

Role of Motivation in Learning Course on Human Resources Management Student Achievement Program Management Studies, Faculty of Economics Unipa Surabaya

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Abstract

Motivating role in the repair process of studying the subject management Department, University of Surabaya BUANA PGRI ADI carried on half anomalies Human Resource Management academic year 2010/2011. This learning process improvement tool is to improve student achievement that took HRM subjects, by providing motivation to learn by trial and discussions at the beginning of the treatment course.

The method developed in this learning process improvement to take medication or to motivate students to learn in a group. The first in the second group of students (class of parallel) are not given treatment motivated. The results of the quantitative evaluation of the treatment given to motivate students are students with an A (25%), B (75 %), and assess the C, D and E as well (0%). While a student at the value obtained parallel class A (8.35%), B (41.66%), C (50%) and also assess the D and E (0%). Statistically by using t-test assessing student learning motivation given by the reality of the level of 95% to the value given by the students who are not motivated to learn.

Keywords: Motivation; Learning; HRM; Student achievement; Course management

Introduction

In the learning process, attention to students is a major factor that influence, if learners have a great concern about what the students learned to accept and choose the relevant stimulus for further processing of the many stimuli that come from outside.

Edward Lee Thorndike [1] describes the interaction between stimulus and response (which might be thought, feeling or movement). Clearly the behavior change intervention students need motivation. Motivation means moving. Hereinafter under [2], motivation is a condition that causes or poses a particular behavior, and that gives direction and resilience on the behavior (behaviorism). Meanwhile, according to [3], describes motivation as goals to be achieved through certain behaviors. In this sense the students will strive to achieve a goal because the benefits will be stimulated by the benefits to be obtained.

Motivation is a factor that influenced the process and achievement of students. This is consistent with the results conducted by Walberg [4] concluded that motivation contributes between 11 to 20 percent of the learning achievements of students, while the results of the study Cipto Utomo [5] concluded that motivation has contributed 36 percent of the student learning achievement. Motivation is a process that gives the spirit, direction and persistence of behavior [6] motivated behavior is behavior that is full of energy, focus and can last a long time.

Motivation to learn is the conditions that gave impetus to the individual in learning to achieve better results than ever before. According Wlodkowski students' motivation is influenced by several factors, among others: a. Culture, b. Family, c. School, d. Private students.

Measurement of Motivation

According to Rahman Measurement of motivation is related to effectiveness in influencing the attitudes and motivation of human behavior. Motivation becomes effective and on target, when conducted in accordance with the theory and be adapted on the right object.

Motivation measurements can be seen in the example case raised in the journal, "Improving Motivation and Performance Through Learning Basic Chemistry II Direct Teaching Model (MPL) with Problem Posing Approach "by ACENG Haetami and La Thus Siharis. Where in the research, explains that: the rise evenly learning outcomes of each cycle, caused by several factors including the lack of student motivation to learn gradually is eroded by new learning model applied [7].

System centered teaching institution or faculty cannot always be said to be less good because in addition to having the weaknesses also has advantages, it is proved to the present system of higher education administration is designed to support this pattern. At the Faculty of Economics, Management courses, teaching and learning methods like this are still much in demand by the lecturers. Lecturers as teachers tend to be the source, whereas the students tend to just accept. It can be seen from the level of activity in both the student and ask very little discussion. On the other hand, the institution/faculty as teachers are required to be a manager in the classroom, so that a teacher should make the planning process of teaching and learning. This plan set out in detail in the Outline of Teaching Program (GBPP) Lectures and Events Unit (SAP) or Cours Out Line (COL), which should be used by lecturers as a guide in the learning process. Howard L. Kingsley in Dantes argues that 'learning is a process not a product. The process by which the nature and behavior generated and transformed through practice and training'. Hilgard in Nasution says that learning is "the

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process of giving birth or modify an activity through its action as distinguished from changes by factors that do not include exercise”.

