

THE INFLUENCE OF MOTIVATION AND LEARNING, TEACHING METHODS AND MEANS OF EDUCATION STUDENT ACHIEVEMENT

Ifit Novita Sari

*Kanjuruhan University of Malang
E-mail: vita@unikama.ac.id*

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Abstract. setting the whole student STIENU trate Gresik as the study population. Distributing questionnaires planned and carried out in August 2015. As a sample, so much as the entire population sampled, collected as many as 66 questionnaires were then conducted proving the hypothesis through multiple linear regression techniques. The results showed that $F_{count} > F_{table}$ ($147.930 > 2,753$) with the support of significance ($p < 0.05$); or in other words proved that together independent variables in this study consists of motivation sailed (X1), the learning method (X2) and education (X3) significantly affects the dependent variable is the student achievement (Y). Taken together learning motivation (X1), the learning method (X2) and education (X3) were able to explain the learning achievement (Y) of 87.1% and only 22.9% were able influenced by other variables outside of this research such as parenting parents, living environment, heredity and so forth. Research also get the fact that it is known from the data analysis where the motivation to learn is the independent variable that gives the greatest influence (49%) to the learning achievement compared with the influence of other variables.

Keywords: learning motivation, learning methods, means of education, academic achievement

Introduction

The development of science and technology has brought a change in almost every aspect of human life where the problems can only be solved unless the effort to control and improvement of science and technology. In addition to the benefits for human life on the one hand, these changes have also brought humans into the era of global competition is increasingly fierce. To be able to participate in global competition, it is necessary to develop and improve the quality of human resources is a reality that must be done in a planned, purposeful, intensive, effective and efficient in the development process, if

you do not want to compete in the globalization era undergo.

Talking about the quality of human resources, education holds a very important role in the process of improving the quality of human resources. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. Education is essential in fact is one of the most important elements of a person's life. It should be recognized that the level of "education" can be a measure of a person's ability to think. Talking about education is not easy and simple, because in addition to its complex, dynamic and contextual, education is a vehicle for the

formation of a person as a whole. Education in the process also includes the goal of developing personal and social aspects that allow people to work and live in groups in a creative, initiative, empathy and interpersonal skills are adequate as the provision of community.

While the job of education to provide supplies to students that develops their potential, reasonable, optimal and adaptive in dealing with various problems in the future after finishing his studies. So that human nature skeptical, explorative and creative too, can develop and find articulation in the learning process when undertaking an education program. Graduates are skeptical, innovative, dedicated, explorative, creative and capable of competitiveness that should be pursued as well as a matter of anticipation and planning of the education system, especially in the era of regional autonomy, expected economic conditions to grow rapidly (Salladien, 2001).

There are two factors that may explain why efforts to improve the quality of education has been less successful or not. The first strategy for education development have been more of an input oriented. The strategy thus more rely on the assumption that where all educational inputs have been met, such as the provision of books (teaching materials)

and learning tool other, the provision of educational facilities it will automatically educational institutions (schools) will be able to produce output (output) quality as which is expected. Turns input-output strategy introduced by the theory of education production function is not fully functional in educational institutions (schools), but occurs only in the economic and industrial institutions.

In addition, given the college as a unit implementing formal education leading to a variety of diversity of potential students who require the services of a diverse education, environmental conditions are different from each other, then the school should be dynamic and creative in performing its role to work on improving the quality / quality of education. This will be carried out if the school with a variety of diversity that, given the trust to organize and take care of himself in accordance with the environmental conditions and the needs of their students. In other words, should be given autonomy to schools to be able to take care of himself, of course, through the decentralization of education.

While the article 11 paragraph 2 of Law number 22 of 1999, in which education is a government authority that must be implemented by district / city, it is expected that the quality of education can

be improved. But in homage is not easy, the region will experience problems and obstacles that are not small, some fundamental problems that could potentially hinder the achievement of quality education, especially primary education. The issues above, behind the desire of researchers to observe and examine in more depth about the views and attitudes of students in improving the results of student achievement, involvement and participation in the campus to provide educational facilities as one of the factors to improve learning achievement results.

