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The Effect of Learning Methods, Extracurricular Activities and Perceptions in the Campus Environment on Character Motivation of Cadets of the Semarang Shipping Polytechnic

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Abstract

This study aims to analyze the influence of Learning Methods, Extracurricular Activities and Perceptions in the Campus Environment on the Characteristic Motivation of Cadets of the Semarang Maritime Polytechnic. This study uses a quantitative approach. The population of this study were all cadets from the Nautical Study Program, Engineering and TALK of the Maritime Polytechnic (PIP) Semarang, totaling 450. The sampling technique used was using the Slovin formula, so the number of samples used in this study were 229 cadets or cadets. Data collection techniques using a questionnaire through the Google form. The data analysis technique uses the SPSS ver 21 program. The results of this study indicate that Learning Method (X1) has a significance value of 0.000 on character motivation (Y), for extracurricular activities (X2) has a significance value of 0.024 for character motivation (Y), while perceptions of the campus environment (X3) have a significance value of 0.000 for character motivation (Y). The conclusion obtained from the results of the discussion is that learning methods, extracurricular activities and perceptions of the campus environment have a significant effect on the motivation of the Semarang PIP Cadets character. This means that motivation with the character of Taruna PIP Semarang can increase when the way of learning goes well, extracurricular activities can also be carried out well and the perception of the campus environment is good too. The conclusion obtained from the results of the discussion. This means that motivation with the character of Taruna PIP Semarang can increase when the way of learning goes well, extracurricular activities can also be carried out well and the perception of the campus environment is good too. The conclusion obtained from the results of the discussion is that learning methods, extracurricular activities and perceptions of the campus environment have a significant effects on the motivation of the Semarang PIP Cadets character. This means that motivation with the character of Taruna PIP Semarang can increase when the way of learning goes well, extracurricular activities can also be carried out well and the perception of the campus environment is good too.

Keywords:How to learn; Extracurricular activities; Perceptions of the Campus Environment; Character Motivation

I. Introduction

Shipping Science Polytechnic (PIP) Semarang is a Vocational Higher Education under the Ministry of Transportation's Human Resources Development Agency (BPSDM). PIP Semarang organizes Education in 3 Study Programs, namely Marine Engineering Department, Shipping and Port Managements Department (TALK).

Based on results of interviews with several lecturers and cadets which were held on Wednesday, January 22 2020, at the Head of Study Program room, the following information was obtained as follows: The sleep pattern of cadets in the dormitory is still irregular. There are still many cadets who cannot manage their sleep time properly, thus affecting their study patterns and study time. The schedule for extracurricular activities is quite tight, so the rest time for cadets is reduced. This results in decreased motivation to learn. The campus environment is based on boarding schools and is semi-military, so that all activities or daily activities are regulated in Pertibtar (Taruna Rules and Regulations).

Study was [1] to analyze the influence of learning methods on the character motivation of Cadets PIP Semarang. [2] The influence extracurricular activities on the motivation of the Taruna PIP Semarang character. [3] To analyze the effect of perceptions on the campus environment on the motivation of the Semarang PIP Taruna character.

Several previous studies that can support the studies in this study include [1] Research from (Idola, Sano, & Khairani, 2016), with the research title "The relationship between students' perceptions of the state of the school's physical environment and learning motivation". Physical environment of the school. Perceptions of the UNP Padang Laboratory Development Middle School students about the condition of their school's physical environment, namely 45.88%, are in the fairly good category, related to the learning motivation of UNP Padang Laboratory Development Middle School students, namely 47.05% are in the fairly good category. and there is a significant relationship between students' perceptions of the state of the school's physical environment and learning motivation at UNP Laboratory Development Middle School with a correlation coefficient between X and Y, namely 0.380 with a significance level of 0.01 which has a total of 85 respondents. [2] Likewise the results of research by Rima Dhamayanti, with the research title "The level of prestige and students' perceptions of school image and its influence on student learning motivation". The variables used are prestige, perception, school image, learning. Study of as follows. First, the level of prestige as measured through a questionnaire was not proven to the learning motivation of students majoring in accounting at SMK Ardjuna 1 Malang. This is because the level of prestige of student towards the image of the school is classified as low so that it is not partially significant to students'. Therefore, the results this study of not the level of prestige affects students' learning motivation. Second,

student. students better perceptions of their environment (school image). Third, the level of prestige and students' perceptions of school image simultaneously have a significant effect on learning motivation. This external factors in form of school image will affect student motivation.