Jauhari says that learning is “a process for obtaining a change of conscious, active, dynamic, systematic, continuous, integrative and clear goals”. Fontana in Khoir study focused on three things, namely learning is to change behavior, change is the result of experience, and changes occur in the behavior of individuals. So, in essence learning is any process or *uasaha* conscious, deliberate, active, and systematic and integrative to make changes in her life moving towards perfection.

Skinner in Syamsudin argues that the learning process involves three stages, namely the stimulation, the birth of the behavior and the strength. Munsterberg and Taylor in Nasution conduct scientific research on the ways good study, of 517 a good way of learning, there are some very important points, including: a. Healthy physical state, b. Social and economic circumstances are stable, c. Optimistic mental state, d. Using the best time, e. keep a diary.

The changes that occurred from the study should refer to the awareness, intention, learning objectives, continues over time and lead to positive changes in morality, mental, knowledge, and skills of students. It will happen when it is supported by four things: a. Have the willingness and readiness to learn. This relates to the intention and motivation of students., B. The desire to achievement. It is concerned with the spirit and ethos of student learning, C. Having the ability and positive intellectual traditions associated with intelligence, attitudes, and behaviors in learning, D. Trying to create a conducive learning atmosphere, which is associated with physical and psychological condition.

Almost all human behavior is the result of a learning process, so it can be said that the learning process is the maturation process of a person. To be able to enter into the process of learning, need encouragement or motivation to learn. Without motivation to learn it's not going to happen. Motivation was incurred related to one's needs. If the student feels the need to learn, he would automatically be motivated. In the meantime, every lecturer must be able to foster the needs of the students themselves in the form of knowledge needs or wants to have the skills. Such needs will also foster motivation to learn.

The learning process has shown good results on the students themselves if they meet the principles of learning [8], namely:

1. The principle of readiness. The success rate of learning depends on the readiness of student learning. Students are said to be ready to learn when he was able to concentrate the mind towards the material being studied. It also concerns the readiness of the student's physical condition, including physical fitness and spiritual. In relation to the principle that teachers should strive to help students to be ready to receive lessons in the classroom.

2. The principle of association. The success rate also depends on the ability to learn to associate the students what is being studied. Present in their memories that are prior knowledge, experience, upcoming assignments, problems ever faced, and so forth. For that lecturers need to help connect the material being studied with the knowledge and experience already possessed by students.

3. Principles of exercise. Basically anything that needs to be studied over and over again, both to learn knowledge and skills. The more often repeated the better learning results. Repeat no means in the same way, but can be done in different ways.

4. The principle effect (effect). Emotional situation when learning

will affect learning outcomes. Emotional situations can conclude sense of excitement for learning. When students learn with happy results tend to be better than he learned with displeasure. For that a teacher should be able to create an atmosphere that is fun classes.

Every professor who teaches in a college course, always willing to do a good learning process or quality. To achieve quality learning process that needs to note three principal components [9], namely : 1) Planning the curriculum and course material based on market needs (students and the world of work); 2) Presentation of the material that has been planned with engineering-techniques are effective and efficient, and 3) Evaluation of the ability of students and the entire college . In addition to the evaluation of the student's ability level is found also the weaknesses of students that need to be repaired. Because it is also an effort to control the evaluation and quality improvement. Evaluation should be viewed as an attempt to improve the quality of the overall activity. The first purpose of evaluation is to improve the quality in the lecture course. To make decisions about improving the quality of the lectures is required three types of data from the lectures that have been completed or are underway, namely 1) the success of the data, 2) the data weakness; 3) new data . Since the evaluation is performed continuously, the so-called continuous quality improvement.

