namely students' academic performance.

4.6 Multiply Determination Coefficient Analysis (R^2)

The coefficient of multiple determination (R^2) aims to determine the amount of contribution or the amount of overall contribution of the independent variable to the dependent variable and the rest is influenced by the independent variable that is not included in the model. As explained as follows:

Table 6. Determination Coefficient (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.995a	0.990	0.989	0.08930

a. Predictors: (Constant), student, program of study, university

b. Dependent Variable: academics' performance

(Source: Primary Data, 2019)

The results of the coefficient of determination and multiple correlation coefficients show the R value of 0.995. This means that the relationship or correlation between factors that influence students' academic performance is strong because > 0.50. R^2 value of 0.990 or 99%, this shows that the variable of students' academic performance that can be explained variables of student performance, program of study performance, and university performance is 99%, while the remaining 1% is explained by other factors that are not included in this research model.

4.7 The Hypothesis Testing (t Test)

The hypothesis testing uses the t test to determine the overall effect of the independent variable on the dependent variable by comparing the significant t value with a 95% real level. This study uses a probability of 95%

significance level or α=0.05 so that it can be seen the effect of individual independent variables with the criteria if t is significant < α = 0.05, it can be said that the independent variable has a significant effect on the dependent variable. If t is significant > α = 0.05, it can be said that the independent variable has no significant effect on the dependent variable. The following are the results of testing the hypothesis in this study:

Table 7. The Result of t Test

Model	t	Sig.
Student	15.576	0.000
Program of study	3.855	0.000
University	3.822	0.000

(Source: Primary Data, 2019)

Based on the multiple regression test calculations listed in the above table, the test results provide an understanding that:

1. The effect of student performance on student's academic performance. Based on the results of the table 7 calculation, the regression coefficient value is positive and the significance value for student is α = 0.000 < 0.05, indicating that student performance has a significant effect on student academic performance. So H_1 which states the alleged influence of student performance on student's academic performance is accepted.

2. The effect of the program of study performance on student's academic performance. The results of the calculation of table 7, the regression coefficient value is positive and the significance value for the program of study performance is α = 0.000 < 0.05 indicating that the program of study performance has a significant effect on students' academic performance. So H_2 which states the alleged influence of the program of study performance on students' academic performance is accepted.

3. The effect of university performance on student's academic performance. The results of the calculation of table 7, the regression coefficient value is positive and the significance value for university performance is α = 0.000 < 0.05 indicating that university performance has a significant influence on students' academic performance. So H_3 which states the alleged influence of university performance on student's academic performance is accepted.

V. Conclusions and Recommendations

Based on the results of research conducted, it can be concluded that student performance, program of study performance, and university performance on student's academic performance, both simultaneously and partially for undergraduate students at the Faculty of Psychology, Airlangga University. One of the assessment standards for universities as an educational institution is students' academic performance, which includes input, process and output. The most important thing to consider when the learning process takes place is supervision of incoming

students, improvement of student ability, achievements of students, ratio of the number of students graduating to total students and graduate competencies.

The results of these achievements certainly affect the accuracy of students in completing the time of study, and the graduates produced will have full trust from their users. The recommendations we propose in this study include: 1.) The Faculty of Psychology, Airlangga University needs to encourage an increase in the number of lecturers with Doctor/ PhD qualifications so that the impact on improving lecture services can increase; 2.) The Faculty of Psychology, Airlangga University needs to develop instruments to monitor and evaluate the academic services of lecturers to students.

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