

IMPLEMENTATION OF K-NEAREST NEIGHBOR AND GINI INDEX METHOD IN CLASSIFICATION OF STUDENT PERFORMANCE

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Abstract—Predicting student academic performance is one of the important applications in data mining in education. However, existing work is not enough to identify which factors will affect student performance. Information on academic values or progress on student learning is not enough to be a factor in predicting student performance and helps students and educators to make improvements in learning and teaching. K-Nearest Neighbor is a simple method for classifying student performance, but K-Nearest Neighbor has problems in terms of high feature dimensions. To solve this problem, we need a method of selecting the Gini Index feature in reducing the high feature dimensions. Several experiments were conducted to obtain an optimal architecture and produce accurate classifications. The results of 10 experiments with values of k (1 to 10) in the student performance dataset with the K-Nearest Neighbor method showed the highest average accuracy of 74.068 while the K-Nearest Neighbor and Gini Index methods showed the highest average accuracy of 76.516. From the results of these tests it can be concluded that the Gini Index is able to overcome the problem of high feature dimensions in K-Nearest Neighbor, so the application of the K-Nearest Neighbor and Gini Index can improve the accuracy of student performance classification better than using the K-Nearest Neighbor method.

Keywords: K-Nearest Neighbor, Gini Index, Student Performance

Informasi nilai akademik atau kemajuan pembelajaran siswa saja tidak cukup untuk dijadikan faktor dalam memprediksi kinerja siswa serta membantu para siswa dan pendidik untuk melakukan perbaikan dalam pembelajaran dan pengajaran. K-Nearest Neighbor merupakan metode yang sederhana untuk klasifikasi kinerja siswa, namun K-Nearest Neighbor memiliki masalah dalam hal dimensi fitur yang tinggi. Untuk menyelesaikan masalah tersebut diperlukan metode seleksi fitur Gini Index dalam mengurangi dimensi fitur yang tinggi. Beberapa percobaan dilakukan untuk mendapatkan arsitektur yang optimal dan menghasilkan klasifikasi yang akurat. Hasil dari 10 percobaan dengan nilai k (1 sampai dengan 10) pada dataset *student performance* dengan metode K-Nearest Neighbor didapatkan rata-rata akurasi terbesar yaitu 74,068 sedangkan dengan metode K-Nearest Neighbor dan Gini Index didapatkan rata-rata akurasi terbesar yaitu 76,516. Dari hasil pengujian tersebut maka dapat disimpulkan bahwa Gini Index mampu mengatasi masalah dimensi fitur yang tinggi pada K-Nearest Neighbor, sehingga penerapan K-Nearest Neighbor dan Gini Index dapat meningkatkan akurasi klasifikasi kinerja siswa yang lebih baik dibanding dengan menggunakan metode K-Nearest Neighbor saja.

Kata Kunci: K-Nearest Neighbor, Gini Index, Kinerja Siswa

INTRODUCTION

Predicting student academic performance is one of the important applications in data mining in education (Altujjar, Altamimi, Al-Turaiki, & Al-Razgan, 2016). Student performance prediction

Intisari—Memprediksi kinerja akademik siswa adalah salah satu aplikasi penting dalam data mining bidang pendidikan. Namun, pekerjaan yang ada tidak cukup untuk mengidentifikasi faktor mana yang akan mempengaruhi kinerja siswa.

systems at an early stage can be very useful to guide student learning. Predicting student performance can help identify weak students (Pandey & Taruna, 2016) and enable academic institutions to provide appropriate support for students who face difficulties (Altujjar et al., 2016). In order for the prediction model to be truly useful as an effective aid for learning, the prediction model must provide a tool to interpret progress adequately, to detect trends and patterns of behavior and to identify the causes of learning problems (Villagr -Arnedo et al., 2017). However, there is not enough work to identify which factors will influence its performance, in which ways students can make progress, and whether students have the potential to do better (Yang & Li, 2018). Student academic information becomes one of the factors of an educator's assessment in predicting student performance, but the academic value factor alone is not sufficient in predicting student performance. Information on student learning progress is not enough as an indicator of students and educators to make improvements in teaching and learning (Yang & Li, 2018). Social, personal and academic factors also influence in predicting student performance in schools (Fernandes et al., 2019).

