

## **THE INFLUENCE OF LEARNING EXPERIENCES AND LONG LEARNING ON STUDENT ACHIEVEMENT (NONPROFIT EDUCATIONAL INSTITUTIONS)**

**Romauli Nainggolan<sup>1</sup>**

Universitas of Ciputra Surabaya  
INDONESIA

**Email:** [romauli.nainggolan@ciputra.ac.id](mailto:romauli.nainggolan@ciputra.ac.id)

### **ABSTRACT**

*The problem of poverty caused poor quality of children's education is getting away from a brilliant performance. Inability to get additional lessons outside school hours triggers the low value of a student's academic. Sensitivity to observe the problem of poverty around rise of the social entrepreneur need that human beings able to empower resources effectively. Particularly to overcome the problem of education. By opening a non-formal educational institutions non-profit is a concrete step in addressing the problem of education. This study aims to determine the effect of a long learning experience and learning on student achievement. This research is quantitative descriptive research type. The instrument used is the distribution of questioner. Methods of data analysis using SPSS ordinal regression analysis. The population in this study come from four non-profit educational institution in the city of Solo - Central Java, with a total sample of 88 students. Results obtained descriptions of 67% or 59 students increase their academic achievement and as much as 11% or 22 students is greatly increased their academic achievement. From this research it was found that the students' learning experiences significantly influence student achievement. While the study did not significantly affect the length of a student's academic achievement. The implication is a fun learning experience for students affect students more than ever students study at the institution non-profit.*

**Keyword:** social enterprises, a learning experience, academic achievement of students, long learning, BPC, PPA.

### **INTRODUCTION**

Based on the report of UNICEF (the UN agency for children) in 2015, about 250 million people of Indonesia, as many as 84 million of them, or one third are children under the age of 18 years. Research conducted by BAPPENAS-SMERU-UNICEF in 2012 showed that 44.3 million Indonesian children affected by poverty and live on less than two dollars (US) per day. According to data from the Minister that there are 4.1 million displaced children in Indonesia,

meaning that approximately 4.8% of the number of children in Indonesia are as many as 84 million people.

Such number of poor children in Central Java and Solo. So that the local government issued a policy BSM (Help Poor Students). The objective of BSM program to remove impediments poor students to gain access to education services; prevent the dropout rate and attract poor students to go back to school; helping poor students meet personal needs in educational activities and supports the compulsory nine-year education and universal secondary education.

Not all of these poor children could be covered by government programs. So it takes a man sensitive to the issue of education and poverty. Social involvement entrepreneur is urgently needed to address this issue. Social entrepreneur is someone who understands social problems and use entrepreneurial skills to make social change especially covers the fields of welfare, education and health (Santosa, 2007).

Smart Education Workshop (BPC) is one of the answers to help with education and poverty. Founded by a social entrepreneur to address the problems faced by local communities. BPC is a non-formal educational institutions non-profit oriented aims to help poor children can learn ( Romauli N, 2015). The results are surprising, that these children experienced an increase in both soft skills and academic school. Not only BPC, there are other non-formal educational institutions namely Child Development Center (PPA). PPA in the city of Solo is one of the non-formal educational institutions non-profit oriented. There are 3 PPA were included in this study include Berea PPA, Maria Martha PPA and Daniel PPA. The number of poor children who study in these institutions is quite a lot, as shown in Table 1 below.

**Table 1. the number of non-profit education institution students**

<b>Place</b>	<b>Population</b>
BPC	60 students
PPA MM	250 students
PPA Berea	180 students
PPA Daniel	160 students
Amount	650 students

Source : data processed, 2016

Impact on gains these children during the learning instituted a non-profit education is quite encouraging. Kids have the opportunity to learn better without having to spend less money to pay for such services provided in other educational institutions.

### **Formulation of the problem**

Based on the above, the formulation of the problem as follows:

- a. How does a learning experience on student achievement?
- b. How long learning influence student achievement?

### **Research purposes**

This research aims to:

- a. Knowing the influence of learning experience on student achievement?
- b. Knowing the influence of long learning on student achievement?