18 According to(Sardman, 2011), motivation a changes in energy within an the 12 characterized by the appearance of "feeling" and is preceded by a response to a goal. Motivation is a conscious effort to move, direct 13 maintain a person's behavior so that he is encouraged. According to(Annie, 2007)motivation is an internal process that activates, guides, an 10 maintains a person's behavior on an ongoing basis. According to(Purwanto, 2009) to act to do something so as to achieve certain results or goals. According to(Sardman, 2011)motivation is the driving force that becomes. Motivation is very important to arouse students' enthusiasm in learning activities at school. The above understanding, it can be concluded that motivation is all the factors that exist in a person who encourage him to do an action, where in the world of education motivation is the strength or encouragement that exists in students to carry out learning activities in order to achieve educational goals. In essence, motivation is a psychological factor that influences the process and learning outcomes. Therefore students must have high learning motiva 3 on.

According to(Slameto, 2010)The way of learning is the way or path that must be followed to gain knowledge, attitudes, skills, and skills. Efficient way of learning according to(Tu'u, 2005): 3 to concentrate before and during study, immediately review the material that has been received, read carefully and both the material being studied and try to master it 4 well as possible and try to solve and practice doing the questions.

Based on the Decree of the Minister of Education and Culture No.060/U/1993 and Number 080/U/1993, extracurricular activities are activities 4 at are held outside of class hours listed in the program composition in accordance with the circumstances and needs of the sch 2 pl, and are specifically designed to suit with the interest and talent factors of students. Extracurricular or extracurricular activities are additional activities carried out outside of school hours that are carried out either at school or outside of school with the aim of gaining additional knowledge, skills and insights and helping to shape the character of students according to their individual interests and talents.

(Priest, 2011)argued that the school environment is the second environment for children and is a formal educational environment that assists parents in carrying out educational responsibilities. Education received at school is in the form of forming values, knowledge, skills and attitudes towards subjects or fields of study.

cara learning, extracurricular activities an 10 he campus environment can affect the learning motivation of Semarang PIP cadets, so that if the learning motivation is low then the learning outcomes will not be optimal, then the learning outcomes achieved will be satisfactory or maximal. Based on this description, it can be described methods (X1), extracurricular activities (X2), and perceptions of the campus environment (X3) on character motivation (Y) for Cadets of the Semarang Maritime Polytechnic, as follows:

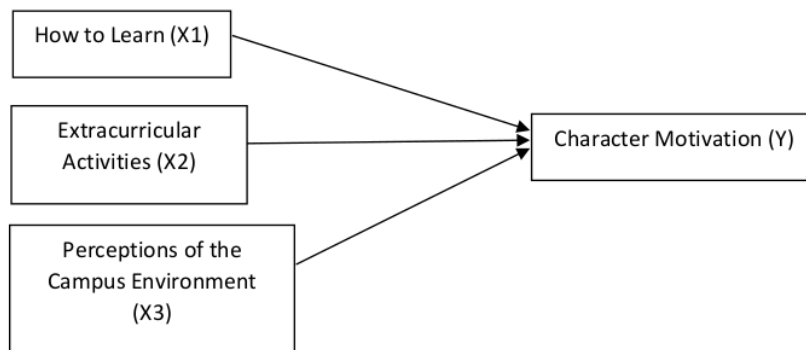


Figure 1. Research Framework

The hypothesis that can be conveyed in this study is [1] How to learn cadets has a significant effect on the character motivation of PIP Semarang cadets. [2] Cadets' extracurricular activities have significant effects on the motivation of Semarang PIP cadets' character. [3] Perceptions effect on the motivation of the Semarang PIP cadets' character.

II. Research Method

The research method used in this research is quantitative. according to (Sugiyono, 2014) are as follows: The quantitative method can be interpreted as a research method based on the philosophy of positivism. This method is used to examine certain populations or samples, collecting data using research instruments, analyzing data is quantitative or statistical, with the aim of testing the hypotheses that have been set. The population used in this study were all cadets or students of the Nautical, Engineering and Management of Sea and Port Transportation (TALK) study programs with a total of 450 cadets or students. By using the Slovin Formula (Amirin, 2011), then a minimum sample size of 212 cadets or students is obtained. Sample used for the Nautical Study Program was 84, the Engineering Study Program 95 and the TALK Study Program 50, so that the total respondents in the study were 229. The sampling technique used a questionnaire via google form, with a Likert scale of 1 to 7. From the test results In terms of validity, it was found that the Learning Method variable (X1) had 1 statement which was declared invalid, while for the Extracurricular Activities Variable (X2), Perception Variables in the Campus Environment (X3) and Character Motivation (Y) were all declared valid. While the results of reliability test stated that the variable X1, X2, X3, and Y were declared reliable.

