THE EFFECT OF PARTICIPATION INTENSITY, LECTURER CHARACTERS, AND LEARNING ENVIRONMENT ON STUDENT ACHIEVEMENTS OF ACCOUNTING EDUCATION STUDENTS AT MEDAN STATE UNIVERSITY

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Abstract

This study aims to determine the driving factors of class participation in the achievement of Accounting Education students in the 2015 and 2017 Faculty of Economics, the State University of Medan in Accounting learning. This study uses the Ex-post Facto method, with a total population of 203 people and a sample of 135 students. In this study, data collection techniques are using a questionnaire. Data analysis techniques used were descriptive statistics, the classic assumption test, and multiple regression. The results of hypotheses tests indicate that class participation, lecturer character, learning environment, and peer interaction simultaneously do not affect academic achievement. The R Square value of 0.093, which indicates that academic achievement is influenced by the variable class participation and parenting parents by 9.3%, the remaining 90.7% is influenced by other variables not examined in this study.

Keywords: Class Participation; Lecturer Character; Learning Environment; Peer; Academic Achievement.

1. INTRODUCTION

In human life, Education plays an essential role because Education is a vehicle to improve and develop the quality of human resources. Education is essentially an interaction between educators and students. Education is also one of the processes of forming personality attitudes and skills to create quality human beings, following the Law of the Republic of Indonesia Number 20 the Year 2003 that Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and country.

Education is a process of changing the behavior of students to become adult people who can live independently and as members of the community in the natural environment. Thus, Education is a strategic area that needs close attention and priority from the government, education managers, and the general public. Through Education, it is hoped that intelligent and superior individuals will be formed who can change the nation for the better and progress.

One of the formal institutions that organize Education is the University as a forum for teaching and learning activities. In order for the teaching and learning process to run smoothly, all students must actively participate in teaching and learning activities to support the learning achievements of Medan state university students. Learning achievement is the success that can be achieved by students that can be seen from their knowledge, attitudes, and expertise. Learning achievement concerns the disclosure and measurement of learning outcomes that students have followed during the learning process.

This study uses Russeffendi's theory of Constructivism, 1988: 123), where this theory has the notion that knowledge is the result of social construction (formation) itself. According to the theory of learning constructivism, knowledge cannot directly be transferred from lecturers to students or their knowledge through their interactions with objects, phenomena, experience, and their environment. This means that students must actively participate in participating, one of the most well-known theories or views related to the theory of Constructivism is the theory of mental development of Piaget. This theory can also be called the theory of intellectual development or cognitive development theory. Learning theory is related to the readiness of students to learn that is packaged in the stages of intellectual development from birth to adulthood. Each stage of intellectual development in question is equipped with specific characteristics in the construction of science. For example, at the sensory stage, students think through motions or actions.

Based on observations at the Medan State University Faculty of Economics of Accounting Education Study Program in 2015 and 2017, there were still students who were not active or less active participating either in answering or asking questions during the teaching and learning process. Therefore, the learning achievements of the accounting students of the Medan State University Economic Economics were still lacking optimal as for the factors that influence learning achievement For example interests, study skills, ways of learning, learning motivation, physical conditions or students do not understand the material delivered by lecturers; facilities are less supportive, and so forth.

Then it is necessary to observe the motivating factors that cause terrain state university students, especially the economics faculty of the accounting education study program, to participate actively in lecturing activities to improve learning achievement. From our observations, we found that the most influential factors were encouraging students to participate in class to improve learning achievement actively. The first factor, which is the most influential rating, is the positive nature of the lecturer. The characteristics of positive classmates are ranked second; the class environment is ranked third and conducive to the final ranking physical arrangement.

Lecturers with positive qualities are lecturers who understand their students by giving appreciation and building student confidence so that students feel comfortable enough to participate in, for example, sharing their answers or thoughts. Then, a positive friend means a friend who encourages the desire of students to compete in the sense of competing in learning achievement and a comfortable learning environment, creating a natural learning process and making students focus on following the teaching and learning activities.

This research was conducted in the Medan State University Accounting Education Study Program in the 2015 and 2017 school year because it looked at the participation between non-curriculum students and our curriculum of motivating factors such as lecturers' character, learning environment and which parents had a more significant influence on in-class participation in both ask and answer.