## **LITERATURE REVIEW**

### **Previous research**

Hoi Kwan Ning and Kevin Downing (2011), Influence of student learning experience on academic performance: the mediator and moderator effects of self-regulation and motivation. This study examined the mediator and moderator roles of self-regulation and motivation constructs in the relationship between learning experience and academic success. Self-reported measures of learning experience, self-regulation and motivation were obtained from 384 undergraduate students from a university in Hong Kong. Structural equation modelling indicated that self-regulation and motivation fully mediated the learning experience--academic performance relation. In addition, hierarchical regression analysis also showed that both self-regulation and motivation had small moderating effects on the link between learning experience and academic performance. That is, the association between learning experience and cumulative GPA was stronger for students with lower levels of self-regulation and motivation. The implications of fostering motivation and enhancing university learning experience are discussed.

Desti Kurnia S (2012), the effect of tutoring on mathematics achievement fifth grade students district of Kebasen. With the number of samples 287 students and members of the sample collection technique is carried out at random (Simple Random Sampling) with instruments, questionnaires and documentation. Data were analyzed using simple regression analysis of SPSS with the prerequisite test of normality, linearity, nonkolineritas followed by calculating the coefficient of determination ( $r^2$ ). The results showed that tutoring significant effect on mathematics achievement by 55%.

### **Theoretical basis**

The learning experience

Learning is a change in behavior as a function of experience, which also includes changes in affective, motor, and cognitive skills are not produced by other causes. Albert Bandura (1969) describes the control system of learning behavior is behavior change as a function of experience. There are two types of learning through observation (observational learning). First, learning through observation can occur through the conditions experienced by other people or vicarious conditioning. Second, learning through observation mimic the behavior of a model. Models should not be performed by someone directly, but we can also use a person's character or visualization imitation as a model (Nur, M. 1998a: 43).

### **Academic achievement**

According to the Indonesian General Dictionary, definition of achievement is the results achieved from those transactions are carried out, done, etc. (1991: 787). By Winkel through Sunarto (1996: 162) says that "learning achievement is a testament to the success of learning or the ability of a student to perform the learning activities according with the weight it achieves". The learning achievement of proven and demonstrated through the value or rate the value of the results of the evaluation conducted by the teacher to the student assignment and quiz-quiz or exam taken. The results of these evaluations are documented in the book value and homeroom teacher and archives is at the administration.

### **Non-Profit Institutions of Education Workshop Smart (BPC)**

Under Law 20 of 2003 chapter 13, paragraph 1 says that the path of education consists of formal education, non-formal and informal that can be complementary and enriching. More specifically, the organizers of non-formal education units set out in article 100 paragraph 2, while the organization of non-formal education program set out in article 100 paragraph 3.

Implementation of education unit includes non-formal education unit specialized institutions and training institutions, study groups, learning centers, childhood education early informal pathways.

Smart Education Workshop is one of the lines of non-formal education and social nature. BPC stand in Solo city from September 2011 until now (Romauli N., 2015). BPC aims to provide free non-formal education for poor children in the city of Solo. Founder and manager of BPC see their social and economic problems around the town of Solo. Where is this location that many residents of low-income economies. BPC open classroom learning with education Nursery School (TK), elementary school (SD) and middle school (SMP).

## RESEARCH METHODS

### Stages Research

Based on previous research theoretical basis and then prepared stages of research with the following framework:

