Research Article

Health Risk Factors As a Predictor Student Learning Achievement Of Junior and Senior High School Urban and Rural Areas In Central Sulawesi Province

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Abstract: Background: Health issues greatly determine the quality of children in the future, health problems include general health, developmental disorders, behavioral disorders and learning disorders. This will generally hamper the achievement of achievement in school students. Health behavior problems in junior and senior high school (juvenile) children, health problems faced usually associated with risky behaviors such as smoking, fights between students, drug abuse (Narcotics, Psychotropic and other addictive substances), unwanted pregnancies, unsafe abortions, sexually transmitted infections including HIV/AIDS. Objectives: to obtain a description of health risk factors and to analyze learning achievement in junior and senior high school students in Central Sulawesi Province.

Method: Analytical research design with cross-sectional study approach. Samples were junior and senior high school students in urban and rural areas of Poso Regency, Central Sulawesi Province, with 11 schools with a total sample of 460 students. Sample selection technique is done by multistage random sampling method.

Results: Based on logistic regression equation analysis it is found that one's chance to have achievement decreases if students have drinking alcohol and consumes 96.8%. The result of logistic regression analysis between the habit of consuming alcoholic beverages with student achievement obtained by OR = 3.0 (95% CI 1.2-7.7). Show that students who do not have a habit of consuming alcoholic drinks have three times greater odds to have a good performance than students who have a habit of consuming alcoholic beverages. Similarly, the consumption of drugs obtained by OR = 2.7 (95% CI 1.0-21.6) means that students who do not consume drugs have Odds 2.7 times greater to have a good achievement than students who consume drugs, with the word other that the consumption of drugs can reduce learning achievement.

Conclusion: students who do not have a habit of drinking alcoholic beverages and drug consumption have a chance to have a good achievement than students who have these habits.

Keywords: health risk factors; learning achievement; junior and senior high school students.

Introduction

School-age children in both preschool, elementary, junior high and high school levels are a very different child age range from adulthood. The number of health problems that determine the quality of children in the future. Health problems include general health, developmental disorders, behavioral disorders and learning disorders that will hinder the achievement of school learning. Unfortunately, the problem is less so noticed either by parents or clinicians and other health professionals. In general there are still a lot of priority health of children under five, (Hendra, 2007). Health behavior problems in junior and senior high school (juvenile) children, health problems faced usually associated with risky behaviors such as smoking, fights between students, drug abuse (Narcotics, Psychotropic and other Addictive Substances), unwanted pregnancies, unsafe abortions, sexually transmitted infections including HIV/AIDS, (Atikah, 2015).

The 2015 Global School-Based Student Health Survey (GSHS) Indonesia data shows 13.6% of 13-17 year-olds smoke, 25.1% male and 2.3% are female, 1.4% of Indonesian
students ever used drugs and 84.6% were first used drugs before the age of 14 years. Physical violence rate is quite high, 22.6% of students have ever done physical fighting. Premarital sex behavior was even more alarming, based on GSHS 2015, as many as 5.2% of students claimed to have had sexual intercourse, 7.0% men and 3.7% were women. Of these, 69% had sexual intercourse for the first time before reaching the age of 14.

Another problem experienced by adolescents is psychological problems. According to estimates from the US Surgeon General, at least 1 in 5 children and teenagers will have severe psychiatric problems in school. Some of these psychiatric problems are more serious than others, but they all have an impact on school behavior and learning. Psychiatric problems experienced by these school-aged teenagers are stress and anxiety, worry about being targeted bullying, problems with family and friends, loneliness or rejection, disabilities, depression, self-injury or others, sexually-related issues mostly, demands of body image that may be associated with an excessive diet, anorexia or bulimia, unwanted pregnancy, first-time puberty and courtship, etc.), academic problems, to substance abuse addictions, (Prawira, 2013).

The development of school-based clean and healthy living behavior is a strategic effort in laying the foundation of public health and the quality of the nation's next generation resources. Through schools there will be opportunities to reach large numbers of students and through teacher-student-parent-teacher interaction, school-based efforts will have the opportunity to produce effective outcomes to cultivate a healthy lifestyle. The elementary school age itself is the foundation of the learning process students are studying and forming new norms including the introduction and learning lifestyle and healthy and clean living behavior, (Pariatmoko & Anggraeni, 2014).