The purpose of this research is to find out whether the factors that encourage learning participation can improve student learning achievement Medan State University Students Faculty of Economics Study Program Accounting Education in 2015 and 2017.

2. METHODS

Participation in learning can be seen in learning activities. According to Sardiman (2009: 101) "participation can be seen physical activity, what is meant is active active students with limbs, making something, playing, or working, he does not just sit and listen, look or passively". Student behavior in class can range from passive to active participation. They may sit quietly, take notes, listen, do something else, or ask questions, give opinions, or answer questions raised (Mohd Yusof, et al 2011; Hussein, 2010; Bas, 2010). The first four are passive behavioral types while the last is active class behavior.

Liu (2001) describes four types of student behavior in class as full integration, participation in circumstances, marginal interactions, and silence observation. In full integration, students are actively involved in class discussions, knowing what they want to say and what they shouldn't say. Their participation in class is usually spontaneous and occurs naturally (Zainal Abidin, 2007). Participation in circumstances occurs when students are influenced by factors, such as socio-cultural, cognitive, affective, linguistic, or environment and this often leads to student participation and interaction with other students and the instructor becomes less and speaks only at the right time. In marginal interactions, students act more as listeners and talk less in class. unlike students who actively participate in class discussions, this category of students would rather listen and take notes than engage in class discussion. According to Davis (2009), the enthusiasm and willingness of students to participate in class through oral involvement will create a conducive classroom environment. Previous studies have shown that there are several factors that influence student participation in the learning process. The first factor lies in the personality of students. Students with high self-efficacy show better academic achievement and participate more in class (Pajares, 1996 & Schunk, 1995). The nature of self-efficacy by displaying more curiosity and desire to explore will motivate students to be more active and positive reciprocity (Rahil, Habibah, Loh, Muhd Fauzi, Nooreen, Maria Chong, 2006). Thus, if students' self-efficacy is high, it will increase their level of confidence to become more active and talk more in class. They will show a higher interest in learning more and know more by asking questions, giving opinions and discussing topics in class. Students can be passive in class discussions due to self-limitations, such as being unable to focus during college or study time, fear of being offended (Siti Maziha, Nik Suryani & Melor, 2010), low levels of self-confidence, do not make preparations before class, fear of failing to show intelligence they, fearing that their answers will be criticized by lecturers and feelings of confusion, so that they become less involved in class discussions (Fassinger, 1995; Gomez, Arai & Lowe, 1995).

The second important factor that influences students to actively participate in class is the nature and skills of the instructor. The characteristics shown by the instructor, such as supportive, understanding, approachability, friendliness through positive nonverbal behavior, giving a smile and nodding because they acknowledge the answers given by

students (Siti Maziha, Nik Suryani & Melor, 2010), affirmative and thinking open (Dallimore, Hertenstein & Platt, 2004; Fassinger, 1995; 2000) also contribute to the active participation of students in class. These positive characteristics have a motivating effect on students to actively participate in class. A lesson conducted by Siti Maziha, Nik Suryani & Melor (2010) which aims to examine the influence of the factors that make undergraduate student participation in Malaysia find that the traits shown by instructors play an important role in providing incentives for students to participate in discussions class. Apart from the positive qualities shown by the instructor to encourage the active participation of students in class discussions, the instructor's skills can also affect the classroom environment. One important finding from a study by Siti Maziha, Nik Suryani & Melor (2010) on undergraduate students at Gadjah Mada University, a university classroom in Malaysia found that the qualities exhibited by peers or classmates played an important role in providing incentives for students to participate in class discussions. In addition, Cayanus & Martin (2004) found that students who are open-minded, provide a motivating effect on other students to actively participate in class.

Environmental factors such as class size also affect students' motivation to verbally engage in class. A study conducted by Shaheen, Cheng, Audrey & Lim (2010) aimed to explore the perception of 172 graduate students from three graduate programs at Wee Kim Wee School of Communication & information, Nanyang Technological University, Singapore found that 90% of students felt that they would rather participate in discussions in smaller groups than in larger classes. Classrooms are equipped with proper lights, fans or air conditioners, and other basic facilities will make students feel comfortable and can encourage them to participate in learning activities. Based on the selected studies and past literature, it can be proven conclusively that being active in class discussions will make students learn more. However, instructors and education providers must consider factors that stimulate or prevent students from becoming active learners in the classroom.

