

## **Motivation and Activity Analysis for Improving Learning Achievement of Teaching Planning in State University of Manado**

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### **ABSTRACT**

This research aims to analyze the effect of Motivation and Activity, both individually and jointly, on students' learning achievement. The research subject is students of Family Welfare Education Departement, Faculty of Engineering, State University of Manado who take Teaching Planning course, the sample is 41 students. The data analysis technique is partial correlation analysis and multiple correlation analysis. The research result reveals that Motivation and Analysis, both partially and jointly, have positive effect on Teaching Planning Learning Achievement of the students of Family Welfare Education, Faculty of Engineering, State University of Manado. This research shows that the students who have motivation and learning activity of Teaching Planning can be a guide in Learning and Teaching Process at school. Thus the students who take courses in Teaching Planning can contribute to the professional teacher and can form high-quality human resources and can be taken into account at both national and international.

**Keywords: Motivation, Activity, Learning Achievement, Teaching Planning**

### **1. INTRODUCTION**

The education system in Indonesia always changes that aim to make the education system to be more qualified, with a better curriculum to produce better graduates. National education system has function to develop and form the character and civilization in order educate the life of the nation. The purpose of the national education system in general is to develop the potential of students to become religious and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

Based on these objectives, then the teachers get the mandate to develop the ability of graduates in all aspects of life, i.e. the aspects of knowledge (cognitive), including knowledgeable and skilled; the aspect of skill (psychomotor), which is creative; and aspects of attitude (affective), including faithful, pious, noble, healthy, independent, and democratic.

In terms of competence, explicitly UU No.14/2005 also provides provisions that teachers must meet the competency requirements, which include: (1) pedagogical competence, (2) personal competence, (3) professional competence, and (4) social competence. Teaching planning improvement demands professionalism to the professorship and will feel heavier and more complex when confronted with a surge of science and technology development, but with minimal facilities support and not maximized motivation and students' learning activities are not maximized.

Developments in science and technology are always followed by the development of society, bringing consequence and complex requirements for implementer of the education sector in

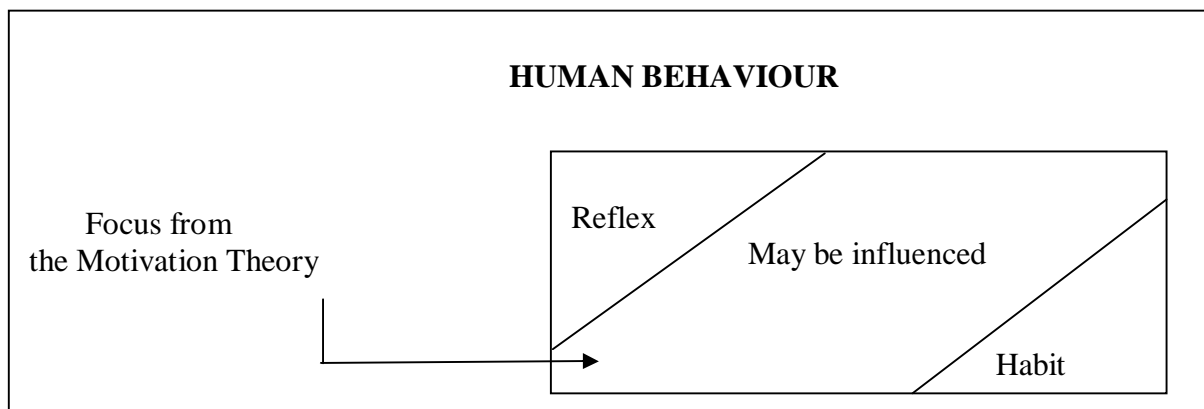
general and teachers in particular. The development of science and technology results new demands for society, because society has made the school as a gateway in the catch. Least developed nation is largely determined by factors of education, and the factors of education are on the shoulders of qualified and professional teachers.

Referring to the various viewpoints proficiency level, then the plan must be in accordance with the education and teaching concepts which are adopted in the curriculum. Teaching programming as a process of scientific disciplines, realities, and learning and system technology aims to make the implementation of the teaching work effectively and efficiently. Curriculum, particularly syllabus, becomes the main reference in the preparation of teaching program planning, but the condition of schools or madrassas and the surrounding environment, the condition of the student and teacher are so important to not be ignored, (Opit, 2011).