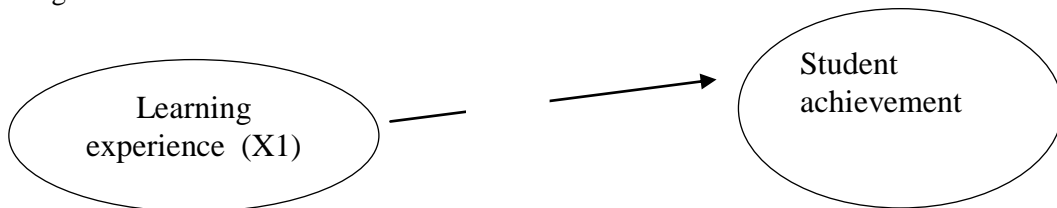


Figure. 1 Conceptual framework

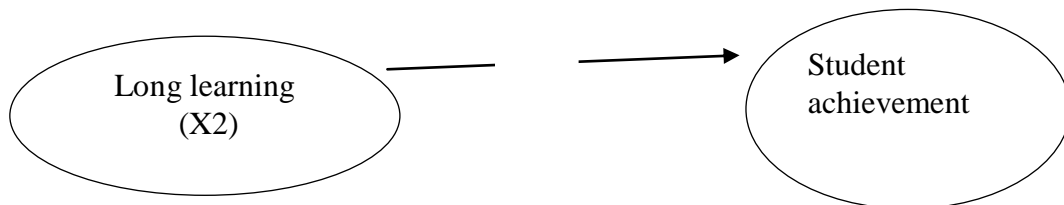


Figure 2. Conceptual framework

### Hypothesis

The hypothesis in this study are:

H0: The learning experience affect a student's academic achievement

H1: long learning affects a student's academic achievement

### Variable Operational Definition

Model analysis used in this study is the Ordinal Logistic Regression. According to Hosmer (2000) Regression logistic ordinal to analyze the data with the response variable is ordinal scale consisting of three or more categories and the predictor variables are covariate (if using interval or ratio scale) or can be a factor (if using a nominal scale or ordinal). Academic achievement of students are divided into four categories, namely greatly increased, increased, fixed and declining. While the student learning experience is also divided into four categories: very high, high, low and very low use linkert scale.

The first form of functional equation as follows:

$$Y_1 = \beta_0 + \beta_1 X_1 + e_1$$

Where:

$Y_1$  = student achievement

$X_1$  = the learning experience

$B_0$  = Constant

$e$  = Error

In equation (1) The dependent variable is the academic achievement of students will be observed through the results in formal school report cards are accepted each semester. While the free variable that the learning experience will observe four phases of learning, among others:

1. Phase attention
2. Phase reminder
3. Producing motion motoric
4. Phase motivation

The second form of functional equation as follows:

$$Y_1 = \beta_1 + \beta_2 X_2 + e \dots\dots\dots (2)$$

Where:

$Y_1$  = student achievement

$X_1$  = long learning (years)

$B_0$  = Constant

$e$  = Error

In equation (2)The dependent variable is the academic achievement of students will be observed through the results in formal school report cards are accepted each semester. While the free variable that is long in its annual study.

### **Population and sample**

The population of this research came from the four (4) non-profit educational institutions. The institutions include:

1. Smart Education Workshop (BPC)  
Address: Jl. Hasanuddin 133 - Solo
2. Child Development Center (PPA) Daniel  
Address: Jl. K.H. Yan Rt 02 / Rw 06 Joyotakan - Solo
3. Child Development Center (PPA) Berea  
Address: Jl. Sorogenen
4. Child Development Center (PPA) Maria Martha  
Address: Jl. Demangan 2 – Solo

Sampling was done by proportional random sampling. Proportional random sampling is a method of selecting a sample by dividing the population into groups proportionally (Sugiaro et al, 2003: 73). Samples are determined proportionally represent every place where there are 4 places in this study. It aims to be no uniformity in the survey education institutions and avoid going inequality survey data. Because the number of students in these four as many as 650 students, then the samples taken using a calculation formula Slovin with an error rate of 10 percent with the following details:

$$N = \frac{N}{1 + N(e)^2}$$

Where:

n = number of samples.

N = population.

e = The error rate

$$N = \frac{650}{1 + 650(0,1)^2}$$

N = 88 students

**Table 2. Total Population and sample of students in educational institutions non-profit**

Place	Population	Sample
BPC	60 student	8 student
PPA MM	250 student	33 student
PPA Berea	180 student	25 student
PPA Daniel	160 student	22 student
Amount	650 student	88 student

Source : data processed, 2016

### Categorization Trends Score

Students' opinions about the learning experience consists of 13 items.