To measure learning achievement is usually measured using a scale. There are various scales to measure learning achievement. It just has to be adjusted to the context of the measured achievement, so that it is relevant between achievement and the measurement scale used (Istirani and Pulungan, 2018). According to Istirani and Pulungan (2018) there are 2 factors that influence learning achievement, namely internal factors and external factors. Internal factors consist of intelligence, interests, attitudes, time and opportunities. External factors consist of teacher / lecturer, family, school / university principal's leadership, classrooms, learning facilities.

Mustapha et al (2010) found that the nature of the lecturer was the most influential factor in encouraging participation among those students. In addition, students were observed to be more likely to participate when the lecturer called them by name, asked probing questions, and engaged in positive nonverbal behaviors such as smiling and nodding to acknowledge their answers. While positive lecturer traits encourage participation, negative traits such as having poor teaching skills and being discouraging participation that cannot be approached. Student negative characteristics that refer to students' own limitations are found to hinder their class participation. Inability to focus and fear of making mistakes reportedly hamper student participation. Educators need to make all students in the class aware that their behavior affects other students. Educators play an important role in encouraging participation by accepting all contributions made in class as important. Giving students strategies to overcome their fear of speaking in class, and making continuous efforts to connect topics to student life makes students feel more involved. By trying to provide a more supportive, non-threatening and open learning environment, educators will make students feel comfortable in letting their voices be heard.

According to Abdullah et al (2012) In group one (year 2 students), students highlighted responsibility as part of the personality that motivates them to speak. They feel that it is the responsibility of students to ask if they do not understand, want to know or need further clarification from the instructor. Students in group two (level 3 students), mention personalities such as reading, like asking friends or instructors, are ready before entering class and have a high curiosity that encourages them to speak in class. Whereas students in group three (postgraduate), cited personality traits including making initial preparations, like talking and asking questions, like reading, and like getting attention in class. Generally, students who have the characteristics of responsibility, like to read, high curiosity, always ready, and like to ask questions will form an active personality. The findings show that sitting position in class does not affect student participation. Whether sitting in front or behind, these active students still actively participate. Overall, among active students, environmental factors such as class size and sitting position in the class, did not clearly affect their participation. They don't like to be in a large audience and it's difficult to assimilate themselves with a larger crowd compared to active students.

According to Precourt (2018) research results can be concluded unlike in liberal arts and science courses, in accounting courses, the value of participation for female students does not differ from the value of participation for their male counterparts, regardless of class level. Overall, the level of courses and majors of students do not have a direct effect on the value of participation; However, accounting majors and students in lower level courses have better attendance than non-accounting majors and students in more advanced courses. We observe that class schedules, specifically duration and semester, affect student participation performance. Finally, we found that students who participated more

in class discussions had 25% better exam results than those who had lower participation scores. This relationship applies to three elements of participation evaluation: frequency of participation, consistency of participation, and attendance.

The success of learning in achieving the goals set can be seen from the results and learning achievements achieved. learning achievement obtained by students in general varies, namely low, medium and high. High or low learning achievement is thought to be influenced by several factors, including the character of the lecturer, learning environment and peer interactions. The character of the lecturer, the learning environment and peer interactions are thought to influence student academic performance. The character of the lecturer can influence academic achievement because interactive and fun instructors are very popular with students. In this study the learning environment is a unit of space or conditions used by changes in behavior from within oneself to carry out learning activities. If the learning environment can support and encourage the learning process of students it will have an impact on learning achievement. The condition of a conducive learning environment will create calm and comfort for students in learning, so that it can support learning activities and students will more easily achieve maximum results. Peer interaction is also thought to influence academic performance. A diligent and broad-minded friend will have a positive impact on learning activities and students will more easily understand the material and achieve maximum academic achievement.

In this study, data collection techniques are using a questionnaire. The questionnaire was used by giving questions compiled to students of accounting education in 2015 and 2017. The indicators used in this questionnaire were lecturer character, learning environment, peer interactions, attendance, consistency and frequency. Where each indicator has 5 different statements. This questionnaire was prepared with a choice of 5-point Likert scale. The total sample was 84 people or 78% of the population.