Mulyasa (2009) states various programs which are implemented has provided hope for survival and controlled quality of education in Indonesia during the crisis. However, because the manager is too rigid and centralized, the program does not give much positive impact, the national education participation and the education quality rates remain decreased. Allegedly it is closely related to management problems. In this regard, there was one of the ideas towards education that allows the educational institutions to organize and implement a variety of broad policy.

Motivation is the willingness to put a high level of effort for the purpose of the organization that is conditioned by the effort's ability to meet the multiple needs of the individual (Robbins, 2005). Many management experts agree that motivation is a series of attempts to influence the behavior of others by knowing in advance about what makes a person moves. Someone moves because two reasons, i.e. the ability (abilities) and motivation.

Ability is influenced by habits acquired from experience, education, and training, as well as of biological and psychological reflexes which are the nature of man. Then where is the motivation. Landy and Becker (1987) in (Stoner, 2000) clearly describes the motivation lies in between reflexes and habits, as in Figure 1.



Due to the very extent realm of motivation in human life, it is necessary to understand motivation to understand the basic assumptions of motivation. Stoner (2000) stated that there are four basic assumptions of motivation, i.e.: (1) Motivation is the good stuff, a person becomes motivated as praiseworthy or otherwise working with motivation and therefore someone praised; (2) Motivation is one of several factors that determine a person's work performance, another factors are the ability, resources, workplace conditions, leadership, etc.; (3) Motivation can be depleted and

need to be supplemented at a time, as in several other psychological factors which are cyclical, then at the lowest point of motivation, it should be added; (4) Motivation is a management tool that can be used to regulate the employment relationship within the organization.

According Hamalik (2004) and Glock (2001), motivation is the things that arise from within or outside stimuli that encourage, mobilize and direct the activities, actions, behaviors and actions of a person. If the motivation is high, then the liveliness will also be increasing and the results will be better, maybe even be able to achieve the optimum. If the motivation that drives the act is at a low level, then its activity will also be less, and the result would be minimal.

Mc. Donald, 1999 in Sardiman, (2009), Gibson (2006) suggest that motivation is the energy change in a person who is characterized by the emergence of "feeling" and preceded by a response to any purpose. From the definition, there are three important elements, i.e.: (1) motivation led to a change of energy in every individual human being. The development of motivation will bring some energy changes in the "neurophysiological" system that exist in the human organism, because it involves the human energy change (although the motivation arises from within man), the appearance will be concerning human physical activity, (2) motivation is characterized by the emergence of a sense, (feeling), affection of a person. In such cases, the motivation is relevant to the psychological, affections and emotions issues that can determine human behavior; (3) motivation will be stimulated, because of the goal. So the motivation in this case is the response of an action, which is the goal. Motivation is indeed emerging from within man, but its appearance in this context is the goal, and the goal will address the needs.

Teachers, students, and teaching materials are the dominant elements in the learning process. The three elements are interrelated, affect, and mutually support one another. If one element is missing, the other two elements can not be related well and the learning process will not take place properly. If the learning process is seen in terms of teachers' activities, it is seen that teacher has the prime role. The teacher serves as a decision-maker that relates to planning, implementation, and assessment or evaluation.

Learning activities of students and the complexity of lecturers' effort in the learning process needs balance. Lecturers have a decisive role in students' learning activities. Dimiyati and Mudjiono (2010); Munandar (2004) stated that there are four main points that must be mastered by lecturer, i.e.: (a) instructional materials, (b) learning environment, (c) learning media and resources, and (d) lecturers as the learner subject.

Student activity will appear in all of the students' effort both on campus and at home. In connection with the student activity variables, then the things that are examined in this study are: (1) the activity of the students in attending classes, (2) the activity of the students in doing assignments, (3) the activity of the students in using library, (4) student activities in taking exam.

Widoyoko (2011) stated learning program evaluation is conducted for the decision-making in order to determine the next policy. Through the evaluation, the assessment of a program can be conducted systematically, detailed, and using procedures that have been tested carefully. With particular method, it will obtain reliable data, so the determination of the policy would be appropriate, with a record that is used as the basis of these considerations, the data is appropriate, in terms of content, scope, proper format, and delivery time.

Learning achievement is inseparable from learning, because learning is a process, while achievement is the result of the learning process. Understanding the definition of learning achievement should be the starting point to the definition of learning itself. The experts suggest their various opinions according to their views. However, from the different opinions, it can be found a common point. In connection with the achievement of learning, Suryosubroto (2004) suggests a definition of learning achievement that is the results that are achieved by a person in an effort to

learn as stated in the report cards. Winkel (2003) stated learning achievement is a testament to the success of learning or the ability of a student in their learning activities in accordance with the achieved quality.

