

***The Effect of Learning Motivation on Chinese Language Learning
Achievement at STBA-PIA College Student***

Alemina Br Perangin-angin
aleminaperanginangin@gmail.com
Effendy, Jonathan.

ABSTRACT

Learning Motivation is one of the factors that influence the learning achievement. Encourage student learning motivation for learning activities, determine the direction of action and selecting actions that are beneficial in achieving academic achievement in maximum. A student with a high degree of intelligence may fail to achieve maximum performance if there is lack of motivation to learn. The purpose of this study was to determine whether there is influence learning motivation on learning achievement.

This study research is using Ex post facto design, by simple random sampling technique. The study population of 150 students of 5th semester chinese literary STBA-PIA academic year 2013/2014 with a sample of 30 students. Methods of data collection is using questionnaires of learning motivation and Score of the course “Zonghe” F2. Data Analysis is using T-test.

Data analysis showed that test T is t count equal to 8.89 and t table (dk=28) of 1.70. t count > t table (8.89 > 1.70), which means it shows the significant influence between learning motivation on learning achievement of semester 5 student in STBA-PIA. The significant level of 5%. Ha accepted Ho rejected

Keywords: Learning motivation, learning achievements

A. INTRODUCTION

The development of science and technology are more rapidly and more intense in the globalization era. As a result

of this phenomenon include the emergence of competition in many areas of life including education. To deal with the need of the quality of human resources, one way

of doing this is to improve of the quality of education. Talking about the quality of education can't be avoided from learning where the student activity showed a better indicator. To achieve the subject optimal student learning can not be separated from the conditions in which the possibility that students can learn more effectively and can develop the power of both physical and psychological exploration. With the motivation to learn in students while learning good service delivery is not easy, many influencing factors, among others, educators, environmental, and parents. So that students play a role in achieving the discipline of learning.

According to Law No. 20 of 2003 that the National Education Goals are to develop the students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.

Motivation determines the success or failure rate of students' learning

activities. Learning without motivation it is difficult to achieve optimal success. Motivation according Hamalik (2005: 106), is an energy change in a (private) person who is marked by the emergence of feelings and reactions to achieve the goal. Motivation encourage someone to do something to achieve the goal to achieve. Motivation is a concept that describes the reason people behave. It can be seen from the experience and daily observations. In simple terms it can be said that if the children do not have the motivation to learn, there will be no self-learning on the child.

If the child's motivation is low, it is generally assumed that the achievements in question will be low, and most likely he will not achieve the goal of learning. If this is not observed, not helped, the student will fail in learning.

Learning is a psychological process that occurs in a person. The occurrence of learning in a person characterized by a change in behavior or the acquisition of

new capabilities to the man, this is in line with that proposed by Slameto (2003: 2) that learning is a process attempts person to obtain a change in behavior that is new in its entirety, as a result of his own experience in interacting with the environment. For students to learn about what should be done to him, then the initiative must come from the students themselves. Teachers are mentors and advisors, but the power to drive must come from students who learned thus the success of student learning will be determined also by the attitude of students to learn. The attitude of the students in this case reflected from mental readiness and the tendency of students to react or respond to what will be learned.

In the process of teaching and learning, students need to take proactive steps to achieve the objectives that have been planned. Students, teachers and other education managers should utilize the educational resources available as possible, using past experiences that are

considered effective, and the use of theories that are proven to improve the quality of learning achievement. Students are expected free to take the initiative and creative in implementing the obligation of learning that has been projected to achieve the expected goals. Therefore, students must be given the freedom and the need to be involved in the planning process of learning, in addition to the student as a subject of study continues to interact with the environment as a source of support and learning activities.

Keep in mind that the motivation of a good teacher will encourage students to excel. Moreover, in the learning process if not supported by a good motivation of teachers in the school, the learning process will not be run in accordance with the purpose of education is expected.

According Kushartanti&Multamia RMT Lauder..et.al (2005), the language is defined as a system beep agreed for use by members of certain communities to work together, communicate and identify

themselves. According to Wikipedia, in means Mandarin pu tong hua (普通话) and guoyu (国语) which is two standard languages based on bei fang hua (北方话). pu tong hua (普通话) means the official language of China and guoyu is the official language of Taiwan. Pu tong huayu is usually called, is also one of the four official languages of Singapore.