On the other hand, the health condition of elementary school age children shows poor data. The results of the examination by the MOH through the Household Health Survey in 2004 revealed that the incidence rate of anemia among school age (5-11 years) reached 24% and less nutrition reached 21%. At the age of 5-17 years, it was revealed that malnutrition was less than 18% but at the same time there were 8% of children with more nutrition. Examination of nutritional status by Kusuma Buana Foundation in 2,345 elementary school students in Thousand Islands (2008) found that from the indicator of body weight by age, 25.5% less nutrition, 2.9% malnutrition. With height indicator according to age revealed less nutrition 22.1% and bad nutrition 7.2%.

The United Nations (UN) union reports teenagers aged 15-19 who are affected by the Human Immunodeficiency Virus (HIV). The year 2014 reached 50 thousand adolescents, with a total of 220 thousand adolescents contracted HIV. In contrast to adults exposed to HIV tend to fall by up to 28% in the Asia Pacific region. What's wrong with teenagers, why do HIV numbers continue to rise, or teenagers do not know the risks. The world body continues to reduce the spread of HIV disease caused by sexual intercourse. The problem with HIV-infected adolescents continues to increase, and deaths from HIV among teenagers rise. Adolescents do not seem to receive care as adults who are HIV positive to combat with antiretroviral drugs. A third of teenagers in China when they are HIV positive, will be excommunicated, sometimes banned from school. In Mumbai India, about 48% of sex workers aged 18-24 years found HIV positive. It turns out that young people increasingly do not understand the disease HIV.

Around the world, people of adolescence and adolescents already know the risks and causes of HIV. Even the number of patients tends to decline. Indonesia and the Philippines are different. Technology takes part with smartphone communications making communication activities negative, and abnormal behavior easier to communicate. Deviation of life's behavior, depression, loneliness can be the wrong communication. Apart from the problem of increasing HIV. Patients with HIV at the age of 15-19 years recorded. In Indonesia increased to 3000 people in 10 years. Far more than data from other Asian countries. Except data from China and India are not available. While data in Africa and the Middle East tend to be aware of the declining data of patients to almost 50%.

Hanoi, Jakarta, Bangkok, Chiang Mai and Mumbai are rising with the highest rates of HIV-infected people living there. Even worse than HIV-infected patients in Bangkok, ages 15-21 are two times higher than in other age groups.

Methods

The research design used is analytical research design with cross-sectional study approach. The study was conducted in 5 junior high schools and 6 high schools in Poso District, Central Sulawesi Province, from 14 July to 14 October 2017.
The study population is all junior and senior high school students in Poso District of Central Sulawesi Province. The sample of the study were students in 5 junior high schools and 6 high schools in urban and rural areas of Poso Regency Central Sulawesi Province, a large sample of 460 respondents with multistage random sampling technique.

Discussion and Result

After data collected as many as 460 people from 5 junior high and 6 high school / vocational urban and rural areas in Poso District, then univariable, bivaribel and multivariable analysis, the following results are obtained:

1. Univariable Analysis

Based on table-1 shows that 50.2% of respondents aged 16–18 years and 49.8% of respondents aged 12–15 years. By gender, 58.3% of respondents were female and 41.7% were male. There were 35% of respondents had experienced violent acts, which most often occurred in junior high school students (40.8%) and high school students (29.8%). The majority of respondents have good friendship relationships among students, while 16.7% of respondents have experienced abuse/discrimination. Abuse /discrimination arises when a student or group of students says or behaves inappropriately toward another student.

A total of 7.8% of all respondents had sexual intercourse with the opposite sex, 5% were junior high school students and
10.3% were high school students. The majority of respondents' knowledge about HIV / AIDS is well-assured of 7.6%. has a smoking habit of 19.6% of respondents, junior high school students (13.8%) and high school students (24.8%). Other risk behaviors undertaken by respondents were 13.5% consuming alcoholic beverages, junior high school students (6.4%) and having a 3-fold increase in high school students (19.8%). Respondents who had consumed drugs as much as 2.8%, junior high school students (2.3%) and high school students (3.3%). There were 5.0% of respondents claimed to have committed suicide, 6.4% in junior high school and 3.7% in high school students. Based on the achievement, 19.3% of respondents have good achievement, while 80.7% of respondents have enough achievement.

