

# Differences of Learning Achievement between Bidikmisi Scholarship Students and the Paying Students in Islamic Courses at Indonesia University of Education Campus Purwakarta Academic Year 2014-2015

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## Abstract

Learning is an effort or activities that are intentional and are based on an issue. Learning is a process of change in behavior and a way of fulfilling individual needs. People who have learned to be in the habit that is displayed in his behavior. In the study Differences of Learning Achievement Between Bidikmisi Scholarship Students and The Paying Students in Islamic Courses at Indonesia University of Education Campus Purwakarta Academic Year 2014-2015. Was found One Way ANOVA test results of the two groups at  $\sigma 0.5 (1) (75) = 3.35$ , apparently, F counts  $0.40 < F$  table 3.35. This implies that the two groups, namely the achievement of students and student scholarship recipients Bidikmisi Paying did not differ significantly. Inequalities learning achievement in the Course of Islamic education meant, presumably because both groups are equally active in following activities Program Tutorial Islamic Education in which in addition to the Read Write Quran, Tahsinu Al-Qirati Koran, there also study Islamic education material enrichment. This study was limited to two variables associated with student achievement in Islamic Education Course. Therefore, it is recommended to other researchers in order to assess whether there are differences in learning achievement between the two groups mentioned in other subjects or on the same course in another class.

**Keywords:** Learning, Achievement, & scholarship

## 1. Introduction

Learning is an activity that is intentional and is based on an issue. Learning that is a process of change in behavior and a way of individuals to meet their needs (Surya, 1979). People who have learned to be in the habit that is displayed in his behavior.

After studying a science, people will have a tendency to be able to take advantage of their knowledge right, even Natawidjaja and Moesa (1992/1993) says that 'it automatic people who have studied the field of science will be able to use the knowledge accurately, anytime, anywhere, and on anything else.

Having science and high technology, and supported noble character is the cherished hope of every human being. Not that humans can live well as a man only to science, technology, and noble character.

The above expression can be understood that in order to achieve the goal of life and living in the world and nor in the hereafter, the necessary knowledge which is offset by the values of faith in order to realize the noble character, and applied in the governance of life and the life of one heart-to-day with full sincerity.

Primary School Teacher Education Program in Indonesia University of Education Regional Campus Purwakarta is one of six campus area is under the auspices of the Indonesia University of Education has a curriculum that refers to the vision, mission, and goals set University. The purpose of convening Primary School Teacher Education Program is to produce primary school teachers are professionals in guiding, teaching, training, and, educate according to the characteristics of learners of primary school and has three competition, namely: a) pedagogical, b) personal competence, and c) social competence.

Conditions student studying science, especially in the field of science education in Primary School Teacher Education Program in Campus Purwakarta is very diverse. Seen from the point of parental education background, national origin, culture, and socio-economic background, or the parents.

With the help of scholarships (tuition assistance bidikmisi) is expected of the students who come from economically disadvantaged families can feel at ease and comfortable in following his education, is no longer involved to think fundraising tuition.

This study does not intend to discuss the background conditions of economic, social and cultural or students, but it was about to reveal their learning achievements (students who receive Bidikmisi scholarships) in Islamic Education Course. Can be presumed that the learning achievement of the students who receive the scholarships will Bidikmisi superior or better than the students who did not receive assistance Bidikmisi scholarships. Alleged referred to, it is assumed that students who receive scholarships Bidikmisi have more free time to concentrate on learning, not preoccupied or no longer think of the tuition fee.

This study departs from observations and experiences in real terms that the learning activities conducted by both students who received and who did not receive aid or scholarships bidikmisi same. That is, there is no noticeable difference (significant) on how to learn them. This is evidenced by a) the habit of students who oversleep

when entering college, b) habit of talking in the classroom door, and c) achievement when following quiz and exam subjects of Islamic Religious Education. From the condition in question, the formulation of the issues raised in this study is, "Is there a significant difference between the achievement of students who received scholarships bidikmisi with students who do not receive help bidikmisi in Islamic Education Course?".

Goals to be achieved in this study was to find out whether there are differences in the achievement of students who received scholarships bidikmisi and students who do not receive help bidikmisi in Islamic Education Course. While the benefits are new information about the presence and absence of differences in learning achievement between students who receive bidikmisi scholarships and students who do not receive help bidikmisi scholarships in Islamic Education Course.