Motivation and activities provide opportunities for lecturers and students to innovate and improvise in campus. In relation with issues of curriculum, teaching, managerial and other things that grow out of motivation, activity, creativity, and professionalism owned. Community involvement as a user under government monitoring, encourages the campus to be more open, democratic, and accountable. Greater freedom giving gives the possibility to the campus to be able to find his true identity in fostering students, lecturers, and staffs on campus.

By mastering a variety of skills that had been obtained in campus, the graduated student as prospective educator or teacher who has the high ability to think abstractly, can see a problem from different perspectives, can produce various alternative solutions. They can also think of the advantages or disadvantages of each alternative and are willing to change the plan, if the estimated trafficked consequences can not be realized. When planning an action, they can predict the problems that may arise as a consequence and its actions, and systematically perform the necessary solutions.

This kind of teacher is expected as professional teacher in performing duties at school. In society, they should able to overcome the problems and challenges of life, being able to see and take the opportunities that exist in the environment, which in turn they are expected to exist and succeed in life within the local community, regional, national and international.

## 2. METHODS

This research is *ex post facto* correlational research. Correlational study aims to examine the relationship of several variables with one another; while *ex post facto* is research method in which the independent variables can not be controlled directly. These variables already occur naturally, (Ary, et al, 1992). The variables that will be observed as independent variables are motivation and activity, while the dependent variable is the achievement of students.

The sampling technique in this study is called "Purposive or Judgemental sampling" (Bailey, 2008). In this case the sample is taken based on the consideration of the most appropriate to meet the intent of research. The sampling involves all students who take Teaching Plan course in academic year 2012-2013.

Data collecting is performed by using two research instruments that were given to the study subjects. In accordance the variables that would be studied, the instruments of motivation and activity in the form of a questionnaire are made, while the learning achievement is in the form of tests. The development of these instruments is based on their operational definition as follows:

Motivation, which in the context of this study is referred to the encouragement from within and from outside the student to think, act, act and overcome any obstacles when do the demanding learning task during learning can be seen from the dimensions: (1) an urge to meet the needs, (2) the urge for achievement, (3) the urge to gain power, and (4) encouragement for sosial. The data score is obtained through the questionnaire with Likert scale that given to the respondent to be done. Each item consists of five alternative answers.

Activity, which in the context of this study is referred to the effort or activity of students: (1) attend lectures, (2) do assignment, (3) use library, and (4) attend examinations. The data scores are obtained from questionnaire with Likert scale that given to the respondent to be done. Each item consists of five alternative answers.

Learning achievement, which in the context of this research is referred to the student learning outcomes in the Teaching Planning course with the indicators: (1) Preparation of Syllabus,

(2) Preparation of lesson plans, (3) Development of teaching preparation, (4) Management of learning and development of teaching materials, and (5) Evaluation systems and follow-up programs. The data scores data is obtained through tests or semester exams on Family Welfare Education Departement, Faculty of Engineering, State University of Manado.

This study uses statistical data analysis tool. The analysis techniques can be explained as follows: (1) descriptive statistics, which aims to provide an overview of statistical data from each study variable, and (2) as the requirements of research hypothesis testing, the analysis requirements testing is conducted first, i.e.: (a) the normality of data test, and (b) the linearity of regression test.

Inferential statistics: (a) The testing of hypothesis one and two use partial correlation analysis techniques, (Walpole, 2005 Sudjana, 2007). With this technique, the pure relationship of each independent variable with the dependent variable can be found. This is a method to increase the credibility of the *ex post facto* study (Ary, Cs. 1992; Arikunto, 2004); (b) The testing of the hypothesis three uses multiple correlation analysis techniques.

### 3. RESULTS AND DISCUSSION

The result data of motivation research shows that approximately 51.22% of the students have the motivation scores above average and approximately 48.78% below the average. When the score is grouped into three categories, the student who has high motivation is 24.39% (score of 121-146), moderate motivation is 46.34% (score of 95-120), and low motivation is 29.27% (score of 69-94).

Activity data it can be seen that there are approximately 58.54% of the students have above average activity score average and approximately 41.46% of students that scored below average. When scores are grouped into three categories, the student who has a high activity score 29.27% (score of 83-96), was 48.78% (score of 69-82), and a low 21.95% (score of 55-68).