2. Bivariate Analysis

Bivariate analysis is to provide an overview to analyze health risk factors as a predictor of achievement of junior and senior high school students in Poso Regency can be seen in the following table:

Table-2. Health risk factors as a predictor of student achievement Junior and senior high schools in Poso District, Central Sulawesi Province, 2017

<table>
<thead>
<tr>
<th>Variable</th>
<th>Achievement</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>%</td>
<td>Enough</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td></td>
<td>n</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 – 15 years</td>
<td>51</td>
<td>22.3</td>
<td>178</td>
<td>77.7</td>
<td></td>
</tr>
<tr>
<td>16 – 18 years</td>
<td>38</td>
<td>16.5</td>
<td>193</td>
<td>83.5</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>54</td>
<td>20.1</td>
<td>214</td>
<td>79.9</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td>18.2</td>
<td>157</td>
<td>81.8</td>
<td></td>
</tr>
<tr>
<td>Physical Abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>57</td>
<td>19.1</td>
<td>242</td>
<td>80.9</td>
<td></td>
</tr>
<tr>
<td>Ever</td>
<td>32</td>
<td>19.9</td>
<td>129</td>
<td>80.1</td>
<td></td>
</tr>
<tr>
<td>Relationship with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>80</td>
<td>19.6</td>
<td>329</td>
<td>80.4</td>
<td></td>
</tr>
<tr>
<td>Less</td>
<td>9</td>
<td>17.6</td>
<td>42</td>
<td>82.4</td>
<td></td>
</tr>
<tr>
<td>Harassment/Discrimination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>71</td>
<td>18.5</td>
<td>312</td>
<td>81.5</td>
<td></td>
</tr>
<tr>
<td>Ever</td>
<td>18</td>
<td>23.4</td>
<td>59</td>
<td>76.6</td>
<td></td>
</tr>
<tr>
<td>Sexual Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>84</td>
<td>19.8</td>
<td>340</td>
<td>80.2</td>
<td></td>
</tr>
<tr>
<td>Ever</td>
<td>5</td>
<td>13.9</td>
<td>31</td>
<td>86.1</td>
<td></td>
</tr>
<tr>
<td>HIV AIDS Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>68</td>
<td>20.4</td>
<td>289</td>
<td>79.6</td>
<td></td>
</tr>
<tr>
<td>Less</td>
<td>21</td>
<td>19.0</td>
<td>82</td>
<td>81.0</td>
<td></td>
</tr>
<tr>
<td>Smoke</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>76</td>
<td>20.5</td>
<td>294</td>
<td>79.5</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>13</td>
<td>14.4</td>
<td>77</td>
<td>85.6</td>
<td></td>
</tr>
<tr>
<td>The habit of drinking alcohol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>84</td>
<td>21.1</td>
<td>314</td>
<td>78.9</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>8.1</td>
<td>57</td>
<td>91.9</td>
<td></td>
</tr>
<tr>
<td>The habit of taking drugs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>88</td>
<td>19.7</td>
<td>359</td>
<td>80.3</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>7.7</td>
<td>12</td>
<td>92.3</td>
<td></td>
</tr>
<tr>
<td>Suicide attempt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>85</td>
<td>19.5</td>
<td>352</td>
<td>80.5</td>
<td></td>
</tr>
<tr>
<td>Ever</td>
<td>4</td>
<td>17.4</td>
<td>19</td>
<td>82.6</td>
<td></td>
</tr>
</tbody>
</table>

Based on table-2 shows that respondents aged 12-15 years have a good learning achievement (22.3%) than age 16-18 years (16.5%). Similarly women have a good achievement (20.1%) compared with men (18.2%). Cases of physical violence appear to be comparable between respondents who have never experienced violence and who have experienced violence each with good achievement (19.1%) and (19.9%), Relationships with friends, 19.6% of respondents who have good friendship relationship is also good achievement, whereas the friendship relationship is not
good only 17.6% who perform well. Respondents who have experienced abuse, 23.4% have a good achievement. 19.8% of respondents who had never had sexual intercourse had a good performance. Respondents who have good knowledge about HIV/AIDS 20.4% have a good learning achievement. Respondents who did not take action with health risks such as smoking, alcoholic drinking, taking drugs, suicide attempts with each other having a good achievement were 20.5%; 21.1%; 19.7%; and 19.5% have a good achievement.