## 2. Theoretical Basic

### 2.1. Definition of Learning

The success of the learning process can not be separated from the factors that influence. Reveals that there are two factors basically which can affect the learning process (Natawidjaja, 1979: 30):

... 1) factor learning conditions internally derived from student self itself (the basic capabilities), including a) the maturity of learning, b) learning to learn, c) the ability to learn, and d) the perception and understanding the base, and 2) external factors, includes: a) continuity, b) exercises and c) strengthening.

To streamline the two factors above, necessary auxiliaries and direction of a supervisor. For preparedness for the learner may not be optimal without the guidance of a teacher. Revealed that in each learning activity, a teacher deemed important. Success or failure of the learning process can not be separated from the role of teacher.

Natawidjaja and Moesa (1992/1993: 79) reveals two factors that can affect the act of learning, namely:

1. Internal Factors Conditions. Internal Factors, derived from self-learners themselves (basic capabilities), including a) the maturity to learn. This is related to biological growth. For example, children in infancy have not yet arrived at the stage of learning to walk, do not be forced to start learning to walk. Therefore, to learn something before the maturity stages would lead to a result that is not pleasant, b) the ability or the basic skills to learn. This factor is a prerequisite for the success of the learning process. Someone who original high capabilities will more quickly succeed in learning and c) the drive to achieve. This push on already exists on didi someone since birth. The level of this drive will depend on the experience of the person concerned in using the boost.
2. External Factor Conditions. External factors conditions include a) the atmosphere in the place of learning. This factor is an atmosphere of the physical and psychological atmosphere around the place to learn. In general, the students will feel more comfortable learning in a place indicated by neat, clean, and fun, b) training. Training in a psychological sense means the repetition of a response when the stimuli or stimulus. Repeating the stimulus-response relationships can strengthen that relationship. This means that the more often an attempt to repeat the stimulus-response relationship, the more the stronger the relationship, can improve the quality of education caused by the repetition of efforts, and c) reinforcement (*reinforcement*). Strengthening the response given to a stimulus of learning is an effective effort to achieve success in learning and teaching. This strengthening can be done using a system of rewards or awards to a student's response to an appropriate stimulus.

Nasution, et al (1992) reveal the factors that can influence the learning process and results, as the chart below. In all learning processes in schools, at the elementary, middle, and games at a high level, the learning process is an activity that is most essential. That is, the success and achievement of educational goals, or whether or not depends on a lot on how the study was conducted.

Surya (1979) defines learning as a change in behavior. Makmun (2011) defines it as a process of change in behavior or a private person based practices or specific experience. Arifin (1977) reveals that learning is a process of a series of activities in response that occurs in a series teaching that ended in a change in the behavior of both physical or spiritual. Actually, learning as a process of change in behavior caused individuals to hold in response to the environment.

According to Sanjaya (2006), learning is a process of change through activities or procedures training exercise either in the laboratory or in the natural environment. Natawidjaja and Moesa (1992/1993) revealed that learning is a complex activity that takes place according to certain rules and systems. The rules and the system are called the principles of learning, or the laws of learning.

Of the principles of learning, as noted above, it is understood that basically, every learner can obtain the efficiency of learning outcomes when its seven principles. The principle of *the law of effect*, for example. Learners will be strengthened learning if accompanied by a sense of pleasure or satisfaction. Instead, students will be weakened learning, if learning conditions accompanied by displeasure. Similarly, the principles of learning more. Therefore, for every teacher should have a sense of responsibility that is realized with a talent creates a fun to learn conditions.

## 2.2. Principles of Learning

The teaching process should pay attention to the difference individual in the classroom so as to provide ease of achievement of learning objectives as high. Teaching that only pays attention to the level of the target will fail to meet the needs of all students. Therefore, a teacher needs to pay attention to the background, emotion, motivation and ability of individuals and adapt the lessons and learning tasks to these aspects.

Hidayat (2013) revealed four principles in obtaining the efficiency of learning outcomes, namely 1) the law of effect, which means that the learning would be strengthened if the result in pleasure or satisfaction. Instead, the study will be weakened if it produces feelings of pleasure. This principle with regard to the emotional reactions that accompany the act, 2) the law of exercise, meaning that learning can be perfect if accompanied by exercise, and exercise can be done through the relationship stimulus-response, 3) the law of Redness or readiness connotes that the readiness to learn will affect one's learning effective. Individuals will learn an effective, when you're ready to learn, and 4) the law of intensity or intensity principle, namely that learning will obtain efficient results when accompanied by a strong intensity emotional situation for the continuity of actions. This principle is closely related to audiovisual tools such as movies, charts, posters, and the like.