1. Literature Review

1.1 Motivation

According to Gagne learning is a set of cognitive processes that change the nature of environmental stimulation, pass through processing of information into new capabilities (Dimiyati and Mudjiono, 2006). Learning is a complex activity and the results of the study could include new capabilities. That is, once a person learns that he will have the skills, knowledge, attitudes and values as a result of the learning process. Timbulmya these capabilities is the stimulation that comes from the environment and cognitive processes performed by people who are learning.

Motivation is something what makes a person act (Sargent, in Howard, 1999); and Uno (2007), states that motivation is the

impact of the interaction of man with his situation (Siagian, 2004). While Slameto (2003) stated learning is a process attempts by individuals to acquire a new behavior changes as a whole, as a result of the experience of the individual in interaction with the environment.

Itself motivation to learn is internal drive and external students who are learning to make changes in behavior, according to Schunk and Zimmerman (2009) that the motivation to learn can be seen from the interest, independence, willingness, test scores, confidence in learning, orientation on results and mas view towards the front.

Uno (2006) clarifies the indicators of motivation to learn, namely: their desires and wishes succeed, the urge and need in learning, their hopes and ideals of the future, their rewards in learning, their interesting activities in learning, their learning environment conducive. The form of motivation is often done at the school is to give figures, gifts, compliments, body movement, gave the task, giving replay, find out the results, and penalties (Djmarah and Zain, 2002).

Besides, there is also another function of motivation is motivation is as business drivers and achievement "(Sardiman, 2001). It is clear that the function of the motivation it provides a value or *intensitas* separate from a student in improving learning motivation and academic achievement. Besides, there is also another function of motivation is motivation is as

business drivers and achievement (Sardiman, 2001). It is clear that the function of the motivation it provides a value or *intensitas* separate from a student in improving learning motivation and academic achievement.

1.2 Learning Method

According to Sudjana (2005), the learning method is one way to put teachers into contact with students during the course of teaching. According to Sutikno (2009) states, methods of learning are ways of presenting the subject matter is performed by educators for a process of learning on students in an effort to achieve the goal. Gerlach and Elly, said learning method can be defined as a systematic plan to convey information.

According to Hatimah (2000), the learning method not only serves as a way to deliver the course material, but also serves to encouragement, the revealer of the growing interest in learning, the delivery of learning materials, the creator of a conducive learning climate, the energy to give birth to creativity, driving force for self-assessment in learning process and results, and a driving force in completing weakness learning outcomes. According to the Word (2007), the effectiveness of the learning program is characterized by the following characteristics:

- successfully deliver students reach instructional objectives that have been set;
- provide a learning experience that is attractive, engaging students actively thus support the

achievement of instructional objectives; c) have the means to support the teaching and learning process.

According to Winarno Arikunto Surakhmad in his book (2006). Indicators of learning methods as follows:

- Students are humans that have the potential to really require education, so the method used must be in accordance with the students' ability to be easily understood by students.
- The learning objectives are the intended target of any teaching and learning
- situation is teaching and learning activities created by the lecturers are not always the same from day to day at a time lecturer should create learning situations dialam open
- facilities are the completeness of that support student learning, so learning methods must adjust existing facilities.
- Lecturers have different personalities and different abilities, so the learning methods used by different lecturers

1.3 Facility Education

Facilities and infrastructure are very important in the world of education as a tool for driving an education. Educational facilities can be useful to support the implementation of the learning process, either directly or indirectly in an institution in order to achieve educational goals. Infrastructure and education is one of the resources that became the

benchmark quality of schools and the need to increase continuously along with the development of science and technology is quite advanced.

According Bafadal (2003), educational facilities are all perangkatan equipment, materials and furnishings that are directly used in the educational process in college. While Wahyuningrum (2004), argues that educational facilities are all the facilities required in the learning process, which may include movables and immovable goods for the purpose of education achieved. Educational facilities is a whole set of tools, materials, and furnishings that are directly used in the educational process. Tables and chairs student, board, props, wardrobes, books, educational media (if required is an example of a means of education.