3. Multivariable Analysis

Multivariable analysis uses logistic regression by including all independent variables into the equation. Logistic regression method used is the backward method, that is to include all predictors and then eliminate one by one until the remaining predictors are significant only. Logistic regression results as follows:

Table-3 Full Model of predictor regression of learning achievement in junior and senior high school students in Poso District, Central Sulawesi Province, 2017

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>Wald</th>
<th>Sig.</th>
<th>Exp(B)</th>
<th>95% C.I.for EXP(B)</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>.252</td>
<td>1.017</td>
<td>.313</td>
<td>1.287</td>
<td>.788</td>
<td>2.101</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>.056</td>
<td>.039</td>
<td>.843</td>
<td>1.058</td>
<td>.605</td>
<td>1.852</td>
<td></td>
</tr>
<tr>
<td>Physical abuse</td>
<td>.002</td>
<td>.000</td>
<td>.994</td>
<td>1.002</td>
<td>.593</td>
<td>1.693</td>
<td></td>
</tr>
<tr>
<td>Relationship with friends</td>
<td>.130</td>
<td>.105</td>
<td>.746</td>
<td>1.139</td>
<td>.519</td>
<td>2.500</td>
<td></td>
</tr>
<tr>
<td>Harassment / Discrimination</td>
<td>-.366</td>
<td>1.354</td>
<td>.245</td>
<td>.693</td>
<td>.374</td>
<td>1.285</td>
<td></td>
</tr>
<tr>
<td>Sexual behavior</td>
<td>-.115</td>
<td>.042</td>
<td>.837</td>
<td>.892</td>
<td>.299</td>
<td>2.662</td>
<td></td>
</tr>
<tr>
<td>Knowledge of HIV/AIDS</td>
<td>-.032</td>
<td>.012</td>
<td>.914</td>
<td>.969</td>
<td>.545</td>
<td>1.721</td>
<td></td>
</tr>
<tr>
<td>Smoke</td>
<td>-.135</td>
<td>.099</td>
<td>.754</td>
<td>.874</td>
<td>.377</td>
<td>2.026</td>
<td></td>
</tr>
<tr>
<td>The habit of drinking alcohol</td>
<td>1.227</td>
<td>4.604</td>
<td>.032</td>
<td>3.410</td>
<td>1.112</td>
<td>10.459</td>
<td></td>
</tr>
<tr>
<td>The habit of taking drugs</td>
<td>1.128</td>
<td>3.963</td>
<td>.057</td>
<td>3.091</td>
<td>.324</td>
<td>29.443</td>
<td></td>
</tr>
<tr>
<td>Suicide attempt</td>
<td>.196</td>
<td>.113</td>
<td>.737</td>
<td>1.217</td>
<td>.387</td>
<td>3.826</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>1.156</td>
<td>4.460</td>
<td>.035</td>
<td>3.177</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After passing logistic regression analysis with backward method with 10 steps then obtained final model as follows:

Table-4 Final model of achievement predictors in junior and senior high school students in Poso District, Central Sulawesi Province, 2017

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>Wald</th>
<th>Sig.</th>
<th>Exp(B)</th>
<th>95% C.I.for EXP(B)</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>The habit of drinking alcohol</td>
<td>1.101</td>
<td>5.198</td>
<td>.023</td>
<td>3.006</td>
<td>1.167</td>
<td>7.744</td>
<td></td>
</tr>
<tr>
<td>The habit of taking drugs</td>
<td>1.009</td>
<td>3.919</td>
<td>.048</td>
<td>2.742</td>
<td>1.049</td>
<td>21.568</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>1.300</td>
<td>110.495</td>
<td>.000</td>
<td>3.669</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-4 Shows that the variables that become predictors of learning achievement in junior and senior high school students in Poso district are the habit of drinking alcohol and drugs. Based on the above table it can be made a logistic regression equation as follows:

\[ y = 1,3 + 1,0*narkoba + 1,1*alcohol \]

