DAILY ACTIVITY AND STUDENT ACHIEVEMENT IN
BOGOR AGRICULTURAL UNIVERSITY

HANAFI

DEPARTEMENT OF BIOLOGY
FACULTY OF MATHEMATICS AND NATURAL SCIENCE
BOGOR AGRICULTURAL UNIVERSITY
BOGOR
2016
Dilatang menegunmunikahkan dan memperbaruiyak sepdogion dulu selungh korpa luku di dielam bentuk ogagun guna izin IPB.

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Bogor, March 2016

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ABSTRACT

HANAFI. Daily Activity and Student Achievement in Bogor Agricultural University. Supervised by BAMBANG SURYOBROTO and KANTHI ARUM WIDAYATI.

Daily activity may provide the opportunity for the students of college to get good academic achievement. Achievement in college of a large group of high aptitude students was predicted from an assessment of their interests, goals, activities, self-conceptions. It is clear that creativity, in its many forms, is important in campuses and communities. The aim of this research are to determine the daily activity and student achievement of Bogor Agricultural University students. In determining of creativity, subjects were measured with Adjective Check List. Present result show that students which have extracurricular activity show better performance to good academic achievement. Statistical analysis indicates that there is significant positive correlation between GPA and extracurricular (p=0.0265). Students who had many times of meals have better GPA than those who do not have many times of meals activity. Statistical analysis indicates that there is significant positive correlation between GPA and meals (p=0.0305). Creativity does not significantly affect to academic performance. Statistical analysis relationship between GPA and creativity shows a marginal significant correlation (p=0.057). Creativity is not influenced by intelligent.

Keyword: Creativity, daily activity, GPA, student achievement.

ABSTRAK

HANAFI. Aktivitas Harian dan Prestasi Mahasiswa di Institut Pertanian Bogor. Dibimbing oleh BAMBANG SURYOBROTO dan KANTHI ARUM WIDAYATI.

Kegiatan sehari-hari dapat memberikan kesempatan bagi mahasiswa perguruan tinggi untuk mendapatkan prestasi akademik yang baik. Prestasi di perguruan tinggi dari kelompok besar mahasiswa yang memiliki bakat yang tinggi diperkirakan dari ketertarikan mereka, tujuan, kegiatan, konsep diri sendiri. Hal ini jelas bahwa kreativitas, dalam berbagai bentuk, adalah penting dalam kampus dan masyarakat. Tujuan dari penelitian ini adalah untuk mengetahui aktivitas dan prestasi belajar sehari-hari mahasiswa Institut Pertanian Bogor. Dalam menentukan kreativitas, subyek diukur dengan Adjective Check List. Hasil ini menunjukkan bahwa mahasiswa yang memiliki aktivitas ekstrakurikuler menunjukkan kinerja yang lebih baik untuk prestasi akademik yang baik. Analisis statistik menunjukkan bahwa ada hubungan positif yang signifikan antara IPK dan ekstrakurikuler (p=0.0265). Mahasiswa yang memiliki waktu makan yang lebih banyak memiliki IPK yang lebih baik dibandingkan yang tidak memiliki waktu makan yang banyak. Analisis statistik menunjukkan bahwa ada hubungan positif yang signifikan antara IPK dan makan (p=0.0305). Kreativitas tidak secara signifikan mempengaruhi kinerja akademik. Hubungan analisis statistik antara
IPK dan kreativitas menunjukkan korelasi yang tidak signifikan (p=0.057).

Kata kunci: Aktivitas harian, IPK, kreativitas, prestasi mahasiswa.
DAILY ACTIVITY AND STUDENT ACHIEVEMENT IN
BOGOR AGRICULTURAL UNIVERSITY

HANAFI

An Undergraduate Thesis
Intended to Acquire Bachelor Degree
In Faculty of Mathematics and Natural Science

DEPARTEMENT OF BIOLOGY
FACULTY OF MATHEMATICS AND NATURAL SCIENCE
BOGOR AGRICULTURAL UNIVERSITY
BOGOR
2016
1. Diterima mengajukan surat perpanjangan kerja lulus di luar menerapkan don memperbarui surat keterangan alamat. Surat keterangan alamat yang dibatasi.
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FOREWORDS

Praises and gratitude to Allah SWT for the blessings and His mercy so I could finished this study. My research was conducted from January until June 2015 with the title Daily Activity and Student Achievement in Bogor Agricultural University.