The learning process is a very complex process. Various factors affect learners participate when processing. The interaction between a number of individuals in the environment, plus the involvement of neighborhood where the school is located, and communities around the residence of students, also set up a complex condition in the learning process between teachers and learners. Short said factors inside or internal factors and external factors together affect the learning activities process whose results are reflected in the behavior of learners.

## 2.3. Scholarship

The scholarship is a gift in the form of financial assistance granted to individuals, college students or students who are used for the continuation of education pursued. The scholarship is given to individuals in order to continue their education to a higher level. The award may be given access to an institution or the award of financial assistance.

This scholarship aims to help students who are gifted and accomplished in economically disadvantaged in order to continue their education to a higher level. Scholarship programs sometimes have several categories that must be met to get it.

Bidikmisi is tuition assistance, is different from the scholarship that focuses on reward or financial support to those who excel, bidikmisi focus on who has limited economic resources. Bidikmisi an educational assistance given by the government for those who have the potential but has no financial tingggi sufficient to continue to pursue higher education (Risetdikti, 2016).

Bidikmisi goals program is graduate education unit or another equivalent form that would pass in that year or have already graduated the previous year, which is not able to economically and have good academic potential. Which means that the certificate to be used in the registration of bidikmisi maximum of one-year-old.

## 3. Methods And Techniques Of Data Collection

This study aimed to obtain ongoing condition. To meet this objective, the method was considered sufficient is descriptive (*Descriptive Research*) which is a method that aims to solve the ongoing problem; make systematic, factual and accurate information on the facts and the properties of the population or a particular region (Suryabrata, 1989). While the approach is quantitative and qualitative research that in addition is the quantification of engaging use of statistic data, also using a naturalistic approach, and interpretive, with the understanding of the interaction between concepts being studied empirically (Sudjana, 2003). Once the data is in the form of raw scores obtained, then processed through a statistical one-way analysis of variance (ANOVA One Way).

Ho:  $\mu_A = \mu_B$ . That is no mean differences between the two groups, the mean learning students who received and who did not receive scholarships Bidikmisi in Islamic Education Course. The population in this study is the learning achievement of Islamic Religious Education courses gained student in Primary School Teacher Education Program in Indonesian University of Education Campus Purwakarta sitting in semester 1, the academic year 2014-2015, which amounted to 167 students. While the sample was set at 46.12%, ie 77 students consisting of: a) students who receive scholarships bidikmisi by 36 people or 46.75%, and 53.25% of them again, namely by 41 students payer, who did not receive a bidikmisi scholarship.

## 4. Results

This research was conducted at the Indonesia University of Education in Primary School Teacher Education Program Dictionary with the consideration that, in reality, learning experienced by students of both receiving scholarships or student bidikmisi and payer (who do not receive scholarships bidikmisi) is no different. Judging from the attitude of discipline in college, and or when following lectures have in common. Subjects in this study are the learning achievement of all students of the first semester in the subject of Islamic Religious Education, totaling 167 students, 27 students male (16.17%), and 140 students or 83.83% of its more diversified women.

Data collection is done on the implementation of the final academic exam in 2014-2015 as scheduled exam subjects of Islamic Religious Education, by the way:

1. The division of questions and answer sheets final academic exam Subjects Islamic education to all students first semester of the 2014-2015 academic year in each class (Class A, B, C, and D) were directly supervised by the lecturer as scheduled.
2. Examination results in Final Examination Semester one subjects of Islamic Religious Education, as well as selected and divided among the students receiving scholarships Bidikmisi and students payer (students who did not receive scholarships Bidikmisi) randomly, regardless of gender, national origin, and jobs parents of students.

Table 4.1.

FREQUENCY DISTRIBUTION GROUP SCORES ISLAMIC RELIGIOUS EDUCATION BENEFICIARIES BIDIKMISI SCHOLARSHIP IN 2014-2015

No. Class.	Class Interval	F	Xi	Fxi
1.	31 – 37	3	34	102
2.	38 – 44	6	41	246
3.	45 – 51	10	48	480
4.	52 – 58	10	55	550
5.	59 – 65	5	62	310
6.	66 - 72	2	69	138
		36		1826

Table 4.2.