From the learning achievement data, it can be seen that there are approximately 53.66% of the students have learning achievement scores above average and approximately 46.34% below the average. When scores are grouped into three categories, the students who have high learning achievement scores is 29.27% (score of 78-89), moderate learning achievement score is 43.90% (score of 66-77), and low learning achievement score is 26,83% (score of 54- 64).

The results of data normality test of motivation activity = 1.09, and the learning achievement = 4.79, and the learning achievement = 4.62.

7.81 at significance level of 0.05, and 11.30 at the significance level of 0.01. Degrees of Freedom  $df = 6-3 = 3$ . When assisting the values of chi-square for each variable, it can be seen that the chi-square count is smaller than the chi-squared table, both at significance level of 5% and 1%.



It can be concluded that the motivation, activity, and learning achievement data is distributed normally. The assumption of data normality has been the analysis requirements that can be met.

The results of the relationship linearity test of each independent variable and the dependent variable are: (1) Motivation to Learning Achievement of  $F_{\text{count}} = 0.69$ ;  $F_{\text{table}} = 2.42$ , degrees of freedom = 23.24; (2) Activities to Learning Achievement of  $F_{\text{count}} = 3.70$ ;  $F_{\text{table}} = 5.75$ , degrees of freedom = 4.33.

The hypothesis one testing use partial correlation analysis technique. First it obtains correlation coefficient between motivation and achievement without controlling the effects of other variables, i.e. by using the product moment correlation analysis technique. The correlation coefficient is  $r_{y1} = 0.64$ . In the list at the 5% significance level, it obtains correlation coefficient of 0.308. It turns out that the correlation coefficient calculation result is greater than the correlation coefficient in the table, so the hypothesis one is accepted in the first stage of testing, that is there is positive effect of Motivation on Learning Achievement of Teaching Planning students of Family Welfare Education Department, Faculty of Engineering, State University of Manado.

At the second stage, the partial correlation coefficient between motivation and learning achievement by controlling other variables can be calculated. The value of the partial correlation coefficient is  $r_{y1,2} = 0.443$ . In the table at the significance level of 5%, the correlation coefficient is 0.308. It turns out that the correlation coefficient of calculation result is greater than the correlation coefficient of the table, thus the hypothesis one testing on partial correlation analysis technique is accepted, i.e. there is a positive influence of the Motivation on the Learning Achievement of Teaching Planning of students of Family Welfare Education Department, Faculty of Engineering, State University of Manado. The determination correlation of 0.19 indicates that 19% of the variation that occurs in learning achievement variable is defined by motivation. The remaining of 81% is determined by other independent variables.

The hypothesis two is tested using partial correlation analysis techniques. First, it will obtain the correlation coefficient between activity and learning achievement without controlling influence of other variables, i.e. by using the product moment correlation analysis technique. The value of the correlation coefficient is  $r_{y2} = 0.60$ . In the table at the significance level of 5%, the correlation coefficient is 0.308. It turns out that the correlation coefficient of calculation result is greater than the correlation coefficient of the table, so the hypothesis two in the first phase of testing is accepted, i.e. there is a positive effect of motivation on on the Learning Achievement of Teaching Planning of students of Family Welfare Education Department, Faculty of Engineering, State University of Manado.

At the second stage, the partial correlation coefficient between activity and learning achievement by controlling other variables can be calculated. The value of the partial correlation coefficient is  $r_{y2,1} = 0.359$ . In the table at the significance level of 5%, the correlation coefficient is 0.308. It turns out that the correlation coefficient of calculation result is greater than the correlation coefficient of the table, thus the hypothesis two testing on partial correlation analysis technique is accepted, i.e. there is a positive influence of the Activity on the Learning Achievement of Teaching Planning of students of Family Welfare Education Department, Faculty of Engineering, State University of Manado. The determination correlation of 0.13 indicates that 13% of the variation that occurs in learning achievement variable is defined by activity. The remaining of 87% is determined by other independent variables.