3. RESULTS AND DISCUSSION
Validity testing in this study was carried out using Pearson Correlation. Based on the test, it can be seen that the results of the tests carried out show that the Person Correlation coefficient for each total score statement is above 0.05 so that statement items can be used as an accurate data collection tool in this study. From the reliability test results it is known that the Cronbach's Alpha value is 0.825 and greater than 0.70 which means that the data can be relied upon and remains consistent if the measurement is repeated.

Description of Variable Intensity of Participation
In the parent data tabulation, it was found that the score of the Class Participation variable had the lowest score of 50 and the highest score of 72, so the range of values was 22. The results of calculations using the SPSS computer program obtained an average (M) = 60.04, mode (Mo) = 63 , 00, median (Me) = 60.00 and Standard Deviation (SD) = 5.33. The mean observation (M) of 60.04 lies in Mi to (M + SDi) or in the range of 45 to 70. This means that Class Participation owned by Accounting Education students on average belongs to the category of sufficient groups.

Description of Lecturer Character Variables
In the parent data tabulation, it was found that the variable score of the Lecturer Character had the lowest score of 17 and the highest score of 25, so that the range of values was 8. The results of calculations using the SPSS computer program obtained an average (M) = 20.11, mode (Mo) = 20 , 00, median (Me) = 20.00 and Standard Deviation (SD) = 1.88. Mean observation (M) 20.11 lies in Mi s / d (M + SDi) or in the range of 15 to 23. This means that the Lecturer Character has an average belonging to the category of sufficient groups.

Description of Learning Environment Variables
In the parent data tabulation, it was found that the Learning Environment variable scores had the lowest score of 5 and the highest score of 25, so the range of values was 22. The results of calculations using the SPSS computer program obtained an average (M) = 20.97, mode (Mo) = 21 , 00, median (Me) = 21.00 and Standard Deviation (SD) = 2.02. Mean observation (M) 20,97 lies in Mi s / d (M + SDi) or in the range of 15 to 23. This means that the Learning Environment has an average belonging to the category of sufficient groups.

Description of Peer variable
In the parent data tabulation, it was found that the Peer variable scores had the lowest score of 15 and the highest score of 25, so the range of values was 10. The results of calculations using the SPSS computer program obtained an average (M) = 19.73, mode (Mo) = 19 .00, median (Me) = 20.00 and Standard Deviation (SD) = 1.96. Mean observation (M) 19.73 lies in Mi s / d (M + SDi) or in the range of 15 to 23. This means that the average colleague belongs to the category of sufficient groups.

Description of Academic Achievement
In the master data tabulation, it was found that the Academic Achievement variable scores had the lowest score of 3.15 and the highest score of 3.89, so the range of values was 0.74. The results of calculations using the SPSS computer program obtained an average (M) = 3.47, mode (Mo) = 3.25, median (Me) = 3.46 and Standard Deviation (SD) =

0.19. The mean observation (M) of 3.47 lies in Mi to (M + SDi) or in the range of 3.4 to 3.52. This means that Academic Achievement owned by Accounting Education students on average belongs to the category of poor groups.

Testing Requirements Analysis
After conducting non-parametric test analysis, the results of the analysis obtained have a significant level of 0.47> 0.05 so that it can be concluded that the data has a normal distribution. The linearity test shows that the value of the significant value of the count for each variable is greater than the 5% significance level, so it can be concluded that participation, lecturer character, learning environment and peers have a linear relationship with academic achievement. The multicollinearity test shows that all variables have a VIF below 10 and the tolerance value is above 0.1, thus it can be said that there is no multicollinearity on the independent variables used in the regression model, so the data can be used to continue the regression analysis. Then the heteroscedasticity test results show that all variables have a significant> 0.05, thus it can be said that there is no heteroscedasticity used in the regression model, so the data can be used to continue the regression analysis.

Data Analysis Test (Multiple Regression)
The t test is an individual partial regression coefficient test which is used to determine whether the independent variable (Xi) individually influences the dependent variable (Y).