With this equation can calculate a person's chances to have poor performance. For example, if you are going to calculate how many students' opportunities to have poor performance if students have a habit of drinking alcoholic beverages and have been taking drugs.

\[ y = 1,3 + (1,0*narkoba) + (1,1*alcohol) \]
\[ y = 3,4 \]

After obtaining the value of y, the next step is to look for an opportunity value (p) with the formula:

\[ p = \frac{1}{1 + \exp[-(y)]} \]
\[ p = \frac{1}{1 + \exp[-(3,4)]} \]
\[ p = 0.968016 \]

So the chances of someone to have less achievement if the
student has a habit of drinking alcoholic beverages and ever
taking drugs is 96.8%.

DISCUSSION

1. The habit of drinking alcohol

The results of Table-2 show that 21.1% of respondents who
never drink alcohol have a good achievement while 91.9%
who have a habit of drinking alcohol have enough learning
achievement.

The result of logistic regression analysis in Table-4 was
obtained OR value of 3.0 (95% CI 1.2-7.7), it shows there is
correlation between alcohol drinking habit with student
achievement. Students who do not have the habit of
consuming alcoholic drinks have Odds 3 times greater to have
a good achievement than students who have a habit of
consuming alcoholic beverages.

Excessive use of alcohol can damage various organs in the
body, especially the liver, brain and heart. Long-term effects
of alcohol on the brain that result in confusion, lack of
coordination and short-term memory to be bad, so it can also
affect the achievement of one's academic, especially for
students or students who experience addiction or alcohol
dependence (Sutrisno, 2005).

Academic achievement is the result that a person achieves in
his / her learning effort as stated in his / her rapor score. This
learning achievement as a change that occurs due to a learning
activity, of course, changes that occur is a change towards
progress, improvement or changes in academic achievement is
a picture of the ability of individuals who have been studied or
taught.

2. The habit of taking drugs

The results of Table 2 show that 19.7% of respondents who
never consume drugs have a good achievement while 92.3%
of respondents who ever consume drugs have sufficient
learning achievement.

The result of logistic regression analysis in Table-4 was
obtained by OR value of 2.7 (95% CI 1.0-21.6), it shows there
is a correlation between consuming drugs and student
achievement. Students who do not consume drugs have Odds
of 2.7 times greater to have a good achievement than students
who consume drugs, in other words, taking drugs can reduce
student achievement.

The use of ecstasy, marijuana and alcohol and tobacco are at
risk of lowering academic achievement in adolescents. In two
different surveys, the National Survey of Drug Use and Health
(NSDUH) and the Youth Risk Behavior Survey (YRBS), low
academic achievement is more at risk for adolescent drug
users than alcohol and tobacco users. Based on school reports
that it will not give grade (live class) to adolescent drug users
known by the school, but not to alcohol and tobacco users
(Martins & Alexandre, 2009).

One of the effects of drug use for adolescents is psychological
changes such as lazy learning, irritability, and difficulty
concentrating. This is what can cause the learning
achievement of these teenagers dropped dramatically. Another
impact of drug use that has to do with learning achievement is
the change in social behavior. Children so often lie, lack of
discipline, likes to ditch and often aloof. If this continues to be
allowed then it can increase the number of failed grade and
drop out for its users. If this continues it will produce
generations that have bad character, furthermore affect the
progress of nation's development and morale.

Drug abuse for teenagers can lead to a lack of awareness and
will result in decreased concentration. A decrease in
concentration may cause a decrease in value. In addition, the
use of drugs can also create a burden from the community.
Because, involvement of adolescent children on drug use, then
the social impact for the family will also receive scorn from the
community.

3. Physical abuse

Based on the result of bivariate analysis, there was no
difference in the proportion of good achievement between
students who had experienced violence with students who
never experienced, with the proportion of 19.9% and 19.1%
respectively. The results of statistical tests also showed no
relationship between violence with student achievement.

Wiyani (2012) revealed that bullying is an issue that should
not be underestimated and underestimated, even denied
existence. Students who are victims of bullying will spend a
lot of time thinking about ways to avoid distractions at school
so that students have little energy to learn. This will affect the
learning achievement to be achieved by students.