Scoring = 1-5

Ideal lowest score = 13 x 1 = 13

Ideal low score = 13 x 2 = 26

Ideal middle score = 13 x 3 = 39

Ideal high score = 13 x 4 = 52

Ideal highest score = 13 x 5 = 65

**Table 3. Identification tendency score a learning experience**

No	Interval	category
1	13-26	Lowest
2	27 – 39	Low
3	40 – 52	High
4	53 – 65	Highest

Source : data processed, 2016

## DISCUSSION

### Descriptive analysis

Descriptive analysis of the study sample attach a learning experience (X1), a long learning (X2), and the level of academic achievement (Y) is attached as per the table below.

**Table 4. The analysis descriptive level of academic achievement, learning experiences and long learning**

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Academic achievement	88	1	4	3.15	.066	.617
Learning experiences	88	2	4	3.23	.048	.448
Long learning	88	1	10	3.78	.255	2.390
Valid N (listwise)	88					

Source : data processed, 2016

Descriptive statistical results showed that academic achievement (Y) has an average value of the points of 3.15 means that the average student achievement in categories increased. Where criteria 1 = achievement decreasing, 2 = achievement remains, 3 = achievement increases and 4 = greatly improved achievement. The learning experience of students (X1) indicates the value of the average points of 3.23 means that the average useful learning experience for students high. Long learning (X2) has an average value of the points of 3.78 means that the average length of study students 3 years and 7 months.

**Test Results Statistics Model Equation (1)**

Statistical test results to determine the model of the relationship between learning experiences (X1) to student achievement (Y) explained on the output results Table 5, Table 6, Table 7 and Table 8 were analyzed on 88 students in non-profit educational institutions as follows:

**Table 5 : Case Processing Summary**

		N	Marginal Percentage
Student achievement	Decreasing	2	2.3%
	Remains	5	5.7%
	Increase	59	67.0%
	greatly	22	25.0%
Learning experiences	Low	1	1.1%
	High	66	75.0%
	Very high	21	23.9%
Valid		88	100.0%
Missing		0	
Total		88	

Source : data processed, 2016

88 The number of data analyzed and processed everything and nothing is empty. It can be seen from the total, valid and missing. Of the 88 data, there are two declines, there is a fixed 5, there are 59 increased and there are 22 greatly increases. As for the learning experience, a learning experience there is one low, there are 66 high and 21 is very high.

**Table 6. Model Fitting Information**

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	23.610			
Final	16.489	7.121	2	.028

Source : data processed, 2016

Model fitting information to explain that the model of equation (1) is suitable without using intercept compared using the intercept. That is the model of equation (1) which is suitable for use is a model that contains the independent variables (final model). Is said to be suitable or significant for  $\text{Sig } \alpha (0,02) \leq 0.05$ .

**Table 7. Goodness-of-Fit**

	Chi-Square	df	Sig.
Pearson	.173	4	.996
Deviance	.175	4	.996

Source : data processed, 2016

Tabel goodness of fit dipergunakan untuk menjelaskan model persamaan (1) sudah sesuai untuk digunakan. Dikatakan sesuai jika  $\text{Sig } \alpha (0,996) \geq 0,05$ .

**Table 8. Parameter Estimates**

	Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Threshold [Y = 1]	-3.004	.788	14.546	1	.000	-4.547	-1.460	
	[Y = 2]	-1.673	.523	10.230	1	.001	-2.699	-.648
	[Y = 3]	2.088	.560	13.921	1	.000	.991	3.184
Location [X1=2]	21.451	.000	.	1	.	21.451	21.451	
	[X1=3]	1.163	.585	3.950	1	.047	.016	2.310
	[X1=4]	0 <sup>a</sup>	.	.	0	.	.	.

Source : data processed, 2016

Thus obtained the model of equation 1 as follows:

$$Y = 1,163X_1 \dots\dots\dots (1)$$

Parameter estimates explains that the effect of the regression coefficient on the learning experience significantly used in the model equation (1). Is said to be significant if the value of  $\alpha \leq 0.05$ . The learning experience ( $X_1 = 3$ ) compared to ( $X_1 = 2$ ) effect on student achievement. The strong effect of 1.163.