Conditions encountered in Management Studies Program, can be said of all lecturers to follow these rules. However, the majority of lecturers have had SAP, but new as a guide in teaching, not given to students. So in this case the student has not been fully involved in the planning of the learning process This method can be seen that the achievement of students on the final value of student learning outcomes using the reference Benchmark Assessment (PAP) is still low, as long as the student whose grades A $\pm 10\%$, $\pm 20\%$ B grades, a grade of C $\pm 40\%$, the value of D $\pm 20\%$, and the value of E $\pm 10\%$. Picture of student achievement of the learning process, it is expected to provide SAP to students and motivate students to learn at home are based on the SAP provided a way to test and discussion at the beginning of each lecture on the material that will be discussed on the day, the students learn achievement will increase the assessed from the final results of student learning. The expected increase is the determination of the benchmark value A (>76.0), B (65 to 76.0), C (55 to 64.9), D (45 to 54.9) and E (<45.0), than that expected of students who got an A and B can reach 70%.

The problems of this research are how the role of motivation in the learning process improvement course humans the Resource Management Program Management? The purpose of the improvement of the learning process is to look at the role of motivation (handouts, tests and discussions at the beginning of each lecture) to the improvement of student achievement in the study of Human Resource Management in Management Studies Program.

The benefits of providing motivation for the improvement of this learning process is to:

1. facilitate mastery of the material for students
2. improve the achievement of students in the evaluation of learning outcomes
3. expected percentage of students who received grades of A and B will increase to 70%.
4. increase the absorptive capacity of students in problem solving learning courses in Human Resource Management. The hypothesis used in this study is to give students the motivation to learn to be able to improve the achievement of students in a course in

Human Resource Management at the Faculty of Economics, University of Adi Buana Surabaya PGRI

Methods

Location conduct of research in the Faculty of Economics, University Studies Program PGRI Adi Buana Surabaya and implemented in the first semester of 2010/2011, the value of taking a pretest conducted early in the semester before the course begins. Treatment (treatment) is given for a semester or during the learning process until the end of the semester.

The samples in this study were taken in the census (the whole class) for students taking courses in Human Resource Management (as given class treatment) as many as 20 students and whole classes in Management Studies Program (class B) as a treatment to control class given a number of 12 students. By using SAP administration and conduct tests and discussions at the beginning of the course it is expected that students will be motivated to prepare for each lecture will be made, and thus the expected student achievement will increase.

The variables studied were giving treatment (treatment) test and discussion at the beginning of each lecture on the material to be conveyed used as the dependent variable, while the learning achievement of students who see the end of the course (end of the semester) is an independent variable (final value) is the value student obtained after a treatment process by providing treatment (treatment) is. Instrument used in this study is the improvement motivate student to study at home in order to prepare themselves to face each meeting in the lecture. Motivation is performed by means of tests and discussions at the beginning of each lecture on the material that will be given on that day in accordance with SAP that has been made.

Measurement of the instrument is:

1. Conducting a pretest at the beginning of the semester for class research and classroom control, it is intended to determine student mastery of the material, before the lecture begins.
2. Questionnaire/questionnaire, intended to obtain information on matters related to student learning, student socioeconomic circumstances, the learning process is performed in Management Studies Program (treatment). The study design details can be seen in the following Figure 1.

Data analysis

The experimental study was conducted using a pretest method, past test, the control group, two parallel classes (class A and B). Where class A (class study) treatment given motivation to learn by providing

SAP and test the beginning of each lecture and discussion on the materials provided on the day, while grade B (grade control) was not given treatment, but SAP still be given.

Difference in value of pretest and posttest two sample groups (A and B) used as the basis for drawing conclusions comparison between a given class and class treatment is not given treatment. Then the pretest results significant tested by t-test, whether the motivation to learn the real impact on student learning achievement

Results and Discussion

The learning process in universities in Indonesia are generally still follow the old pattern, which only focused on the institution (faculty), where a professor teaches a group of students with material that has been outlined in the syllabus.

Such learning pattern needs to be changed to enable the students as the students. Through the learning process improvements that have been made in the Course of Human Resource Management, the Faculty of Economics, Management courses PGRI Adi Buana University of Surabaya where the provision of treatment to the student motivation to learn. Motivation to perform tests and discussions at the beginning of each lecture very large influence on the willingness of students to prepare for class lectures on the way home study before the face-to-face in the classroom begins.