Other research results that also support the results of this
study, the victims of bullying have poor social adjustment
victims are afraid to go to school even do not want to school,
withdraw from the association, decreased academic
achievement because it has difficulty to concentrate in
learning even bad victims have the desire to kill rather than face the pressures of insults and punishment (Trigg in Siswati & Widayanti, 2009).

Bullying acts experienced by child victims of bullying will have an impact on learning achievement obtained by child victims of bullying because the victims of bullying will have difficulty concentrating and often absent to school which is the aspect that determines the success of student learning. The results obtained from statements from the questionnaire illustrate that the victim of bullying is sad when the perpetrator commits bullying to her, the victim is also afraid to go to school, and the victim does not concentrate on following the lesson because of the bullying action she receives.

The practical advice offered by the researcher to the school is to pay more attention to the bullying actions that occur in the school and increase the understanding of what is bullying. In reducing the occurrence of bullying in schools, the school can implement a peaceful school program to create a safe and comfortable school because every component of the school has a sense of affection, attention, trust, and comfort (Wiyani, 2012).

The school should also hold regular meetings with parents regarding the issue of violence that occurs among students. This is done so that parents also know about the development of their children in school so that teachers and parents can together to increase attention to the issue of violence. For parents more time to pay attention to activities carried out by children. Parents should also spend time listening to child complaints and parents should report bullying to their children so the school can follow up on it.

4. Relationship with friends

The results showed that 19.6% of respondents who have good friendship relationships have good achievement, whereas respondents whose friendship relationship less 82.4% have less achievement. Statistically there is no relationship between friendship relationship with student achievement.

Opinions Abu Ahmadi and Widodo Supriyono (2011) which states that factors that contribute to student achievement are factors that come from outside and factors derived from students themselves. Interaction, especially association with peers is one of the determinants of student achievement that comes from outside.
others, causing dependence and toxicity on cognitive function that leads to symptoms of concentration difficulty.

The effects of nicotine dependence is what causes the continuous exposure of cigarettes in smokers will result in decreased cognitive function for the age of students. Decreased cognitive function will affect the learning process and final value. While adolescent smokers who have risky behavior with good value is caused by other factors that did not affect the quality of learning in itself despite the risk of smoking behavior.

According to Fauzi 2010 nicotine contained in cigarettes cause feelings of joy and calm, this happens because of increased levels of dopamine in the brain behind the circuit. According to Silvan and Tomkins also in Nasution 2007 explained that there is a type of smoking Pleasure relaxation, smoking behavior only to increase or increase the enjoyment that has been obtained, such as smoking after drinking coffee or eating. Therefore, risky smoking behavior but good value is caused by other factors so as not to disturb the quality of learning and he got a good value.

7. Trial of suicide

The results of Table-2 showed that 19.5% of respondents who never conducted suicide attempts had a good performance while 82.6% of respondents who had done suicide attempts had enough learning achievement.

Low learning achievement often triggers teen suicide, even among children. The reason is that they feel inferior and ashamed of their low learning achievement. Although it seems trivial and less rational, but several times the events or attempted suicide of teenagers and low achieving children have occurred (Surbakti, 2010).

Conclusion

Based on the results of logistic regression test can be concluded that some significant predictors on student achievement of junior high and high school students who have a habit of drinking alcoholic beverages and consumption of drugs have an impact on the decline in student learning achievement.

1. Students who do not have a habit of drinking alcoholic beverages have OR 3.0 (95% CI, 1.2-7.7) means 3 times greater chance to have a good achievement than students who have a habit of drinking alcoholic beverages.

2. Students who do not consume drugs have a value of OR 2.7 (95% CI, 1.0-21.6) means 2.7 times greater likely to have a good achievement than students who consume drugs.

Suggestions

1. Maximizing Youth health programs in schools as an effort to prevent risky adolescent behavior, especially about risky sexual behavior and abuse of addictive substances.

2. Making referrals for the implementation of community service in providing education to adolescents, especially about the dangers and impact of drugs and drink alcoholic beverages.

3. The need to promote the development of healthy life skills in developing his potential and able to face the problems and challenges of his life. The handling of adolescents who engage in risky behavior will also involve various parties, from parents, schools, and communities especially in improving their life skills.

References


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