**Test Results Statistics Model Equation (2)**

Results of statistical tests to determine the relationship between the old model of learning to student achievement described in the output table 9, Table 10, Table 11 and Table 12 were analyzed at 88 students in non-profit educational institutions as follows:



**Table 9. Case Processing Summary**

		N	Marginal Percentage
Student achievement	Decreasing	2	2.3%
	Remains	5	5.7%
	Increase	59	67.0%
Long learning	greatly	22	25.0%
	1	22	25.0%
	2	7	8.0%
	3	18	20.5%
	4	6	6.8%
	5	15	17.0%
	6	10	11.4%
	7	2	2.3%
	8	3	3.4%
	9	4	4.5%
	10	1	1.1%
Valid		88	100.0%
Missing		0	
Total		88	

Source: data processed, 2016

88 The number of data analyzed and processed everything and nothing is empty. It can be seen from the total, valid and missing. Of the 88 data, there are two declines, there is a fixed 5, there are 59 increased and there are 22 greatly increases. As for a long time to learn the fastest one year there were 22 students and a maximum of 10 years of learning there are as many as 1 students.

**Table 10. Model Fitting Information**

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	73.362			
Final	40.272	33.090	9	.000

Source: data processed, 2016

**Table 11. Goodness-of-Fit**

	Chi-Square	df	Sig.
Pearson	36.341	18	.006
Deviance	16.745	18	.541

Source: data processed, 2016

**Table 12. Parameter Estimates**

	Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Thresho [Y = 1]	-3.577	2.610	1.879	1	.170	-8.692	1.538
ld [Y = 2]	-2.242	2.539	.779	1	.377	-7.219	2.735
[Y = 3]	2.242	2.539	.779	1	.377	-2.735	7.219
Locatio [X2=1]	-.522	2.578	.041	1	.839	-5.576	4.531
n [X2=2]	-6.739E-16	2.697	.000	1	1.000	-5.285	5.285
[X2=3]	.009	2.592	.000	1	.997	-5.070	5.089
[X2=4]	-6.548E-16	2.725	.000	1	1.000	-5.340	5.340
[X2=5]	1.407	2.593	.294	1	.588	-3.675	6.488
[X2=6]	2.944	2.626	1.257	1	.262	-2.203	8.091
[X2=7]	2.264	2.902	.609	1	.435	-3.424	7.951
[X2=8]	22.604	.000	.	1	.	22.604	22.604
[X2=9]	3.345	2.790	1.438	1	.230	-2.122	8.813
[X2=10]	0 <sup>a</sup>	.	.	0	.	.	.

Source: data processed, 2016

From the statistical test results shown in Table 11 that the model equations (2) are not significant for use in this study. This was confirmed in the table 12 in the parameter estimates which explains that the influence of the old variable regression coefficient learning does not significantly affect student achievement.

**Effect of experiential learning on student achievement**

The results of this study indicate that the learning experience significantly affect student achievement. This means that the learning experience (high category) in tutoring significantly influence student achievement in school. This is confirmed by research conducted by Kwan Hoi Ning and Kevin Downing (2011) and Dusti Kurnia (2012) that the learning experience in tutoring (Institute of Non-formal Education) affects the academic achievement of students in formal educational institutions

**Effect of long learning on student achievement**

The results of this study indicate that long for students at educational institutions non-profit does not affect a student's academic achievement. This means that no matter how long they study in that place will not affect their academic value. This needs to be done further research. Possibly because not charged learned while studying in tutoring became one of the factors that influence these anomalies.

**CONCLUSION**

Descriptive analysis showed that the learning experiences of students in educational institutions non-profit higher by 75% and 24% category of very high category. Statistical test results

showed that significantly affect academic learning experience of students. Thus managers nonprofit educational institution or social entrepreneur must deepen the elements of concern, the element of motivation, stimulation of motoric movement in the learning process so that the impact on students in the school formal.

These effects are tackling problems of poverty and education for children are not capable around the city of Solo. So the future life of children getting better and avoid foolishness.

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