Background: Learning achievement is an assessment of the results of business activities that are expressed in the form of symbols, numbers, letters, or sentences that can reflect the results that have been achieved by each student in a certain period. Learning achievement is a thing that cannot be separated from learning activities, because learning activities are processes, while achievement is the result of assessment of the learning process. The results of interviews conducted by STIKES students Duta Gama Klaten found several problems related to physiological conditions. Complaints that are often experienced by students include nutritional disorders which include poor nutritional status until the problem of obesity affects concentration.

Purpose: To determine internal physiological factors that are related to student learning achievement in an effort to improve learning achievement and analyze the relationship between nutritional status and learning achievement.

Method: Analytical Observational with Cross Sectional method.

Result: The number of respondents is 20, for the nutritional status variable the mean ± SD value is 22.23 ± 4.05, this means that on average respondents have good nutritional status and for the GPA variable it has a mean value of 3.62 ± 0.25 which is with the average value of the respondent's GPA is 3.62 approximately with a standard deviation of 0.25.

Conclusion: There is no statistically significant relationship between nutritional status and student achievement

Keywords: Nutritional Status, Learning Achievement

1 Lecturer of STIKES Duta Gama Klaten
2 Lecturer of STIKES Duta Gama Klaten
PRELIMINARY

Learning achievement is the assessment of the results of business activities that are expressed in the form of symbols, numbers, letters, or sentences that can reflect the results that have been achieved by each student in a certain period. Learning achievement is a thing that cannot be separated from learning activities, because learning activities are processes, while achievement is the result of assessment of the learning process.

Slameto (2003) and Suryabrata (2002) argue that learning achievement is influenced by internal factors and external factors. Internal factors consist of physiological conditions, interests, motivation, intelligence, senses and psychological while external factors consist of environment and instruments. The physical condition of being healthy and fit will have an influence on individual learning activities while a weak physical condition or illness will hinder the achievement of maximum learning outcomes.

According to Almatsier (2009), nutritional status is a body condition as a result of consumption of food from nutrients. In other words, nutritional status is a person's nutritional state or body condition caused by food consumption and the use of these nutrients. Achieving the nutritional status of each student varies depending on the eating behavior that is owned. Unhealthy eating patterns, lack of nutrition or nutrition will result in the body getting tired, lethargic, and drowsy, so there is no passion for learning.

Yusuf (2003) said that nutritional disorders have a very real effect on learning outcomes, lack of calories and protein related to ability and thinking ability. The same thing was expressed by Howard and William (2005) that students who have obesity body mass index have low self esteem, excessive anxiety and risk of stress. This condition affects the poor learning achievement in school.

The results of interviews conducted by STIKES students at Ambassador Gama Klaten found several problems related to physiological conditions. Complaints that are often experienced by students include nutritional disorders which include poor nutritional status until the problem of obesity affects concentration.

RESEARCH METHODS

This type of research is an analytic observational study with a cross sectional design.

The population in this study was even midterm midwifery students at STIKES Duta Gama Klaten which numbered 20 students. The entire population in this study is used as a sample, or commonly referred to as population research.
The research data collection was conducted in July 2018 at STIKES Duta Gama Klaten Midwifery D3 Study Program.

Test the prerequisite for analysis of research data, then the normality test is used. This test is carried out before data analysis is carried out for hypothesis testing. The normality test in this study was used kolmogorov smirnov.

Test the hypothesis by using Pearson Product Moment Correlation. This test is used to determine the degree of relationship between the independent variable and the dependent variable by using normally distributed data and T Tests are also performed to prove the significance of the influence of the independent variable on the dependent variable partially.

RESEARCH RESULT

1. Characteristics of Respondents

Table 1 Characteristics of Respondents by age

<table>
<thead>
<tr>
<th>Age (th)</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>22</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>25</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>26</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 shows the distribution of respondents based on age. Of the 20 respondents, most respondents were 21 years old as many as 6 respondents or 30%, while those aged 20 and 25 years were 20% and those aged 22 years were 3 respondents (15%), respondents aged 23 years were 2 respondents or 10 %, and respondents aged 26 years as many as 1 person or 5%.

Table 2 Characteristics of Respondents by place of residence

<table>
<thead>
<tr>
<th>Place of residence</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>House</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Boarding House</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 shows the distribution of respondents by place of residence. Of the 20 respondents divided equally 50% each of the 10 respondents lived at home and lived in a dormitory / boarding house.

2. Descriptive research variables

Data from research results are presented in the form of data descriptions of all variables, including: Variable nutritional status (X1) and Learning Achievement Variables (Y).