Biggest thanks to Dr Bambang Suryobroto as my first supervisor and Dr Kanthi Arum Widayati as my second supervisor for all their advice and guidance. I also thanks to Dr Dorly, M Si as the examiner for examination and suggestion. I am sending a special thank to my family, my lovely parents Syafrizal and Yusmida, My sisters Kiki and Suci and my brothers Anas and Harizal, my brother in law Agus, my lovely niece Khaira, Baper family and 7 family. Thanks to for my beloved friends Biology 48, Zoo family, BSH family for the support and togetherness. I also thanks to all of the students in Bogor Agricultural University and subject whom support this study.

I hope this research is useful for all the readers.

Bogor, March 2016

Hanafi
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INTRODUCTION

Background

The college schedule is very different than the high school schedule. The college schedule makes the students usually have more opportunities to explore their interests and passions. Daily activities may provide the opportunity for the students of college to get good academic achievement. Academic achievement was based on individual grades for each student in the core classes and a standardized test score (Podulka et al. 2006). Achievement in college of a large group of high aptitude students was predicted from an assessment of their interests, goals, activities, self-conceptions, aptitudes, and personality traits (Holland et al. 1964).

Achievement and potential achievement scales developed from everyday activities and interests were generally superior to other kinds of variables and equaled the efficiency of the best multiple-regression equations (Holland and Nichols 1964). There is growing evidence that social rhythms (daily activities such as getting into or out of bed, eating, and adhering to a work schedule) have important implications for achievement.

Student activities in colleges are based on three, such as academic, interpersonal relationship, and involvement in extracurricular activities (Pascarella and Terenzini 2005). This is because every realizes how important for every individual to be involved, and managing recruitment in their own to find a better prospect in academic they can find (Howard et al. 2003).

It is clear that creativity, in its many forms, is important in campuses and communities, yet we still have little understanding of the range of ways in which colleges nurture or impede its development (Tepper 2007). Routine aspects of social life like hanging out with friends, working in a student organization, and volunteering were frequently nominated as key sites for creativity (Pachucki et al. 2010). Although creativity has been measured in many ways, studies that involve creativity criteria are highly encouraged and needed because there is surprisingly high agreement on individual (Chen and Chen 2011).

Aim

The aim of this research is to determine the daily activity and student achievement of Bogor Agricultural University.
MATERIALS AND METHODS

Time and Place

The research was conducted on February until June 2015 in Bogor Agricultural University. Data was analyzed in Biosystematics and Ecology of Animals, Department of Biology, IPB.

Subject

The subjects use in this research were undergraduate students in IPB. The number of subjects used in this research are 374 individuals consisted of 213 females and 161 males of a varied age ranged from 17 years 7 months to 23 years old.

Collecting Personal Data

The data of this research were obtained by giving questionnaires contain personal data and questions about the daily activity and academic achievement. There are three components of academic achievement such as GPA, daily activity and creativity. Participant is voluntarily and subjects signed and informed consent before taking the test. Before the signing, the researcher states the purpose of the research, researcher’s contact address, and agreement form.

Grade Point Average

GPA (Grade Point Average) measures the academic performance of the students. GPA was scored as subject’s grade point weighted average. In IPB, it uses to determine the number of credit student can take in one semester and weather student can pass through the higher grade (IPB 2011). GPA is calculate as the ratio of the score get in every subject matter weighted with the total number of credit student took. GPA was given as subject’s academic report at the end of semester.

Daily Activity

This research is to get the subject in which they have activity in everyday. There are activities of such as extracurricular and meals (Appendix 1). This research examine the student’s activities to get a good academic achievement.

Determination of Creativity

Determination of creativity used the Adjective Check List (Gough 1979). Respondents were given a questionnaire containing 30 adjectives and asked to checklist adjectives that describe themselves (Appendix 2). In the Adjective Check List, there are 30 adjectives that consist of 18 positive items and 12 negative items (Appendix 3). In scoring Adjective Check List, 1 point given each time one of 18 positive items is checked, and -1 point given each time one of 12
negative item is checked. The theoretical range of scores is therefore -12 to +18. If respondents had score ≤ 3 they are categorized as not creative, while score of > 3 creative.

Statistical Analysis

Factors which are assumed to affect academic performance are daily activity, and creativity. Statistical analysis of correlation was done using Linear Model (Venables and Ripley 1999) implemented in R program version 3.0.1.