Hypothesis 1
Ho1: There is no influence between Participation Intensity on academic achievement
Ha1: There is an influence between Participation Intensity on academic achievement

Hypothesis 2
Ho2: There is no influence between the character of the lecturer on academic achievement
Ha2: There is an influence between the character of the lecturer on academic achievement

Hypothesis 3
Ho3: There is no influence between the learning environment on academic achievement
Ha3: There is an influence between the learning environment on academic achievement

Hypothesis 4
Ho4: There is no influence between peer interactions on academic achievement
Ha4: There is an influence between peer interactions on academic achievement

Ho is accepted or Ha rejected if the calculated significance value is greater than 0.05 (p> 0.05), meaning that there is no influence between the Intensity of Participation with the academic achievements of Accounting Education students in 2015 and 2017. Ho is rejected or Ha is accepted if the value the significance of the count is less than 0.05 (p <0.05), meaning that there is an influence of Participation Intensity with the academic achievement of Accounting Education students in 2015 and 2017.

Based on testing it can be seen that:
a) Significant value of Participation Intensity (X1) variable is 0.023 <0.05, thus the Participation Intensity hypothesis rejects Ho and accepts Ha, meaning that there is an influence between Participation Intensity on academic achievement. This is because in learning activities each student participation activity will be recorded by the lecturer so that it adds value to the student.

b) the significant value of the lecturer character variable (X2) is 0.563> 0.05, thus the lecturer character hypothesis rejects Ha and accepts Ho, meaning that there is no influence between the lecturer character on academic achievement. This is because after all the character of the lecturer does not affect students in their learning activities because each assignment has been given a time limit so that even if the lecturer is strict or less strict then the assignment is still collected and students who are diligent will continue to learn while the lazy will rarely learn.

c) the significant value of the learning environment variable (X3) of 0.001> 0.05 then the learning environment hypothesis rejects Ho and accepts Ha, meaning that there is an influence between the learning environment on academic achievement. This is because a good learning atmosphere, a cool and quiet room can help students focus more learning so that students can maximize the achievements.

d) significant value of peer interaction variables (X4) of 0.121> 0.05, thus the peer interaction hypothesis rejects Ha and accepts Ho, meaning that there is no influence between peer interactions on academic achievement. This is because wherever the sitting position and whoever sits beside the student does not affect student achievement if the student does not have an awareness of his own desire to study.

The F test is a test of the significance of the equation used to find out how much influence the independent variable (X1, X2, X3, X4) together on the dependent variable (Y), namely academic achievement.

Hypothesis 5
Ho: there is no joint effect between Participation Intensity, lecturer character, learning environment and peer interactions on academic achievement
Ha: there is a joint influence between Participation Intensity, lecturer character, learning environment and peer interactions on academic achievement

Based on the test results it is known that a significant value of 0.010, because a significant value of 0.010 <0.05, according to the basis of decision making in the F test it can be concluded that the hypothesis is accepted or in other words Participation Intensity, lecturer character, learning environment and peer interaction simultaneously affect academic achievement. R Square value of 0.096 which shows that academic achievement is influenced by the variable Participation Intensity, lecturer character, learning environment and peer interactions by 9.6%, the remaining 90.4% is influenced by other variables not examined in this study.

4. CONCLUSION
Based on the analysis of the results of previous studies, the conclusions for the 2015 Whip Accounting Education are as follows:
1) Significant value of Participation Intensity (X1) variable is 0.023 <0.05, thus the Participation Intensity hypothesis rejects Ho and accepts Ha, meaning that there is an influence between Participation Intensity on academic achievement.
2) the significant value of the lecturer character variable (X2) is 0.563> 0.05, thus the lecturer character hypothesis rejects Ha and accepts Ho, meaning that there is no influence between the lecturer character on academic achievement.
3) the significant value of the learning environment variable (X3) of 0.001> 0.05 then the learning environment hypothesis rejects Ho and accepts Ha, meaning that there is an influence between the learning environment on academic achievement.
4) significant value of peer interaction variables (X4) of 0.121> 0.05, thus the peer interaction hypothesis rejects Ha and accepts Ho, meaning that there is no influence between peer interactions on academic achievement
5) a significant value of 0.010, because a significant value of 0.010 <0.05, according to the basis of decision making in the F test it can be concluded that the hypothesis is accepted or in other words Participation intensity, lecturer character, learning environment and peer interaction simultaneously influence on academic achievement.
6) R Square value of 0.096 which indicates that academic achievement is influenced by the variable Participation Intensity, lecturer character, learning environment and peer interactions by 9.6%, the remaining 90.4% is influenced by other variables not examined in this study.

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