To further enable the student to learn at home in order to prepare for each lecture meeting, has been supported by the provision of SAP (Unit Class Events) and Instructional Materials for the course at the beginning of the lecture starts at the beginning of the semester. Thus the student has had a picture of the material that will be covered in each lecture session.

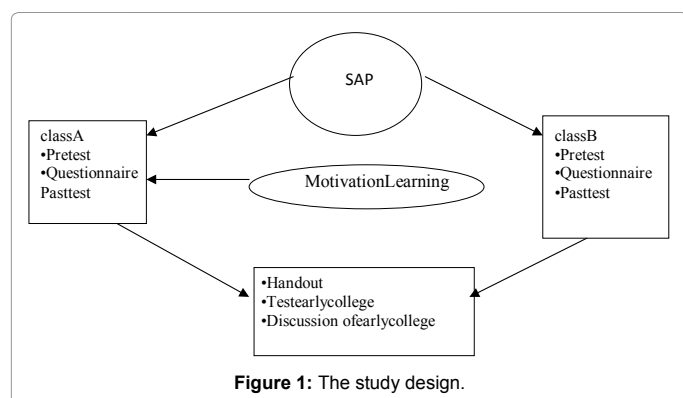
Giving the initial test of this study is one way to motivate students to be more motivated desire to learn the lecture material that will be discussed on a particular day face to face. The questions given are taken from the material that will be discussed at the meeting in question in accordance with SAP that has been made. This gift is intended solely to provide motivation while its value is not a component of the final assessment. Based on daily observations on the initial test administration classroom lectures have made more active student learning at home. This can be seen by the results of the test are given 80% of the questions that can be answered by the students are given.

Discussion prior to the beginning of college professors discuss material is also intended to provide motivation for students to learn. The results obtained showed on every face-to-face lectures students are very active in discussing the topic of the day. This call indicates that the student has to learn the material before the lecture begins.

Thus qualitatively explained that the motivation to learn has been able to improve student achievement, when compared with students who are not given motivation study, the same term in a parallel class.

The results of the learning process improvement by providing motivation for students to learn the subject Human Resource Management in the semester of the school year 2010/2011, found to be better than the students who are not given the motivation to learn on the same course.

Values obtained showed that in the group given the motivation to learn the value obtained A (25 percent), the value of B (75 per cent), the value of C (0 percent), the value of D (0 percent) and the value of E (0 percent). While student the parallel class is not given the motivation



to learn obtainable value of A (8.33 percent), the value of B (41.66 percent), the value of C (50 percent), the value of D (0 percent) and the value of E (0 percent). Distribution of values for both groups of students the class can be seen in Tables 1 and 2.

Table 1 shows that the groups of students who are given the motivation to learn obtain an average value of 76.55 classes or category A, according to the reference benchmark assessment standards that have been set. While the students are not given the value of learning motivation can be seen in Table 2. Table 2 Distribution of Value of Human Resource Management Student Management Program (class B) Without Motivation.

In Table 2 shows that the average value of students who are not given the motivation to learn is 64.75 meaning that the class gets in general category C with the same scoring system. From the comparison

No.	Name of Student	No. Student	Value	
			Number	letter
1	Yunita Herawati	101500001	88	A
2	Fitri Wahyuni Lail i	101500005	92	A
3	Rizka Faradila R.	101500002	75	B
4	Effendi Kurniawan	101500006	87	A
5	Ika Islamiyah	101500015	72	B
6	Irsalina Izaini	101500027	75	B
7	Lucky ispiranty	101500022	90	A
8	Reta Priyanti	101500029	69	B
9	Armbi Permana	101500032	75	B
10	Ilyanatus	101500048	72	B
11	Agus Wiyono	101500055	70	B
12	Moch. Sari	101500084	74	B
13	Arif Wahyudi Ali	101500089	72	B
14	Farid Dita Budiarto	101500097	74	B
15	Dwi Sujatmiko.	101500051	73	B
16	M. Khoirul Aam	101500103	68	B
17	Septy Irmalita Putri	101500090	90	A
18	Fitri Diana Sari	101500107	74	B
19	Freddy Pangaribuan	101500108	70	B
20	Rindi Tri Puspitasari	101500110	71	B
Number			1531	
Average			76.55	A

Table 1: Distribution of Value of Human Resource Management, Management Study Program by Giving Motivation.