While understanding the educational facilities according to (Team Drafting Guidelines for Media Education Ministry of Education and Culture) are all the facilities required in the process learning, either moving or not moving, so that the achievement of educational goals can proceed smoothly, orderly, effective and efficient education facilities are all facilities can be equipment, materials and furnishings are directly incorporated into the learning process at school. Of course all the infrastructure and educational facilities should be managed well, it's called educational facilities management.

1.4 learning Achievement

Understanding Achievement is the result one achieves when doing certain tasks or activities (Tu'u 2004). academic achievement is the result obtained from the learning activities in schools that are cognitive and are usually determined through measurement and assessment. Learning achievement is the mastery of the subjects were determined by the value or the number given by the lecturer.

The learning achievement is a series of sentences composed of two words, namely achievement and learning, which both relate to each other and between them have a different sense. Therefore, before a deeper review of student achievement, we must first search for the word one by one to find out what it terms of learning achievement. According Djamarah (2008) achievement is the result of an activity that has been done, created, either individually or in groups ..

Achievement is not possible diacapai or produced by a person as long as he did not conduct seriously or with a persistent struggle. In fact, to get the achievement is not as easy as turning the palm of the hand, but it must be full of struggle and the various obstacles and barriers that must be overcome to achieve it. Only with tenacity, persistence and optimism that feat can be achieved. Experts give different interpretations of student achievement, appropriate from the standpoint of where they are highlighting. But in general

they agreed that learning achievement is the "result" of an activity WJS. Poerwadarminta found achievement is the result that has been achieved (dilakukan, crafted and sebagainya), while according to Masud Hasan Abdul Qohar found achievement is what has been created, the work is pleasing that acquired it with the tenacity, while Nasrun Harahap argued that achievement is the assessment of education on the development and progress of pupils with respect to mastery of lesson material presented to them and the values contained in the curriculum.

From the definition above, it can be concluded that the achievement is the result of an activity that has been done, is created, which is pleasing, which is obtained by the tenacity of work, either individually or in groups in certain areas.

Based on this, the learning achievement can be formulated:

- a. achievement of learning is learning outcomes are achieved when following, tasks and learning activities on campus.
- b. The learning achievement mainly assessed cognitive aspect because it is concerned with the ability of students in knowledge or memory, comprehension, application, analysis, synthesis and evaluation.
- c. The learning achievement of proven and demonstrated through the value or number of the results of the evaluation conducted by a lecturer.

So focusing on the learning achievement and mental attitude achieved in the learning process in college. The value obtained in terms of the cognitive because professors often use it to see the mastery of knowledge as student achievement.

2. Research Methods

2.1 Research Subjects

According Arikunto (2002), and Sugiono (2002) overall population is a subject of research. where the subject is very important in doing research. While the definition of the population, according to Hadi (2001) are all individuals for whom the facts obtained from the sample was to be generalizable.

Sampling is required if the population is taken very large, and researchers have limitations to reach the entire population, the researchers need to define the target population and the population of the new affordable then determine the number of samples and sampling techniques were used. In terms of the approach used, this research is quantitative research, the population in this study is the high school students of the second semester of economics NU trate Gresik.

Table 1

Sample Research

No.	Department of		Semester
1.	Management	II	46

2.	Accounting	II	20
	Total		66

From the definition above, it can be concluded that the achievement is the result of an activity that has been done, is created, which is pleasing, which is obtained by the tenacity of work, both individually or a group in a particular field.

2.2 Data Collection

Instrument retrieval of data in this study using a questionnaire. Questionnaires are a number of written questions that are used to obtain information from respondents in terms of his personal report, or the things that he knew (Suharsimi Arikunto, 2002).

Sugiyono (2010) states that, the answer to each instrument that uses a Likert scale has a gradation from very positive to very negative, which can form words with a given score.