RESULT

GPA vs Daily Activity

Daily Activity of Extracurricular

From 374 subjects, 252 students in IPB had extracurricular after end of study and 122 had no extracurricular activity. Activity in extracurricular affect academic performance. Students who have extracurricular have better GPA than those who do not have extracurricular activity. GPA and extracurricular shows a significant correlation by probability value (p=0.0265).

Table 1 Frequency of students extracurricular activity based on GPA (n=374)

<table>
<thead>
<tr>
<th>Activity</th>
<th>GPA²</th>
<th>1.98 – 2.50</th>
<th>2.50 – 3.00</th>
<th>3.00 – 3.50</th>
<th>3.50 – 4.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M¹</td>
<td>F²</td>
<td>M¹</td>
<td>F²</td>
<td>M¹</td>
</tr>
<tr>
<td>Sports</td>
<td>1</td>
<td>2</td>
<td>16</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Art</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Organization</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>No Activity</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>4</td>
<td>28</td>
<td>46</td>
<td>73</td>
</tr>
</tbody>
</table>

Note: M¹ = Male  
F² = Female  
GPA² = Grade Point Average/Indeks Prestasi Kumulatif

Daily Activity of Meals

Frequency of students times of meals activity are shown in Figure 1 until Figure 3. This result showed students who had many times of meals have better GPA than those who did not have many times of meals activity. GPA and meals shows a significant correlation by probability value (p=0.0305).
Figure 1. Frequency of students who had 2 times meals activity. GPA (Grade Point Average/Indeks Prestasi Kumalatif)

Figure 2. Frequency of students who had 3 times meals activity. GPA (Grade Point Average/Indeks Prestasi Kumulatif)

Figure 3. Frequency of students who had 4 times meals activity. GPA (Grade Point Average/Indeks Prestasi Kumulatif)
GPA vs Creativity

Frequency of students creativity based GPA are shown in Table 2. Many males and females students are not creative. This result showed that frequency of students creativity does not affect with students achievement.

<table>
<thead>
<tr>
<th>GPA3</th>
<th>1.98 - 2.50</th>
<th>2.50 -3.00</th>
<th>3.00 - 3.50</th>
<th>3.50 - 4.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>C1</td>
<td>N2</td>
<td>C1</td>
<td>N2</td>
</tr>
<tr>
<td>Males</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Females</td>
<td>1</td>
<td>3</td>
<td>31</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>9</td>
<td>40</td>
<td>34</td>
</tr>
</tbody>
</table>

Note: C1 = Creative  
N2 = Not creative  
GPA3 = Grade Point Average/Indeks Prestasi Kumulatif

Creativity does not significantly affect to academic performance. ACL scores the students are -5 until 12. A relationship GPA between creativity shows a marginal significant correlation by probability value (p=0.057) are shown in Figure 4.

Figure 4 Linear model of creativity. GPA and creativity shows a marginal significant correlation. GPA (Grade Point Average/Indeks Prestasi Kumulatif)

DISCUSSION

Student activities were classified as follows: class, study or research, work or volunteer, meals, social and sleep (Eom et al. 2009). The sample of 374 student surveys showed some activities from wake up in the morning until sleep. Each day, participants were asked, how much time did they spend doing the following activities: working out or playing sports, watching TV, playing video or computer games, and surfing the web, meals, and in group organization. Some daily
activities for which students were asked to provide time estimates, with possible responses of “did not do”, “did do”.

In summary, students activity participation does not seem different although the proportions among student groups. In student groups, activity of students in campus has correlation with GPA. The most student activities in IPB campus is sport activity. Sport activity has a positive association with academic achievement (Trudeau and Shephard 2008). Sports is one of physical activity and its related to cognitive function, such as perceptual skill, intelligence, mathematics tests, and academic achievement (Sibley and Etnier 2003).

One of interesting finding is that students have more active in daily life to get a good academic achievement. Higher levels of physical activity were associated with significantly better performance on the cognitive task (Keely and Fox 2009). These studies provide initial evidence of a potential relationship between aspects of physical activity and academic performance (Keely and Fox 2009). The relationship were demonstrated in total academic achievement, thus that aspects of physical activity may be related to academic performance (Castelli et al. 2007).

The meals activity is the second most frequent activity in daily life. A healthy breakfast is an effective measure to improve academic performance and cognitive function (Tarras 2005). Most studies of giving breakfast have found benefits to school performance (Sally 2005). Present result show correlation between GPA and meals activity. The students who have meals activity have good academic performance. The data indicate that increased meal frequency have a beneficial effect. Perhaps even more importantly, students who increased their nutrient were more likely to improve their academic functioning (Kleinman et al. 2002).