The hypothesis three is tested using partial correlation analysis techniques. It obtains the correlation coefficient of  $R_{y,12} = 0.69$  and  $F = 6.003$ . In the table at the significance level of 5% and numerator-2 and denominator-38 degree of freedom, it obtains  $F = 3.125$ . It turns out that  $F$  value of

the calculation result is greater than the F value of the table, so the hypothesis three is accepted, i.e. there is a jointly positive effect of motivation and activity on on the Learning Achievement of Teaching Planning of students of Family Welfare Education Department, Faculty of Engineering, State University of Manado. The determination coefficient of 0.48 indicates that 48% of variation that occurs on learning achievement is jointly determined by motivation and activity variable. The remaining of 52% is determined by other independent variables.

The research result indicates that there are 9.76% of the study subjects who have an excellent learning achievement and 25.64% of the study subject who have a fair learning achievement. This describes that the students' achievement in general is fair. Generally, this is because the teaching and learning process has not done well.

The positive effect of motivation on Learning Achievement of Teaching Planning students of Family Welfare Education Department, Faculty of Engineering, State University of Manado, is supported by the opinion of some experts, e.g: Hamalik, (2004) motivation is the things that arise from within self or outside stimuli that encourage, mobilize and direct the activities, actions, behaviors and actions of a person. If the motivation is high, then it will also increase activity and the results will be better, maybe even be able to achieve the optimum. If the motivation that drives the act is at low level, then its activity will also be less, and the result would be minimal. Suryabrata (2001), states that the improvement of learning outcomes occurs because the individuals try to get it. Student's learning achievement which is a result of learning, of course, may be affected by the activity or effort of a student in his learning activities. This means that the student's learning achievement in Teaching Planning course as learning outcomes may be influenced by motivation.

The positive influence of activity on Learning Achievement of Teaching Planning students of Family Welfare Education Department, Faculty of Engineering, State University of Manado, (Hamalik, 2004; Surachmad, 2005) indicates that when a student began to enter to college, then the only way that he knew is to attend the lectures. In the early stages of following the lecture, to find out is a very necessary method, because most of the knowledge acquired in college should be delivered through lectures. The teaching staffs (lecturers) generally think that it is the easier and simpler way to be implemented. The result was quite satisfying, therefore, the students easily understand the lesson. But it is not rare, where students only know the meaning of the lecture, whereas they attend lectures less efficiently, so even though there was a progress in their studies, but the real progress will be more encouraging if he has the right skills to attend classes. Hence, to achieve a more satisfactory achievement, the ability to attend classes should be owned first by each student.

Some research results that found the effect of activity on learning achievement e.g.: Looks (2006) concluded that the learning activity of a person affects the learning performance. Thomas (2007) concluded that the more creative and active students in learning activities, the better the learning achievement of students.

The conclusion of this study also reveals that there is a jointly positive effect of motivation and activity on Learning Achievement of Teaching Planning students of Family Welfare Education Department, Faculty of Engineering, State University of Manado, by 0.69. The effect reveals that 69% of the variation that occurs in learning achievement is determined by a combination of motivation and activity. The conclusion of the research results can be interpreted that 69% of Learning Achievement of Teaching Planning students of Family Welfare Education Department, Faculty of Engineering, State University of Manado, is influenced by motivation and activity.

According to Hamalik (2004) and Glock (2001) motivation is matters arising from within self or outside stimuli that encourage, mobilize and direct the activities, actions, behaviors and actions of a person. If the motivation is high, then it will also increase its activity and the results will

be better, maybe even be able to achieve the optimum. If the motivation that drives the act is at a low level, then its activity will also be less, and the result would be minimal.

Thus the students who take Teaching Planning course can contribute to the professional teacher and can form high-quality human resources and can be taken into account both national and international levels.

#### 4. CONCLUSION

The conclusions from the results of this study are as follows: (1) There is a positive effect of motivation on Learning Achievement of Teaching Planning students of Family Welfare Education Department, Faculty of Engineering, State University of Manado. The effect is very significant at the correlation coefficient of 0.64 without controlling other independent variables and very significant at the correlation coefficient of 0.53 with controlling other independent variables (partial correlation). (2) There is a positive effect of activity on Learning Achievement of Teaching Planning students of Family Welfare Education Department, Faculty of Engineering, State University of Manado. The effect is very significant at the correlation coefficient of 0.60 without controlling other independent variables and very significant at the correlation coefficient of 0.36 with controlling other independent variables (partial correlation).. (3) There is a jointly positive effect of motivation and activity on Learning Achievement of Teaching Planning students of Family Welfare Education Department, Faculty of Engineering, State University of Manado. The effect is very significant by multiple correlation coefficient of 0.69.

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