GeoEco Journal *P-ISSN: 2460-0768*
Vol. 5, No. 1 (January 2019) Page. 35-42 *E-ISSN: 2597-6044*

THE RELATIONSHIP BETWEEN GIVING MOTIVATION BY TEACHERS TOWARD STUDENT LEARNING OUTCOME IN GEOGRAPHIC LESSONS IN CLASS XI IPS SANGGAU REGENCY

Wiwik Cahyaningrum[1], Novita Sariani[2], Sri Rahayu[3]

[1, 2, 3] Program Studi Pendidikan Geografi IKIP PGRI Jalan Ampera No. 88 Pontianak Kota
Email : novitasariani24@yahoo.co.id

Abstract: The purpose of the study was to determine the relationship between giving motivation by teachers toward student learning outcomes on Geography subjects in class XI IPS Sanggau Regency. The research method used in this study was descriptive research methods. The form of research that is in accordance with the research method was using a form of correlational research. Data collection techniques used in the research were observation techniques, direct communication techniques, indirect communication techniques and documentation study techniques. Tools of Data collection used were observation sheets, interview guidelines, questionnaires and documentation. The results showed that there was a relationship between giving motivation by the teacher and student learning outcomes on Geography subjects in Class XI IPS Sanggau Regency.

Keyword: giving motivation, learning outcomes, Geography lessons

A. INTRODUCTION

Learning is a process carried out by humans on an ongoing basis to adapt to their environment. However, an incorrect learning process will actually make students feel lazy and bored. Moreover learning about children, methods or ways of learning are needed that stimulate children to be motivated to study harder.Syaiful Bahri Djamarah and Aswan Zain (2006: 148) said: "Only with motivation can students be moved to learn with other friends". So it is clear, that the teacher must be able to express ideas that can be used to encourage students to study harder and more enthusiastically before students enter the class. These ideas are the implementation of motivational techniques so that students will also be encouraged and eager to learn in the learning process in the classroom.

Furthermore, with the provision of motivation by the teacher, it is expected that student learning outcomes will increase. Based on the opinion above, it can be said that the teacher plays an important role in providing motivation, in order to encourage students to be more active in learning, hoping to encourage students to be more active in learning and can improve their learning outcomes in the learning process. Likewise the case with Geography teachers, where in conveying subject matter to students, a method is needed so that students can more easily understand, master and then learning objectives can be achieved namely student learning outcomes that fulfill the KKM on Geography subjects whis is 75.

However, giving motivation to students is not optimal. This can be seen when the researcher conducted a pre-observation at third grade students of SMAN Sanggau with the approval of the principal and Geography teacher, there are still students who are not enthusiastic in the teaching and learning process in the classroom. There are still students who chat with their friends while the teacher explains the material in front of the class, there are still students who do not want to ask even though they do not understand the material presented, there are still students who do not want to record the material written on the board and there are students who sleep in class while the teacher explains the material in front of the class. There are even students who intentionally let out the class with artificial reasons.

That above condition indicate that, students' learning spirit is still not optimal. In other words, it can be said that student learning motivation is still low. This can have an impact on the learning outcomes, both on daily repetition and semester test results. Even though good motivation can improve student learning achievement in schools, as Iskandar (2009: 182) argues that: "Good and adequate motivation can encourage students to be more active in learning and can improve learning achievement in class". Then Aunurrahman (2008: 89-90) argues below: "In learning activities, the role of the teacher is very important in growing student motivation. Teachers should be able to convince students that good learning outcomes are a necessity to achieve the desired success. " Therefore, the task of the teacher is to increase the motivation of these students, because if the teacher succeeds in providing motivation to students, it is expected that student learning outcomes will increase. The research conducted by Sukinarti (2006), about the Relationship between Learning Motivation and Learning Outcomes in Students in Distance Education there is a positive relationship between students' understanding of the PJJ system and learning outcomes at UT in study groups at UPBJJ Jakarta. The tight relationship is shown by the rx1y correlation coefficient of 0.73. Departing from the above problems, the researchers are interested in lifting them into a scientific paper with the title of the relationship of giving motivation by the teacher to student learning outcomes on Geography subjects third grade students of SMAN Sanggau.

B. METHOD

The research method that fits the formulation of the problem was using descriptive methods. The method in this

study was descriptive methods, namely a problem solving in a study based on the reality that occurred at the time the research was conducted. HarunRasyid (2005: 53) defines, "The research variable is a concept or object chosen to be examined and tested for its truth empirically". The independent variable in this study was the giving of motivation by the teacher and the dependent variable in this study was student learning outcomes.

The population in this study were all students of class XI IPS in the 2016/2017 Academic Year in SMA Negeri 3 Sanggau, Sanggau District, totaling 172 people and 1 Geography teacher who taught in Class XI. The sample of 86 people was taken using random sampling techniques. Sampling is done proportionally by considering class and gender. The method used is by lottery, namely:

a. Make a population list by class and gender.

b. Code the subject according to class and gender on pieces of paper that are of the same size and type.

c. The paper is rolled up and put into empty cans and then shuffled according to class and gender.

d. Then 67 pieces were released according to class and gender.