Creativity was dynamic and varies between studies or disciplines due to its diversify and multifaceted nature (Sternberg 1988). Statistically, there is a marginal correlation between GPA and creativity. This might be due to creativity is not influenced by intelligence but also influenced by personality, motivation, and self-confidence (Munandar 1988). The creativity and student performance not intrinsically related. Thus, creativity does not effect to someone intelligence.

The University life study can advance our understanding of how these behaviors changed over time and how living in campus (Small et al. 2012). Students must know how to balance between freedom and responsibility in their daily life. Students have many activities to get a good academic performance.

**CONCLUSION**

In Bogor Agricultural University, students who have extracurricular have better GPA than those who do not have extracurricular activity. Students who had many times of meals have better GPA than those who do not have many times of meals activity. Creativity is not influenced by intelligent.
REFERENCES


Appendix 1 Research questionnaire

PERSETUJUAN MENJADI RESPONDEN

Setelah mendaftarkan penjelasan mengenai penelitian ini yang bejudul “Daily Activity and Student Achievement”, maka saya yang bertanda tangan dibawah ini dengan sukarela BERSEDIA untuk ikut serta menjadi subyek dalam penelitian ini dan bersedia mengisi data berikut dengan sebenar-benarnya. Saya mendapatkan jaminan dari peneliti utamanya Hanafi (hanafi.nim34@gmail.com), bahwa identitas dan data yang saya berikan hanya akan digunakan untuk keperluan penelitian dan tidak diberikan kepoh siapapun, kapanpun, dan untuk kepentingan apapun.

Bogor, ..........................2015

Tangga: ..........................
FNUM: ..........................

Nama ..........................................................
NRP ..........................................................
Tingkat .........................................................
Tempat Tanggal Lahir ........................................
Jenis Kelamin ..................................................
Agama ........................................................
IPK ...............................................................

SARAPAN PAGI INI
- Apakah anda sarapan PAGI INI ?
  □ Ya, jawablah pertanyaan berikut
    □ Dimanakah anda sarapan?......................................
    □ Jam berapa anda sarapan? ..................................
    □ Apa menu sarapan anda? ....................................
    □ Anda memasak makanan sendiri
      □ Ya □ Tidak
      □ Anda membeli makanan
      □ Ya □ Tidak
  □ Tidak, alasan ..........................................................
    ▪ Berapa kali dalam seminggu anda tidak sarapan?..........................

MAKAN SIANG KEMARIN
- Apakah anda makan siang KEMARIN?
  □ Ya, jawablah pertanyaan berikut
    □ Dimanakah anda makan siang?..............................
    □ Jam berapa anda makan siang?..............................
    □ Apa menu makan siang anda?.................................
    □ Anda memasak makanan sendiri
      □ Ya □ Tidak
      □ Anda membeli makanan
      □ Ya □ Tidak
  □ Tidak, alasan ..........................................................
    ▪ Berapa kali dalam seminggu anda tidak makan siang?..........................
MAKAN MALAM KEMARIN

- Apakah anda makan malam KEMARIN?
  - Ya, jawablah pertanyaan berikut
    - Dimanakah anda makan malam?.................................
    - Jam berapa anda makan malam?.................................
    - Apa menu makan malam anda?.................................
    - Anda memasak makanan sendiri
      - Ya
      - Tidak
    - Anda membeli makanan
      - Ya
      - Tidak

- Tidak, alasan.............................................................
  - Berapa kali dalam seminggu anda tidak makan malam?.................................

NGEMIL 1

- Apakah anda ngemil kemarin?
  - Ya, jawablah pertanyaan berikut
    - Dimanakah anda ngemil?.................................
    - Jam berapa anda ngemil?.................................
    - Apa menu cemilan anda?
    - Anda memasak makanan sendiri
      - Ya
      - Tidak
    - Anda membeli makanan
      - Ya
      - Tidak

- Tidak, alasan.............................................................
  - Berapa kali dalam seminggu anda tidak makan malam?.................................

NGEMIL 2

- Apakah anda ngemil lebih dari sekali kemarin?
  - Ya, jawablah pertanyaan berikut
    - Dimanakah anda ngemil?.................................
    - Jam berapa anda ngemil?.................................
    - Apa menu cemilan anda?
    - Anda memasak makanan sendiri
      - Ya
      - Tidak
    - Anda membeli makanan
      - Ya
      - Tidak

- Tidak, alasan.............................................................
  - Berapa kali dalam seminggu anda tidak makan malam?.................................

