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Comparing Learning Motivation and Student Achievement Using Various Learning Models

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Abstract

This study aims to examine the differences in student learning and learning outcomes between different learning models between using collaborative learning models Contextual Teaching and Learning and Hypnoteaching with Learning Contextual Teaching and Role Playing. The research subjects used were class X students of Accounting Department at SMK PGRI Rogojampi who won 64 people. The type of research used is quasi-experimental research, using research instruments about pre-test and post-test and questionnaire. The findings showed that there are significant differences in student achievement and learning motivation between collaborative learning models Contextual Teaching and Learning and Hypnoteaching with Contextual Teaching and Role Playing.

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INTRODUCTION

Learning is the main activity in the education process at school. Learning is an effort made consciously by a student that aims to change the quality of attitudes and behavior. One of the goals in a country is to educate the nation, one of which is through education. Education is itself a process to improve the quality of life for every human being to be better. This is through a good learning procedure. Students will succeed in the learning process if there is a desire to learn. This desire to learn is called motivation. Motivation to learn can arise naturally from within (intrinsic) or from outside (extrinsic) of each student. To help students develop their learning motivation, teachers should also provide good motivation.

Slameto (2003) defined learning as a business process carried out by a person to obtain a change in new behavior as a whole, as a result of his own experience in interaction with his environment. Baharudin (2010) learning is an activity carried out by someone to get a change in him through training or experiences. Based on the above quotation, learning is a change from what was not understood to be understood. This is based on our desire for something so we are motivated to learn especially about something new.

According to Sudjana (2009) said that learning is an attempt to process characterized by a change in one's self, this change is part of the results of the learning process that can be shown in various specific forms such as changes in knowledge, understanding, attitude, behavior, skills, conversation, habits, and changes in aspects that exist in each person who learns. Learning is a process of changing individual behavior through interaction with the environment. The process of changing behavior in a person cannot be seen but can be determined, whether someone has learned or not by comparing the conditions before and after the learning process is done, Hamalik (2006).

The learning process is related to the quality of education in an institution. This education is closely related to the output of each individual nation. Education can be used as a benchmark for the progress of a nation which is also an important element of a development process. This is also in line with the national education goals No 20 of 2003 Chapter 1, Education is a sada and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble, as well as the skills needed for himself, society, nation and country.

While learning outcomes are all effects that can be used as indicators of the value of using learning strategies. The purpose of the assessment of learning outcomes is to see the progress of student learning outcomes in terms of mastering the teaching material that has been learned with the objectives set. The way that can be done by a teacher to improve motivation and student learning outcomes is to create a conducive, effective and enjoyable learning atmosphere. According to Trianto (2009) the learning model is a broad and comprehensive approach and can be classified based on the learning objectives, syntax (sequence pattern), and the nature of the learning environment. The same is the case with Joyce & Weill (1992) who also suggests that each learning model has elements (1) syntax; (2) social systems; (3) the principle of reaction; (4) support systems; and (5) instructional and accompaniment impacts. An innovative learning model is developed to engage students actively in learning activities. So they not only

become objects that receive lessons from the teacher but also as subjects of learning Shoimin (2014).

The factors that influence learning achievement can come from within and the learning environment itself. Djamarah (2011) said that the external factors include the environment (natural and socio-cultural) and instrumental (curriculum, program, facilities and facilities, and teachers). While the factors include physiology (physiological conditions and sensory conditions) and psychological (interests, intelligence, talent, motivation, and cognitive abilities).

In addition, high learning motivation is also an important factor that cannot be abandoned. According to Kristiyandaru & Avendi (2011) motivation is psychological energy that is abstract. Viewed from the source there are two types of motivation, the first is intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation from within. While extrinsic motivation is motivation that comes from outside the individual or from the environment to do something, Maksum (2008). Understanding of Learning itself is an experience gained because of the interaction between individuals and their environment, Hamzah & Uno (2013). Motivation to learn itself is a force that encourages and stimulates a person to learn in order to achieve a goal.

This is related to a learning model to support good and quality learning quality. Learning models that can foster a person's enthusiasm for interest and have a curiosity are more likely to know something new. Some examples of innovative learning models are Contextual teaching and learning, Hypnoteaching and Role Playing.