The procedure of the study was carried out through research preparations carried out after the implementation of the seminar activities, namely the preparation of instruments in the form of observation guides and learning outcomes tests. After compiling the instrument along with the list of questions that have been approved

Data collection tools used in this study are observation sheets, learning outcomes tests, questionnaires and documentation. The questionnaire used in this study was a structured questionnaire. The respondents who were chosen to fill out the questionnaire were grade XI students of SMA Sanggau 3 in Sanggau District. In order for the distributed questionnaire to be valid, then the questionnaire data validity is calculated. A test is feasible if the test is valid, if able to measure what is desired. (SuharsimiArikunto, 2006: 168). The validity used is content validity. Based on the opinion above, then in the preparation of the test carried out the steps to review the curriculum, determine the boundaries of the material, in accordance with the curriculum, guided by the grid that has been prepared in accordance with the subject matter. In addition, the researcher also asked the help of several lecturers and teachers in the field of geography as a validator to examine the suitability of the

material concepts submitted as test samples.

Reliability is the accuracy of a test performed when given at different times by showing relatively similar results. Nana Sudjana (2010: 16) says: "Reliability of assessment tools is the accuracy or consistency of the tool in assessing what is valued. This means that whenever the assessment tool is used it will produce relatively the same results ". The reliability of the test used in this study is internal reliability using the Flanagan method according to Purwanto's opinion (2010: 165). The reason for using this method is because the number of items used is even numbered. The formula is as follows: "r" _11 "= 2" (1- (s_1 ^ 2 + s_2 ^ 2) / (s_t ^ 2)) Information: r11 = reliability coefficient s12 = variance score of the first hemisphere s22 = variance score of the second hemisphere st2 = total score variance The observation guide used in this study used a checklist (observation sheet) as a data collection tool. The observation sheet which used is intended for geography subject teachers who are doing the learning process in class. List of student formative test scores, namely a list containing formative test scores of XI IPS class students on geography in biosphere material and aspects of the distribution of animals and plants

C. RESULTS AND DISCUSSION

Giving motivation by teachers in the XI IPS class at SMA Negeri 3 Sanggau reached an actual maximum total score of 4927 from the ideal maximum total score of 6536, reaching 75.38% of what should have been 100%, and teachers classified as "quite good". The giving of motivation by the XI IPS class teacher at SMA Negeri 3 Sanggau in more detail, it can be seen in the aspects and indicators: a. Aspects give awards to students. Indicators give verbal rewards such as praise in the form of words reaching the actual score of each indicator 392 from the ideal score of each indicator 688, which means it reaches 56.98% of what it should be. Thus including the category of "less good".

This fenomenon shows that on Geography subjects, teachers rarely give compliments in the form of words, such as "Your answer is right, you are indeed a smart student" and rarely give compliments such as comments or notes "Your answers are all right, keep your grades" on the sheet student work. b. Indicators provide nonverbal awards such as positive comments on student worksheets reaching the actual score of each indicator 375 from the ideal score for each indicator 688, which means it reaches 54.51% of what it should be. Thus including the category of "less good". This

shows that in Geography subjects, teachers often give thumbs up if you get high test scores, but never give compliments such as comments or notes "Your writing is neat, it should be an example for your other friends" in the student worksheet. c. Aspects provide test scores to students. The indicator immediately assesses the work results of students achieving the actual score of each indicator 524 from the ideal score of each indicator 688, which means it reaches 76.16% of what it should be. Thus it belongs to the "good" category. This shows that when students are given assignments, the teacher always immediately assesses the results of students' work, and rarely occasionally postpones giving grades to student work. d. Indicators immediately provide the work results of students who have been assessed to achieve the actual score of each indicator 295 from the ideal score of each indicator 344, which means it reaches 85.76% of what it should be. Thus included in the category "well".

This indicates that the task has been assessed, always given back to the student immediately. b. Aspects foster competition in students. Indicators provide group assignments to students and give individual assignments to students to achieve the actual score of each indicator 280 from the ideal score of each indicator 344, which means reaching 81.40% of what should be. Thus it belongs to the "good" category. This shows that in addition to group assignments, the teacher always gives individual assignments to students. c. Aspects provide a positive example. Indicators do not leave students when the teaching and learning process takes place to reach the actual score of each indicator 518 from the ideal score for each indicator 688, which means it reaches 75.29% of what it should be.

Thus it belongs to the category of "good enough". This shows that the teacher always gives a good example to students, such as not leaving the class when students are studying and rarely leaving the classroom when students are studying, for example talking to other teachers in front of the classroom door. d. Indicators coming to school on time reach the actual score of each indicator 485 from the ideal score for each indicator 688, which means it reaches 70.49% of what it should be. Thus it belongs to the category of "good enough". This shows that teachers rarely come to school on time on Geography subjects and rarely attend class on time. e. Indicators in speaking always use polite words and gently reach the actual score of each indicator 527 from the ideal score of each indicator 688, which

means it reaches 76.60% of what it should be. Thus it belongs to the "good" category.