2.3 Data Analysis

Data were analyzed by a number of statistical methods that use multiple linear regression analysis is used to test the analysis pengaruh learning motivation, learning methods, and education on learning achievement.

$$Y = 0.377 + 1,025X1 + 0,096X2 + 0,013X3 + 0.299 +$$

0.377 = Value learning achievements of

students consisting of indicator variables motivation (X1), as exogenous or dependent variable formed from the indicators, namely: Increasing Knowledge, skills and abilities , Improved attitudes, morals and behavior, more creative in solving a problem. Learning achievement constant value of 0.377 indicates that the increasing quality of learning motivation, learning methods and means of education for the students will have an effect on student achievement.

Value 1,025X1 = coefficient learning motivation variable means any increase learning motivation variable equal to 1%, the achievement of students increased by 1,025, assuming other variables (teaching methods and means of education) is constant, the direction of positive regression coefficient means that the motivation to learn has a positive influence on

the value of 0096 X2 = variable coefficient learning method means any increase in the variable method of learning by 1%, the achievement of students increased 0096 assuming other variables (learning motivation and education) constant, the direction of positive regression coefficient means that the method of learning has a positive effect

0.013X3 Value = the coefficient variable education facilities means any increase in the variable of educational facilities by 1%, the achievement of students increased 0013

assuming other variables (motivation to learn and learning methods) is constant, the direction of positive regression coefficient means that the method of learning has a positive effect.

The standard error of 0.299 means that all variables were calculated in SPSS has a confounding variable rate amounted to 0.299

multiple linear regression results indicate that the exogenous variables, namely: learning motivation, learning methods and means of education positively affects variable endogenous ie learning achievement. Wherein each of the rise in the exogenous variables followed by an increase in variable endogenous. other than that of the result can be seen that the dominant exogenous variables are variables of learning motivation of 1,025

3. Results

Test coefficient of determination is used as a measure of how much capacity model in explaining variations in the dependent variable, as follows.

Table 2

Results of determination coefficient test

Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate
1	.937 ^a	.871	.871	.299

		Adjusted R Squared	Std. Error of the Estimate
1	.937 ^a	.871	.299

regression calculation result can be seen that the value of the Adjust R square is 0.871. It shows that 87.1% of the achievement of students in the College of Economics NU Gresik affected by the variation of the three exogenous variables, namely: learning motivation, learning methods and means of education. While the remaining 22.9% is influenced by other variables that are not included in this study.

The standard error of the estimate (SEE) of the above table of .21270. The smaller the value of SEE, then it would make more appropriate regression equation to predict the dependent variable.

Results of regression calculations simultaneously obtained in the following table:

Table 3

Hypothesis test results Simultaneous ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	20 077	3	6692	147 930	.000 ^a
Residual	2,805	62	.045		
Total	22 882	65			

a. Predictors: (Constant), Means Education, Motivation, Teaching Methods

b. Dependent Variable: Learning Achievement

Based on statistical testing with the test method F, where a significant level obtained less than 0.000 of standard significantly, 5% and the ratio of F and F table, Fhitung 147.930 larger than Ftable the 2,753 it can be concluded that H_a is accepted or motivation to learn, pembelajaran methods and means of education has a significant influence on learning achievement.

Partial dilakukan hypothesis test to see the significance of the regression coefficient of each independent variable of this research yang terdiri of learning motivation (X1), the learning method (X2) and education (X3) on student achievement (Y).

Table 4
Results Hypotheses Partial

Model	T	Sig.	correlations		
			Zer-order	Partial	Part
(Constant)	1,260	.212			
Motivation	7,713	.000	.936	.700	.343
Learning Method	.491	.872			.693
Education Facility	.031	.892			.137
	.821	.017			
	.006				

a. Dependent Variable: Learning Achievement

a. Interpretation of the significance test of regression coefficient learning motivation (X1). As shown in the table above, the regression coefficient learning motivation has a number tcount of 7.713 with 0.000 significance. By the numbers Ttable at $\alpha = 5\%$ and amounted to 1.670 Df then $T_{hitung} > T_{table}$ ($7.713 > 1.670$) supported by figures significance of 0.000 ($p < 0.05$) with significance values below 0.05 indicate H₁, H₀ is rejected or accepted. This shows evidence that learning motivation variable (X1) significantly affects student achievement variable (Y)