The research data obtained from 20 respondents are presented in the following table:

Table 3 Descriptive Statistics of Research Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean ± SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutritional status</td>
<td>2</td>
<td>22.23 ± 4.05</td>
</tr>
<tr>
<td>GPA</td>
<td>2</td>
<td>3.62 ± 0.25</td>
</tr>
</tbody>
</table>

According to table 3 the data shows that the number of respondents is 20, for
the variable nutritional status the mean ± SD is 22.23 ± 4.05, this means that the average respondent is 3.62 or more with a standard deviation of 0.25. have a good nutritional status and for the GPA variable it has a mean value of 3.62 ± 0.25 which is the average value of the respondent's GPA.

3. Prerequisite Test

a. Normality test

Table 4. Normality Test Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Value</th>
<th>p</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutritional status</td>
<td>0.605</td>
<td>Normal distribution</td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>0.988</td>
<td>Normal distribution</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.7 the results obtained using SPSS version 19 processing count value = 0.389, p value calculated > 0.05 at 5% significance, it can be concluded that there is no relationship between nutritional status and GPA.

4. Relationship between Nutritional Status and Student Learning Achievement

From the table above, it can be concluded that all independent and dependent variables are normally distributed data.

Table 5. Product Moment Analysis of Nutritional Status with Learning Achievement

<table>
<thead>
<tr>
<th>Hypothesis testing</th>
<th>p value</th>
<th>Count p value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between nutritional status and learning achievement</td>
<td>0.05</td>
<td>0.389</td>
<td>P critical &gt; p count means no relationship</td>
</tr>
</tbody>
</table>

DISCUSSION

Based on the results of the analysis it can be concluded that there is no significant relationship between nutritional status and GPA. This is not in accordance with the theory revealed by Slameto (2003) and Suryabrata (2002) that physiological conditions in general are very influential on the success of a person and children who are malnourished who are under children who are not undernourished. According to them, malnourished children are easily tired, easily drowsy and are not easy to receive lessons. One of nutrition monitoring is by measuring nutritional status. Measurement of nutritional status in adolescents and adults using body mass index (BMI) with the formula for weight divided by height is squared. Arisman (2004) says that even though the environment, especially nutrition, has more influence on the size of anthropometry, it is still influenced by biological...
determinants such as genetic background and illness. so it can be concluded that the anthropometric size that has been used so far in determining one's nutritional status is also influenced by genetics and biological determinants.

The results of this study are not in accordance with Essien's study (2012) with the title of malnutrition prevalence and its effect on student achievement in the city of metropolis. While Sari's research (2012), revealed that there was no difference in learning achievement between obese students and normal nutrition before and after being controlled by breakfast habits, learning motivation, and intelligence level. This might be because learning achievement is influenced by internal factors, external factors, and approach to learning factors. These internal factors include the physical and spiritual conditions of students. While external factors include environmental conditions around students.

In this study the influence of physical factors such as nutritional status does not significantly affect the results or learning achievement, it should be noted that there are other factors that influence learning achievement. Things that can affect learning achievement include internal factors, external factors, and approach to learning factors. These internal factors include the physical and spiritual conditions of students. While external factors include environmental conditions around students. In this study, researchers have tried as optimally as possible, but there are still some weaknesses and limitations, which are still found homogeneous respondents where the results of the examination of each variable are almost the same. For example, in examining nutritional status, the nutritional status of most respondents is good.

CONCLUSION

Based on the results of research conducted at STIKES midwifery students Ambassador Gama Klaten about the relationship between nutritional status and learning achievement, it can be concluded that there is no statistically significant relationship between nutritional status and student achievement.

IMPLICATIONS

Student learning achievement is influenced by internal factors, external factors, and approach to learning factors. These internal factors include the physical and spiritual conditions of students. While external factors include environmental conditions around students. Based on the results of research that has been carried out variable nutritional status is not significantly associated with student learning achievement. This is because
there are other factors that influence greater learning achievement. Several other factors that influence learning achievement are motivation, intelligence, teaching and learning process, parenting and support from the environment. Because the nutritional status factors proved to have no significant effect on learning achievement, educators and educational institutions in an effort to maximize student achievement do not need to prioritize these three factors but need to pay attention and optimize other factors beyond nutritional status.

SUGGESTION

1. For Further Researchers

For the next researcher, it is expected to be able to develop the studies that affect learning achievement, especially internal factors which are often the complaints of students outside the nutritional status variable.

2. For educational institutions

Educational institutions have responsibility for students in providing knowledge and skills should always pay attention to things that can affect learning achievement so that the results obtained can be optimal. Because in this case physiological conditions such as nutritional status are not significantly related, educational institutions should be able to optimize on other factors.

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