The reason why learning Contextual teaching and learning is chosen because it will make the student learning process more meaningful and real. Learning Contextual teaching and learning is one of the learning models used by teachers to facilitate students' understanding of the material provided. Rusman (2013) describes the basic concept that Contextual teaching and learning is a learning outcome that can help teachers associate the material taught with real-world situations of students and encourage students to make connections between their knowledge and their application in their lives as family members and society. In addition, learning also becomes more productive and fosters strengthening of concepts to students because this learning method adheres to the flow of constructivism, where a student is led to find his own knowledge. Through the philosophical foundation of constructivism, students are expected to learn through experiencing not just "memorizing". Hypnoteaching is a creative, unique, and imaginative learning method. Costa (2001) Creativity and creative thinking are both related but not identical concepts. The emotional and psychological side of students is also very much considered. Before the implementation of learning, students were conditioned to be ready to learn. Thus, students will take part in learning activities in a fresh condition and ready to receive subject matter.

Creativity can also be defined as the ability to produce solutions to complex and complex problems Saskia et al. (2012). The process of creative thinking is convergent thinking to capture the situation, make evaluations and consider the consequences of the chosen solution Adzliana et al. (2012) Integrated creativity in knowledge and scientific processes of Sema & Aydin (2014). According to Munandar (2002) someone's creativity does not just appear, but

there needs to be a trigger. Creativity is integrated in knowledge and science processes. Sema & Aydin (2014).

According to Yustisia (2012) there are several benefits that can be achieved through the application of Hypnoteaching in learning including learning to be fun and more fun for students, as well as for teachers. Learning can attract students' attention through various game creations applied by the teacher. managing emotions, learning can foster a harmonious relationship between teacher and student. teachers can overcome students who have learning difficulties through a personal approach, teachers can foster students' enthusiasm in learning through Hypnoteaching games and teachers help students in eliminating the bad habits they have.

The reason why the Role playing model or role playing model is chosen is because the planting and development of aspects of values, morals and attitudes of students will be more easily achieved when students directly experience or play certain roles rather than just listening to explanations or just watching and watching. Based on the background above, researchers are interested in conducting quasi-experimental research to determine differences in motivation and student learning outcomes by using a collaborative learning model Contextual teaching and learning and Hypnoteaching with Contextual teaching and learning and Role playing.

METHOD

The research approach used in this study is quantitative, with a quasi-experimental or quasi-experimental research method with 2 subjects of class X Accounting Department at SMK PGRI Rogojampi with a total of approximately 64 students. The researcher developed an instrument for data collection. The several types of instruments used in this study were the Pre-test and post test and questionnaire. The data analysis technique used in this study is the Normality Test using the Kolmogorov Smirnov one-sample test with SPSS for Windows version 21 and an error rate of 5% or at the 95% confidence level, Homogeneity Test using the Levane test which is one component of Anova program package. Distribution norms are based on a 5% error level and hypothesis testing is done by analyzing two-way variants (two way anova) with order 2 X 2 with the help of SPSS for windows version 21. The influence of free variables on the dependent variable is based on a 5% error rate, then a free sample t test will be conducted to prove the significant differences in learning outcomes of the two groups. Decisions used to express a significant difference in the learning outcomes of the two groups are based on a 5% error rate.

RESULT AND DISCUSSION

Before testing the hypothesis the researcher first conducted a try out to find out the validity and reliability of the questions to be used in this study. The questions given amount to 20 questions in the form of multiple choice questions. A total of 15 of these questions were declared valid and could be used in research as well as reliable questions.

The next step is to see the balance between the two classes. From the results of the observations, the number of the two classes was the same, namely 32 students per class. The next step is to do a normality test to find out whether

the two classes have learning outcomes that are normally distributed or not. It turns out that from the results of the normality test the two classes have normal distributed learning outcomes.

Based on the results of hypothesis testing that has been done the researcher can conclude that learning motivation is obtained in group Accounting subjects by using Contextual Teaching and Learning and Roleplaying with the control group through learning models using Contextual Teaching and Learning and Hypnotheaching as a whole with significant differences. This is based on the results of hypothesis testing which concludes that there is a significant difference in learning motivation in Accounting subjects between groups of students studying with the Contextual Teaching and Learning and Roleplaying collaborative learning models with groups of students learning with Contextual Teaching and Learning and Hypnotheaching collaborative learning models. The calculation of the student learning motivation test shows that through the application of the Contextual Teaching and Learning and Roleplaying collaboration learning model by obtaining an average score of 3.06 or 76.45% while the learning motivation of students through the application of a collaborative learning model Contextual Teaching and Learning and Hypnotheaching with obtained an average score of 3.55 or 88.69%. This means that the collaborative learning model of Contextual Teaching and Learning and Hypnotheaching has a better influence than the Contextual Teaching and Learning and Roleplaying collaboration learning model.