No.	Name of Student	No. Student	Value	
			Number	letter
1	R.A. Nelly Nirmala	101500034	60	C
2	M. Dani Rusianto	101500054	78	A
3	Abd. Rizal Wahab	101500046	58	C
4	Lulus Dwi S.	101500052	62	C
5	Dita Widya K.	101500065	60	C
6	A.Prasetyo	101500075	62	C
7	Azrul Farid	101500069	66	B
8	Lulus Dwi S	101500052	64	C
9	Devi Tiara A	101500053	65	B
10	Muhimatun N.	101500067	67	B
11	Septiana Dwi K.	101500058	66	B
12	Yessi Puspitasari	101500070	69	B
Number			777	
Average			64,75	C

Table 2: Distribution of Value of Human Resource Management Student Management Program (class B) Without Motivation.

of students' final grades given better motivation academic achievement when compared to students who are not given the motivation to learn.

Different test analysis using t-test, showed that the t value is statistically the two groups is 2.8402 with degrees of freedom (df) 30, the value of t table 1.960 at 95% confidence level means that a given group of students learning motivation statistically significantly different. Components of this assessment is based on the value of students' final grades include attendance, assignments, quizzes, mid-term grades and semester grades.

Findings

From the comparison of students' final grades given better motivation academic achievement when compared to students who are not given the motivation to learn. Different test analysis using t-test, showed that the t value is statistically the two groups is 2.8402 with degrees of freedom (df) 30, the value of t table 1.960 at 95% confidence level means that a given group of students learning motivation statistically significantly different. Components of this assessment is based on the value of students' final grades include attendance, assignments, quizzes, mid- term grades and semester grades.

Implications

From previous research and theory put forward above, and after doing research it was found that the implications of motivation to learn to students which include culture family, schools, private students and objectives result students have a higher value.

Practical Implications

Having conducted research in management studies program, Faculty of Economics University PGRI Surabaya adi buana can be seen that by providing motivation to learn, the students of the 2010-2011 class management class a better value.

Social Implications

Having in mind the results of research on the economics faculty of management studies program university PGRI adi buana surabaya, then this motivation can be applied to other courses in the university PGRI adi buana Surabaya in particular and in other universities in general.

Originality/Value

From the design of this study, which became originality or value of research is the motivation that covers culture, families, schools, private students and objectives result students have a higher value.

Conclusions

The results of the evaluation process improvement learning courses in Human Resource Management Semester 2010/2011, in Program Management Studies Faculty of Economics, University of Adi Buana Surabaya PGRI can be summarized as follows:

a. Qualitatively activity of a given student motivation to learn better, so the learning process more smoothly.

b. The final value given student motivation to learn better when compared with students who are not given the value of learning motivation, value given student motivation to learn are A (25%), the value of B (75%), the value of C (0%), the value of D (0%) and the value of E (0%), while students who are not given the motivation to learn its

value is the value of A (8.33%), the value of B (41.66%), the value of C (50%), the value of D (0%) and the value of E (0%).

c. Statistically by t-test at the level of 95%, given the achievements of students learning motivation significantly different when compared with students who are not given the motivation to learn.

Suggestion

a. To further motivate the students should learn in lecture classes using a tool that is more appropriate, in addition to continue to provide SAP and Instructional Materials courses in question.

b. Implementation practicum courses in Human Resource Management needs to be held next semester so that students better understand the theory given in the classroom, so that students not only have cognitive abilities (understanding) but also has psychomotor ability (able to apply Human Resource Management). It is intended also to better prepare graduates who have the ability to pitch better.

c. Giving motivation to learn is expected to also be given to all existing courses at the Faculty of Economics, University of Adi Buana Surabaya PGRI.

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