EKSTRAKURIKULER

- Apakah anda mengikuti kegiatan ekstrakurikuler di kampus?
  - Ya, jawablah pertanyaan berikut
    - Kegiatan apa yang anda ikuti
      - Olah raga
      - Seni
      - Pecinta Alam
      - Jurnalistik
      - Keagamaan
      - Lainnya, tuliskan......
    - Berapa kali anda melakukan kegiatan tersebut dalam seminggu?........
    - Berapa lama anda melakukan kegiatan tersebut dalam sehari?...........

- Tidak

- Apakah anda mengikuti kegiatan ekstrakurikuler di LUAR kampus?
  - Ya, jawablah pertanyaan berikut
1. Kegiatan apa yang andaikuti
   - Olah raga
   - Seni
   - Pecinta Alam
   - Jurnalistik
   - Keagamaan
   - Lainnya, tuliskan…………
   - Tidak

2. Berapa kali anda melakukan kegiatan tersebut dalam seminggu?................
3. Berapa lama anda melakukan kegiatan tersebut dalam sehari?..................

Appendix 2  Creativity determination

- Ceklis ( √ ) semua sifat dibawah ini yang anda anggap mendeskripsikan diri anda.

   □ mampu
   □ mudah terpengaruh
   □ pintar
   □ berhati-hati
   □ yakin
   □ egois
   □ lumrah
   □ suka bercanda
   □ tradisional
   □ tak-bergantung ke orang lain
   □ biasa, menurut adat
   □ tidak resmi
   □ tidak berpuas-diri
   □ berwawasan
   □ curiga

   □ jujur
   □ cerdas
   □ sopan
   □ ketertarikan luas
   □ berdaya cipta
   □ asli, tidak mencontoh
   □ ketertarikan sempit
   □ berpikir panjang
   □ tulus
   □ banyak akal
   □ percaya diri
   □ sexy
   □ patuh
   □ tinggi hati
   □ tidak biasa, diluar peraturan

Appendix 3 Positive and negative items on ACL

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>mampu</td>
<td>mudah terpengaruh</td>
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<tr>
<td>pintar</td>
<td>berhati-hati</td>
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<td>tulus</td>
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<tr>
<td>berdaya cipta</td>
<td>patuh</td>
</tr>
</tbody>
</table>

1. Dilengkapi dengan atau seluruh karya tulis, tanpa mencantumkan dan menyebutkan sumber.
2. Pengukuran tidak menggunakan karya tulis, tanpa mencantumkan dan menyebutkan sumber.

Pemasyarakatan, 2023
2. Mencurigai atau melaporkan sedini mungkin dugaan selundup karya ilmiah dalam bentuk opyun tempo.
3. Mencurigai atau melaporkan dugaan selundup karya ilmiah dalam bentuk opyun tempo.
4. Mencurigai atau melaporkan dugaan selundup karya ilmiah dalam bentuk opyun tempo.

Bogor Agricultural University (Institut Pertanian Bogor)
CURRICULUM VITAE

Writer was born on April 15, 1993 in Pekanbaru as the third child of five from the parents Syafrizal and Yusmida. In 2011, writer graduated from SMAN 8 Pekanbaru and entered Department of Biology, Faculty of Mathematics and Natural Science, Bogor Agricultural University by SNMPTN.

In IPB, writer actived in organization OWA (Observasi Wahana Alam) division and also member of Himpunan Mahasiswa Biologi (Himabio IPB) during two periods 2012/2013 and 2013/2014. Writer also actived in many committee such as Ekplorasi Alam, Grand Biodiversity, Masa Orientasi and Infomasi Biologi (MORFOLOGI), and Pesta Sains Nasional in 2013.

In 2013, writer conducted the Field Study with the research title “Monyet Ekor Panjang (Macaca fasicularis) dengan Pengunjung Taman Wisata Alam Telaga Warna” and in 2014 writer conducted the Field Work on Indonesia Center for Biodiversity and Biotechnology (ICBB) with the title “Manajemen dan Pengelolaan Pupuk Provibio di Indonesia Center for Biodiversity and Biotechnology (ICBB) Bogor, Jawa Barat.” The writer also became an Laboratory assistance for Plant Physiology, Animal Structure and Development, Avertebrate, and Vertebrate.