According to research conducted by Hamdu and Agustina (2011) with the title "The Effect of Student Motivation Towards Science Learning Achievement in Primary Schools". In their research explains that the learning motivation and student achievement has significant influence with the correlation coefficient (r) of 0.693.

According Nashar (2004: 11), motivation to learn owned learners in each learning activity plays an important role to improve learning achievement of students in certain subjects.

Problem

Based on the explanation above, the authors concluded that it is need to make a research on "Influence of Learning Motivation on Learning Achievement Mandarin to students STBA-PIA 5 semesters"

Based on the description above, as for the formulation of the problem that can be asked: Is there any effect on the learning achievement motivation to learn Chinese language student of STBA-PIA 5th semester?

Objectives

Campus STBA-PIA is a campus that provides education Mandarin and English, on-PIA STBA there are 7 classes in the 5th semester student literary mandarin. According to the observations in the field and information from local teachers, students in the 5th semester is not active in following specific lessons that can be known from the active and enthusiastic in doing the exercises given. So that the study results became less satisfactory

because there is still a lot of value below the passing standard of 70, but so far the existing campus facilities granted to support infrastructure for the smooth process of learning. This is the problem the researcher, so that researchers want to know more about the effect of learning motivation to the learning outcomes achieved by students.

B. THEORITICAL

Learning achievement

Learning is an important process to change human behavior and includes everything that is thought and done. Changes in behavior occur because it was preceded by a process of experience. From experience to experience another one will lead the process of change. These changes are not only related to the addition of knowledge but also skills, attitude, understanding, dignity, interests, personality and adjustment.

To complement the various terms

and meaning to learn, need to put forward the principles related to learning.

According Slameto (2003: 27-28) a teacher or prospective teacher needs to know the principles of learning is learning principles that should be implemented in different circumstances and by each student individually. Some of the principles learned to note include:

1. Based on the prerequisites needed to learn
 - a. In the study each student must seek the active participation, increase the interest and lead to achieve instructional goals.
 - b. Learning should be able to give rise to a strong reinforcement and motivation in students to achieve instructional goals.
 - c. Learning needs to be a challenging environment where children can develop the ability to explore and learn effectively.
 - d. Learning needs to be interaction of students with their environment.

2. As per the nature of learning

a. Learning is a continuous process that should be step by step according to its development.

b. Learning is a process of organization, adaptation, exploration and discovery.

c. Learning is a process kontinguitas (relationship between understanding one another sense) so get the sense that expected

3. Subject matter or material to be studied

a. Learning is a whole and the material must have a structure, a simple presentation, so that students easily grasp understanding.

b. Learning should be able to develop certain abilities in accordance with the instructional goals that must be achieved.

4. Terms of learning success

a. Learning requires sufficient facilities so that students can study in peace.

b. Repetition, in the teaching and learning need to repeat again and again that

understanding / skills / attitudes were deep in students.

Motivation to learn

Acts of teaching are relatively not as easy as doing a routine habit. It is therefore necessary to have something that encourages learning activities for all the desired goals can be achieved. It is their motivation. According Syamsu (1994: 36) motivation comes from the word motive which means a state in a person who encouraged her to act perform an activity in the achievement of objectives.

According to the cited Darsono Whittaker (2000: 61) motivation is a term that are widely used in psychology that includes conditions or internal state to activate or member strength in the organism and directs the behavior of organisms reach the goal. Meanwhile, according to Winkel motivation is the motive that already exist within a person long before it perform an act. According to

Nasution (2000: 73) the motivation is all the power that drives someone to do something.

According Dimiyati and Mudjiono (2002: 86) motivation as an individual's mental strength has two types of levels of strength, namely:

a. Primary Motivation

The primary motivation is motivation that is based on the basic motives, the basic motif is derived in terms of biological or physical man. DimiyatiMc.Dougal quoted the opinion that the behavior consists of thinking about the purpose and the subjective feelings of satisfaction and encouragement reach foraging example, curiosity and so forth.

b. secondary motivation

Population and Sample

The population of this research is the students STBA-PIA totaling 150 people. The sample used was simple random sampling. Simple Random Sampling was taking members of the

Secondary motivation is motivation that is studied, this motif is associated with social motives, attitudes and emotions in learning related to critical components such as affective, cognitive and kurasif, so motivation is very important secondary and primary students in business attributed by learning achievement.