This shows that in delivering subject matter, the teacher always used polite words and never used harsh and hard words. f. Indicators always provide assistance when students have difficulty achieving the actual score of each indicator 299 from the ideal score of each indicator 344, which means it reaches 86.92% of what it should be. Thus included "very good" category. This shows that the teacher always provides assistance when students experience difficulties, for example students have difficulty in doing school work, the teacher immediately notifies the ways to do it. b. Interesting aspects of the teacher's appearance. This shows that in Geography subjects, teachers are always dressed neatly, always dressed politely and always dressed clean. This shows that the teacher always enters the class with a bright face. Thus it belongs to the "very good" category. This shows that in the process of learning Geography, the teacher always greets students kindly. The student learning outcomes in this study are known through a list of daily test results on Biosphere material and Animal and Plant Distribution Aspects in XI IPS1 students, XI IPS 2, XI IPS 3, XI IPS 4 and XI IPS 5, as many as 86 students who were sampled in class XI IPS at SMA 3 sanggau, Sanggau Regency.

The details of the value of student learning outcomes, it can be seen in the Appendix. The calculation of Mean (average value) from the daily test results of students shoed that learning outcomes in Biosphere material and Animal and Plant Distribution Aspects in class XI IPS students at third grade students of SMAN Sanggau is 70.29. Based on the assessment criteria above, the mean (average value) of the learning outcomes of XI IPS students in Sanggau Public High School 3 Sanggau District is 69.71, thus classified as "sufficient". Relationship between Giving Motivation by Teachers and Student Learning Outcomes in Geography Subjects in Class XI IPS Sanggau Public High School 3 Sanggau District. Before calculating the produsct moment correlation formula, calculations are first performed such as normality test and linearity test.

This is in accordance with the opinion of Riduwan (2010: 184), that in order to test hypotheses and answer the formulation of the problem posed, then before carrying out the testing must be fulfilled the analysis requirements first, assuming the data must be selected randomly, normal means that data that is connected is normally distributed, it needs

a normality test, linear. Based on the opinion above, the data processing is to find out the relationship between giving motivation by the teacher and student learning outcomes on Geography subjects in Class XI IPS in SMA 3 Sanggau, Sanggau Regency.

D. CONCLUSION

Based on the processing and analysis of data in research, in general a conclusion can be drawn that there is a relationship of giving motivation by the teacher to student learning outcomes on Geography subjects in Class XI IPS SMA Negeri 3 Sanggau. In accordance with the problem and the formulation of the problem set can be concluded as well as answers to sub-problems in this study include: 1) Giving motivation by teachers in class XI IPS Sanggau Public High School 3 Sanggau District reached the actual maximum total score of 4911 from the total maximum ideal score 6536 , reaching 75.148% of which should be 100%, and teachers classified as "quite good". 2) The learning outcomes of XI IPS students in Sanggau Public High School 3 Sanggau District are 69.71, thus classified as "sufficient". 3) Relationship between giving motivation by teachers and student learning outcomes on Geography subjects in Class XI IPS SMA Negeri 3 Sanggau Sanggau Regency is rxy (r count) is 0.589 and rtable is 0.213 with a confidence level of 95% with N = 86. Thus, there is a relationship between giving motivation by the teacher and student learning outcomes on Geography subjects in Class XI IPS Sanggau Public High School 3 Sanggau Regency.

E. REFERENCES

Aunurrahman. (2008). *Belajar dan Pembelajaran, Memadukan Teori-Teori Klasik dan Pandangan-Pandangan Kontemporer*. Bandung: Alfabeta.

Harun, R. (2005). *Metode Penelitian Kuantitatif Bidang Ilmu Sosial dan Agama*, Pontianak : SekolahTinggi Agama Islam Negeri (STAIN).

Iskandar. (2009). *Psikologi Pendidikan Sebuah Orientasi Baru*, Jakarta: Gaung Persada (GP) Press.

Nana, S. (2010). *Dasar-DasarProsesBelajarMengajar*. Bandung:SinarBaruAlgensindo.

Suharsimi, A. (2006). *Prosedur Penelitian Suatu Pendekatan Praktis.* Jakarta: Rineka Cipta.

Sukiniarti. (2006). *Hubungan Motivasi Belajar Dengan Hasil Belajar Pada Mahasiswa Di Pendidikan Jarak Jauh.* Jurnal Penelitian. Universitas Terbuka. Jakarta.

Syaiful, B.D. dan Aswan, Z. (2006). *Strategi Belajar Mengajar*. Jakarta: PT. Rineka Cipta.

Purwanto. (2010). *Evaluasi Hasil Belajar.*Yogyakarta: Pustaka Pelajar.

Zailani. (2011), *Pengaruh Motivasi Belajar Terhadap Hasil Belajar Siswakelas IV SDN Waru 05 Kecamatan Parung pada siswa kelas IV SDN 05 Waru Kecamatan Parung*. Skripsi: Jakarta.