The most popular technique for predicting student performance is data mining (Shahiri, Husain, & Rashid, 2015). Classification is a technique that is widely used to predict student performance (Altujjar et al., 2016). Several studies with classification techniques have been carried out, such as Artificial Neural Networks (Alkhasawneh & Hobson, 2011), Regression (Conijn, Snijders, Kleingeld, & Matzat, 2017), Support Vector Machine (Al-Shehri et al., 2017), Decision Tree (Lopez Guarin, Guzman, & Gonzalez, 2015), Naive Bayes (Lopez Guarin et al., 2015), dan K-Nearest Neighbor (Pandey & Taruna, 2016).

The K-Nearest Neighbor classification is a well-known pattern recognition method that has been used extensively in several applications (Cover & Hart, 1967) and has attracted wide interest in the research community (Gou et al., 2014) (Lin, Li, Lin, & Chen, 2014) (Lin et al., 2014). K-Nearest Neighbor is a method that is able to solve classification problems, has significant advantages and often produces competitive results from several other data mining methods (Adeniyi, Wei, & Yongquan, 2016). The simplicity of the K-Nearest Neighbor is its main virtue, which allows the classification of two or more patterns based on fairly simple rules (Han, Kamber, & Pei, 2012).

K-Nearest Neighbor is a simple method but because of its simplicity, the k-NN method has several problems that must be faced, the main problem is related to the high dimension of

features (L pez & Maldonado, 2018). K-Nearest Neighbor also has several drawbacks, namely the complexity of computing the similarity of large data. To reduce the complexity of K-Nearest Neighbor can be done by one method, namely by reducing the dimensions of high features (de Vries, Mamoulis, Nes, & Kersten, 2003). High feature dimensions are not permitted for many learning algorithms (Shang et al., 2007). Dimension reduction is very important in pattern formation (L pez & Maldonado, 2018).

The main problem in classification is that high feature dimensions can be overcome by feature selection methods namely Gini Index (Shang et al., 2007). Using the right feature selection method can improve classification performance (Wang, Li, Song, Wei, & Li, 2011) and improve accuracy (Xu, Peng, & Cheng, 2012). Feature selection performs high feature reduction by removing irrelevant attributes (Koncz & Paralic, 2011). The Gini Index is used to separate attributes and get better classification accuracy (Shang et al., 2007). Gini Index is applied for feature selection and weight adjustment (Shankar & Karypis, 2000). Compared to other feature selection methods, the Gini Index shows better classification performance (Shang et al., 2007).

This explanation explained that the Gini Index has good potential in reducing the high dimension of features. Therefore in this study will use a combination of the two methods namely K-Nearest Neighbor and Gini Index to improve accuracy in the classification of student performance.

MATERIALS AND METHODS

Material

The student performance dataset obtained from the UCI Machine Learning Repository was used in this study. The student performance dataset consists of 30 attributes and 1 class. Table 1 shows the attributes and their description. Table 2 shows the attributes, data, and description of the data.

Table 1. Attributes and Descriptions on the Student Performance Dataset

No	Atribut	Information
1	Result	Graduation Result. (Is a class attribute)
2	School	School name
3	Sex	Gender
4	Age	Age
5	Address	Address
6	Famsize	Number of family members
7	Pstatus	Status of living with parents or not
8	Medu	Mother's education

No	Atribut	Information		
9	Fedu	Father's education		
10	Mjob	Mother's job		
11	Fjob	Father's occupation		
12	Reason	Reasons for choosing a school		
13	Guardian	Student Guardians		
14	Travelttime	Travel time from home to school		
15	Studytime	Study time in a week		
16	Failures	Amount of failure		
17	Schoolsup	Additional educational support		
18	Famsup	Family education support		
19	Paid	additional tutoring		
20	Activities	Extracurricular activities		
21	Nursery			
22	Higher	Want to take higher education		
23	Internet	Internet access at home		
24	Romantic	Having a boyfriend or not		
25	Famrel	Quality of family relationships		
26	Freetime	Free time after school		
27	Goout	Go with friends		
28	Dalc	Consuming alcohol on weekdays		
29	Walc	Consuming alcohol on weekends		
30	Health	Current health status		
31	Absences	Number of absences		