FREQUENCY DISTRIBUTION GROUP SCORES PAYER STUDENTS (NOT RECEIVE ASSISTANCE OF BIDIKMISI SCHOLARSHIP IN 2014-2015)

No. Class	Class Interval	F	Xi	Fxi
1.	36 – 41	6	38.5	231
2.	42 – 47	13	44.5	578.5
3.	48 – 53	12	50.5	606
4.	54 – 59	4	56.5	226
5.	60 – 65	4	62.5	250
6.	66 - 71	2	68.5	137
		41		2028.5

Table 4.3.

ANOVA SUMMARY

Source	SS	Df	S	F
Betwin	29.60	1	29.60	0.40365
Within	5499.50	75	73.33	<b>0.40</b>
Total	5529.10	76	72.75	

From the above calculations, the figures obtained for F count 0.594. While the numbers F table at  $\sigma$  0.5 (1) (75) = 3.35. Because of F count smaller than F table (0.40 F count < F table 3.35), implies that the learning achievement of Islamic Religious Education courses between students who received scholarships and student bidikmisi payer no significant difference.

## 5. Discussion

Findings from the study of differences in learning achievement between students who receive scholarships (as group A) with students payer (as group B) on Primary School Teacher Education Program in Semester one Academic Year 2014-2015 turns does not have a significant mean difference between the groups in question. This is evidenced by One Way ANOVA test results that found that at  $\sigma$  0.5 (1) (75) = 3.35  $F_{table} > F_{count}$  0.40. Inequalities learning achievement in the Course of Islamic education meant, presumably because both groups are equally active in following activities Program Tutorial Islamic Education in which in addition to the *Read Write Quran*, *Tahsinu Al-Qirati Koran*, there also study Islamic education material enrichment.

Hypothesis  $H_0 = \mu_{III}$ .  $A = \mu_{III}$ . Introduction above, are acceptable. That is, there are no differences in the mean result of Final Examination Semester Course Islamic Education Academic Year 2014-2015 of the second class, the class of scholarship recipients bidikmisi and classroom students do not receive bidikmisi scholarships because F counts 0.40 < 3.35 F table.

From a sample of 36 respondent bidikmisi scholarship recipients, and 41 respondents paying students

(students who do not receive scholarships) obtained results of the study that the learning achievement between the two groups on the subject of Islamic education in question did not have a significant difference. It is based on the results of Variant Analysis Test or One Way ANOVA that  $F \text{ count} < F \text{ table at } \sigma 0.5 (1) (75) = 3.35$ .

Because the  $F$  count is smaller than  $F$  table ( $F \text{ count } 0.40 < F \text{ table } 3.35$ ), it can be interpreted that the learning achievement in the subject of Islamic education among scholarship recipients and students bidikmisi payers alike. That is, there are no significant differences between the achievement of students with student scholarship recipients bidikmisi payer. Hypothesis  $H_0 = \mu_A = \mu_B$  is acceptable. That is, there are no differences in the mean result of Final Examination Semester Course Islamic Education Academic Year 2014-2015 between the two classes, namely class scholarship recipients bidikmisi and grade students do not receive bidikmisi scholarships, because the  $F$  table at  $\sigma 0.5 (1) (75) = 3.35 > F \text{ counts } 0.40$ .

## 6. Conclusions

In the study Differences of Student Learning Achievement Bidikmisi Scholarship between the Paying Students in Islamic Courses at Indonesia University of Education Campus Purwakarta Academic Year 2014-2015 found the results of One Way ANOVA test to both groups at  $\sigma 0, 5 (1) (75) = 3.35$ , apparently  $F \text{ count } 0.40 < F \text{ table } 3.35$ . This implies that the two groups, namely the achievement of students and student scholarship recipients Bidikmisi Paying did not differ significantly.

Inequalities learning achievement in the Course of Islamic education meant, presumably because both groups are equally active in following activities Program Tutorial Islamic Education in which in addition to the *Read Write Quran*, *Tahsinu Al-Qirati Koran*, there also study Islamic education material enrichment.

## 7. Recommendation

This study was limited to two variables associated with student achievement in Islamic Education Course. Therefore, it is recommended to other researchers in order to assess whether there are differences in learning achievement between the two groups mentioned in other subjects or on the same course in another class.

## 8. Refernces

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