C. RESEARCH METHODS

Quantitative methods used by the researchers. It is a method of quantitative non-experimental type Ex post facto. Ex Post Facto Research is the research done to examine the events that have occurred are then traced backwards to determine the factors that could cause the incident.

sample of the population that is done randomly without regard to strata that exist in this population (Sugiyono, 2012: 93). Simple Random Sampling is done when members of the

population is considered homogeneous. Simple Random Sampling can be done by lottery, pick a number from a list of random numbers, and so on.

Research Instruments

The research instruments is very important in a study, due to the acquisition of a data relavan or not, it depends on the instruments. Therefore, research measuring instrument must have adequate validity and realibitas.

In this study, researchers used questionnaires and documentation instrument in researching. The documentation in this study of the book the student report cards containing the

results of student learning over a period of one semester. Values are viewed through the documentation is the value of modern Chinese language subjects.

Validity of the instrument using the Pearson Product Moment and reliability test using Cronbach Alpha formula.

Hypothesis testing

Reliability test results show high category with a value of 8.89 t and t table (df = 28) of 1.70. The test results showed t count > t table, which means it shows the significant influence between learning motivation on student achievement in the fifth semester STBA-PIA at significance level of 5%

D. RESULTS

Learning Achievement Data Description

Table 1. Frequency Distribution of Learning Achievement Data

| No | Class interval | Frequency | Relative frequency |
|----|----------------|-----------|--------------------|
| 1 | 50-57 | 1 | 3% |
| 2 | 58-71 | 8 | 27% |
| 3 | 72-77 | 6 | 20% |

| | | | |
|---|--------|---|-----|
| 4 | 78-83 | 4 | 13% |
| 5 | 84-89 | 8 | 27% |
| 6 | 90-100 | 3 | 10% |

| Min | Max | Mean | Median | Mode | Standard Deviation | Range |
|-----|-----|----------|--------|------|--------------------|-------|
| 50 | 98 | 76.76667 | 77.5 | 73 | 12.033526 | 48 |

To determine the degree of inclination of Achievement can be classified into categories of high, medium and low. More details shown in Table 4.4.

Table 2 Level of Achievement Trends.

| No | Class Interval | Frequency | category |
|----|----------------|-----------|----------|
| 1 | 50-71 | 9 | Low |
| 2 | 72-83 | 10 | Medium |
| 3 | 84-100 | 11 | High |

Data Description Motivation to learn

Table 3 Distribution of Frequency Data Motivation

| Min | Max | Mean | Median | Mode | Standard Deviation | Range |
|-----|-----|------|--------|------|--------------------|-------|
| 30 | 96 | 65.8 | 67.5 | 68 | 12.41435 | 66 |

| No | Class interval | Frequency | Relative frequency (%) |
|----|----------------|-----------|------------------------|
| 1 | 20-40 | 1 | 3% |
| 2 | 41-61 | 7 | 23% |
| 3 | 62-82 | 21 | 70% |
| 4 | 83-103 | 1 | 3% |

To determine the degree of inclination of Motivation can be classified into categories of high, medium and low. More details interpreted in Table 4.3.

Table 4 Level tendency Motivation

| No | Interval | Frequency | Category |
|----|----------|-----------|----------|
| 1 | 20-40 | 3 | Low |
| 2 | 41-61 | 12 | Medium |
| 3 | >62 | 14 | High |

From the above data, the results obtained greatest frequency by 14 in the class > 62, while the frequency of the smallest of three in the class interval 20-40. It can be seen that respondents who have a very high motivation.

Hypothesis

Results from testing this hypothesis itself is t arithmetic and t table amounted to 8.89 (df = 28) of 1.70 with the calculation can be found in the appendix. The test results showed t count > t table, which means it shows the significant influence between learning motivation on student

F. CONCLUSION

The results of this study showed a significant relationship between learning motivation towards learning achievement mandarin semester student at the STBA-PIA V, where the results of this study are supported by the acquisition of t count > t table. With high motivation to learn, the

achievement in the fifth semester STBA-PIA at significance level of 5%

E. Discussion

Based on the results of this study that the influence of learning motivation on learning achievement. It is able to solve the problem in the earlier study According to research conducted by hamdu and Agustina (2011) with the title "The Effect of Student Motivation Against Science Learning Achievement in Primary Schools". In his research explains that the learning motivation and student achievement has significant influence with the correlation coefficient (r) of 0.693.

very large role to the learning achievement of a student.

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