According to Nasution & Hakim (2010) there are 7 steps that must be used in learning models using Hypnoteaching, namely intention and encouragement, Pacing, Leading, using positive words, giving praise, modeling, and mastering the material comprehensively. This is an effort to increase learning motivation to achieve good learning outcomes. From the results of this study it can also be concluded that different learning models can lead to significant differences in student learning outcomes in Accounting subjects. Based on the hypothesis testing which concluded that there were significant differences in learning outcomes with the Contextual Teaching and Learning and Roleplaying collaboration learning model by obtaining an average score of 13.56 while the student learning outcomes through the application of the collaborative learning model Contextual Teaching and Learning and Hypnoteaching with obtained an average score of 14.63. This can prove that the collaborative learning model Contextual Teaching and Learning and Hypnoteaching has a better influence than the Contextual Teaching and Learning and Roleplaying learning model on student learning outcomes. This finding is in line with the research conducted by Diantari et al. (2014) said that there were 32 students or 94.12% of students obtained learning outcomes above the KKM and 2 students or 5.88% of students obtained learning outcomes under the KKM, this indicates that the tendency of students who take the learning method using hypnoteaching can improve motivation and student learning outcomes. The subject matter delivered by the teacher becomes easier, even though the material taught is classified as difficult.

Hypnoteaching learning methods can give a pleasant impression. This can be seen from several responses of students who were very enthusiastic about receiving lessons. In harmony with what is in the study of Yustistia (2012), it is stated that hypoteaching is a blend of learning models that involve the conscious

and the subconscious. The hypnoteaching model can also be said to be a creative, imaginative and unique learning model. Creative and fun learning atmosphere is one of the most important factors, where teachers can also provide motivation to students whose purpose is to invite each student to improve their learning spirit. This is evident from learning activities, namely, at the beginning of learning using relaxation activities so that children can be comfortable, calm and ready in their psychic before receiving learning material. Besides that, it is also important that students are given input through motivational sentences in the form of positive sentences suggested by the teacher. So children will look more active in learning activities. That is an advantage of using hypnoteaching learning methods. So that the average value of students is better than the average value of students who learn using the learning model Contextual Teaching and Learning.

While the implementation of learning activities using Contextual Teaching and Learning students can be said to be lacking in enthusiasm and less enthusiastic in accepting lesson material. Students who are active in receiving lessons in applying the CTL model are only a few, this is different when compared with the application of hypnoteaching learning models where students are more active in the learning process. In addition, students are also said to be less cheerful in receiving learning material. Whereas in the use of hypnoteaching learning models have followed the concept of CTL learning, which is adapted in daily life or in terms of real conditions in life and students are required to try to find problems that must be solved.

CONCLUSION

Based on the description of the research results, hypothesis testing, and discussion, conclusions can be made, namely (1) there is a significant difference in learning motivation of students learning with learning models using Contextual Teaching and Learning and Roleplaying with control groups through learning models using Contextual Teaching and Learning and Hypnoteaching. This means that the Collaborative Teaching and Learning and Hypnoteaching collaboration learning model is more effective in increasing student learning motivation compared to the Contextual Teaching and Learning and Roleplaying learning learning models. (2) there are significant differences in learning outcomes of students who learn with learning models using Contextual Teaching and Learning and Roleplaying with the control group through learning models using Contextual Teaching and Learning and Hypnoteaching. This means that the collaborative learning model Contextual Teaching and Learning and Hypnoteaching is more effective in improving student learning outcomes compared to the collaborative learning model Contextual Teaching and Learning and Roleplaying. The findings in this study can be used as a teacher as a reference and consideration for improving the quality of learning by applying a collaborative learning model of Contextual Teaching and Learning and Hypnoteaching that is expected to increase student outcomes and motivation. In carrying out the steps of the hypnoteaching method the teacher must convey the material contextually and the teacher associates the theme of learning with everyday life so that students are more active in learning.

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