ABSTRACT

The student achievement to pursue a bachelor degree has been influenced by many factors. Previous researches showed that the student’s achievement is associated to NEM score, sex, hometown, motivation, self-confidence, organizational activities, GPA score, family income, parent’s job, environment, and learning methods. This study aimed to determine factors associated to STEI SEBI student achievement. The data was obtained by browsing the academic database for student’s personal records and study history; and by conducting a survey on psychological and external factors in their campus life. A group of 62 STEI SEBI students from 2004 and 2005 years of enrollment is taken as respondents. The CHAID and Correspondence methods are used to determine factors associated to student achievement. The CHAID study finds three significant factors associated to student achievement. They are organizational activities, GPA score, and parent’s job. The correspondence study characterizes successful and failed student profiles. A successful student is profiled as being active in organizational activities, having GPA score at least 2.5, and his/her parent’s job is government or private employee. While a failed student is characterized as non involvement in any organizational activities, GPA score is less than 2.5, and his/her parent’s job is farmer, entrepreneur, or other occupation.

Keywords: CHAID, correspondence analysis, education success