- b. Interpretation of the significance test of regression coefficient learning method (X1). As shown in the table above, the regression coefficient learning method has a number tcount of 0.693 with 0.491 significance. By the numbers Ttabel at $\alpha = 5\%$ and amounted to 1.670 Df then $T_{hitung} < T_{tabel}$ ($0.693 < 1.670$) supported by figures a significance of 0.491 ($p > 0.05$) with significant value above 0.05 then H_0 is not rejected or not accepted H_1 . This shows evidence that the variable method of learning (X2) no significant impact on student achievement variable (Y)
- c. Interpretation of the significance test of regression coefficient means of education (X3). As shown in the table above, the regression coefficients education facilities have a number tcount of 0.137 with 0.892 significance. By the numbers Ttabel at $\alpha = 5\%$ and amounted to 1.670 Df then $T_{hitung} < T_{tabel}$ ($0.137 < 1.670$) supported by figures a significance of 0.892 ($p > 0.05$) with significant value above 0.05 then H_0 is not rejected or not accepted H_1 . This shows evidence that the variable of educational facilities (X3) did not significantly influence student achievement variable (Y)

4. Discussion

based on testing multiple linear regression equation between the variables of learning motivation, learning methods and

means of education has a positive relationship with students' achievement. This shows the direction of the relationship between several variables. This may imply that the higher the quality of learning motivation, learning methods and means of education, increasing the quality of student achievement

as shown in the table above, the regression coefficient learning method has a number thitung ($0.693 < 1.670$) supported by figures a significance of 0.491 ($p > 0.05$). This shows evidence that the variable method of learning (X2) had no significant effect on the variable student achievement (Y)

As shown in the table above, the regression coefficients education facilities have a number thitung ($0.137 < 1.670$) supported by figures a significance of 0.892 ($p > 0.05$). This shows evidence that the variable of educational facilities (X3) had no significant effect on the variable student achievement (Y)

Based on the above results of the partial test of each independent variable on the dependent variable indicate that the independent variables are the dominant influence on learning achievement (Y) is the motivation to learn (X1), because it is based on the results of the test variable T study motivation have value T_{hitung} ($7.713 > T_{tabel}$ ($1,670$)) with significantly required

5. conclusion

based on observation, interviews and analysis of the above data, the conclusions obtained from this study is that together, learning motivation, learning methods and means of education towards endogenous variable that student learning achievement. It is known from hasil uji F where $F_{count} > F_{table}$ ie $(147.930 > 2,753)$ with the support of significance $(p) 0.000 < 0.05$. The results of data analysis showed multiple determination coefficient of 0.871. It shows that 87.1% of the achievement of students in the College of Economics NU trate Gresik affected by the variation of the three exogenous variables, namely: learning motivation, learning methods and means of education. While the remaining 22.9% is influenced by other variables that are not included in this study, for example learning style, personality of the teacher, the environment and other factors.

Among the independent variables studied, the variables have the motivation to learn the most dominant influence on student achievement variable due to standardized coefficients of learning motivation variable of 0.850 which means in partial motivation to learn has an influence on the learning achievement of 49%.

6. Suggestions

Based on the conclusions outlined, then as for suggestions that could be given in connection with respect to the results of this

conclusion are as follows: to

- a. motivation learn has the greatest impact on student achievement, indicators of motivation to learn is the most dominant Must be diligent and continue to learn because that requirement in studying, for it should the faculty and parents must continue to pursue all means to continue to improve the students' learning motivation.
- b. The learning method is a variable that has the second greatest effect on student achievement. Indicator learning method is the most dominant Glad to follow the course because of the methods used are always tailored to be easily accepted by all the students, so it's important that each lecturer, must adjust the ability of students according to the level semester in order to make students more receptive to materials from lecturers, thus increasing pull students to perform better.
- c. Educational facilities is a variable that has most influence low on student achievement, indicators of student achievement is the most dominant I like the class because the school environment is cool and a lot of plants that shade, so should the college try to get around the campus given plants soothing, while also able to produce enough oxygen to maintain the health of students.

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