10	Mjob	Teacher/ health/ services/ at home/ other	Teacher: teacher Health: in the health sector Services: PNS At home: at home Other: other
11	Fjob	Teacher/ health/ services/ at home/ other	Teacher: teacher Health: in the health sector Services: PNS At home: at home Other: other
12	Reason	Home/ reputation/ course/ other	Home: close to home Reputation: the reputation of the school Course: subjects
13	Guardian	Mother/ father/ other	Father / Mother / Others
14	Travelttime	1/ 2/ 3/ 4	1: <15 minutes 2: 15-30 minutes 3: 30 minutes - 1 hour 4: > 1 hour
15	Studytime	1/ 2/ 3/ 4	1: <2 hours 2: 2-5 hours 3: 5-10 hours 4: > 10 hours
16	Failures	1/ 2/ 3/ 4	1: 1 time 2: 2 times 3: 3 times 4: > 3 times
17	Schoolsup	Yes/ no	
18	Famsup	Yes/ no	
19	Paid	Yes/ no	
20	Activities	Yes/ no	
21	Nursery	Yes/ no	
22	Higher	Yes/ no	
23	Internet	Yes/ no	
24	Romantic	Yes/ no	
25	Famrel	1/ 2/ 3/ 4/ 5	1: very bad 2: bad 3: normal 4: good 5: very good
26	Freetime	1/ 2/ 3/ 4/ 5	1: very bad 2: bad 3: normal 4: good 5: very good
27	Goout	1/ 2/ 3/ 4/ 5	1: very bad 2: bad 3: normal 4: good 5: very good
28	Dalc	1/ 2/ 3/ 4/ 5	1: very bad 2: bad 3: normal 4: good 5: very good

Source: (Cortez & Silva, 2008)

Table 2. Attributes, Data and Data Description on the Student Performance Dataset

No	Atribut	Data	Data Description
1	Result	Fail/ pass	Failed / passed
2	School	MS/ GP	MS: Mousinho da Silveira GP: Gabriel Pereira
3	Sex	M/ F	Male/ Female
4	Age	15-22	
5	Address	R/U	R: rural, U: urban
6	Famsize	LE3/GT3	LE3: <=3 GT: >3
7	Pstatus	A/T	A: separate Q: With parents
8	Medu	0/ 1/ 2/ 3/ 4	0: tidak ada 1: SD 2: SMP 3: SMA 4: pendidikan yang lebih tinggi
9	Fedu	0/ 1/ 2/ 3/ 4	0: tidak ada 1: SD 2: SMP 3: SMA 4: pendidikan yang lebih tinggi

The results of these experiments indicate that the Gini Index is able to overcome the problem of high feature dimensions in K-Nearest Neighbor so that the accuracy of the classification of student performance is better than using the K-Nearest Neighbor method alone. This proves the research of Shang et al. that the Gini Index is able to reduce high dimensional dimensions so that it gets better classification accuracy (Shang et al., 2007). The results also prove the research of Setiyorini and Asmono (Setiyorini & Asmono, 2017), that the Gini Index is an effective method to improve the performance of K-Nearest Neighbor so as to improve the accuracy of the cognitive level classification of problems in Bloom's Taxonomy.

CONCLUSION

The results of 10 experiments with a value of k (1 to 10) in the student performance dataset with the K-Nearest Neighbor method obtained the greatest average accuracy is 74.068 while the K-Nearest Neighbor and Gini Index methods obtained the largest average accuracy is 76.516. From the results of these experiments, it can be concluded that feature selection with the Gini Index is able to reduce the feature dimensions which are high so that the application of K-Nearest Neighbor and Gini Index can improve the classification accuracy of student performance better than using the K-Nearest Neighbor method alone.

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