III. Results and Discussion

3.1. Variable Description

Learning Method Variable (X1) consists of 5 indicators, namely [1] Scheduling and implementing it, [2] Reading and taking notes, [3] Repeating lecture material, [4] Concentration, [5] Doing assignments. From these 5 indicators, it was reduced to 19 questions. Variable Extracurricular Activities (X2) consists of 4 indicators, namely: (1) Youth Activeness, (2) Youth Engagement, (3) Youth Interests, (4) Benefits for Youth. From these 4 indicators, it was reduced to 17 questions. The Variable Perception of the Environment consists of 6 indicators, namely: (1) Teaching Methods, (2) Curriculum, (3) Relations between Lecturers and Cadets, (4) Relations between Cadets, (5) Campus Discipline, (6) Campus Facilities. From the 6 indicators, it was reduced to 19 questions. The character motivation variable consists of 8 indicators, namely: (1) Korsia Spirit, (2) Professional and ethical, (3) Spirit of Leadership, (4) Piety to God Almighty, (5) Responsive to the community's need for services that are orderly, regular, timely, clean and comfortable, (6) Resilient in dealing with challenges, (7) Skilled and agile, friendly, polite and straightforward, (8) Responsible for the safety and security of transportation services. From the 8 indicators, it was reduced to 25 questions.

3.2. Prerequisite Test Results

The results of the data normality test using SPSS version 14 states that the Kolmogorov-Smirnov residual data value shows a value of 0.116. If the probability or significance is greater than 0.05, then the research data is normally distributed. Thus the research data is normally distributed, because the probability or significance value

is greater than 0.05.

The results of the data linearity test using SPSS ver. 21 states that the value of Sig. Linearity is 1,000. A dependent and independent variable is said to have linearity if the Sig. Linearity > 0.05, whereas if the Sig. Linearity < 0.05 can be stated that the dependent and independent variables do not have linearity.

3.3. Problem discussion

Based on the results of data processing using SPSS ver. 21 The following results were obtained:

Table 1. Regression Results of variables X1, X2 and X3 against Y

**Mmodel
Summary**

Model	R	R Square	adjusted R Square	std. Error of the Estimate
1	.863 ^a	.745	.741	12,098

a. Predictors: (Constant), ENVIRONMENTAL PERCEPTIONS, HOW TO LEARN, EXTRACURRICULAR ACTIVITIES

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	96113,830	3	32037,943	218,902	.000 ^b
residual	32930,475	225	146,358		
Total	129044,306	228			

a. Dependent Variable: CHARACTER MOTIVATION

b. Predictors: (Constant), PERCEPTIONS ON ENVIRONMENT, LEARNING ACTIVITIES, EXTRACURRICULAR ACTIVITIES

Coefficient^a

Model	Unstandardized Coefficients		standardized Coefficients	t	Sig.
	B	std. Error	Betas		
	1 (Constant)	-9,342	7,288		
HOW TO LEARN ACTIVITIES EXTRACURRICULAR ENVIRONMENTA	,880	,173	,508	5,100	,000
	-,528	,232	-,282	2,277	,024
	1.042	,132	,660	7,870	,000

a. Dependent Variable: CHARACTER MOTIVATION

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Regression Models : $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon$

1. *The form of a linear model test hypothesis:*

$H_0 : \beta = (\beta_1, \beta_2, \beta_3) = 0$ (non-linear equation or no relationship between X_1, X_2, X_3 and Y)

$H_1 : \beta = (\beta_1, \beta_2, \beta_3) \neq 0$ (equation is linear or there is a relation X_1, X_2, X_3 and Y)

2. *Analysis design formulation:* linear model estimator $y = a + bx_1 + cx_2 + dx_3$, with two-party test, 5% significance level.

Pethe regression equation based on the sample is read on the output coefficients: on Unstandardized coefficient B: constant, Learning Method (X_1), Extracurricular Activities (X_2), and Perceptions of the environment (X_3). Obtained value = 9.342, $c = -0.528$, $b = 0.88$, $d = 1.042$

So the regression equation: $y = 9.342 + (0.88)X_1 + (-0.528)X_2 + (1.042)X_3$.

We will test the values of $a, b, c,$ and d . To accept or reject the hypothesis, read the F distribution calculation table or the output of the ANOVA table: obtained value $F = 218.902$, $sig = 0.000$, it does not need to be matched with table F, because SPSS already facilitates it with significant values.

3. *Analysis results :*

$Sig = 0.000 = 0\% < 5\%$ means reject H_0 and accept H_1 . So the equation is linear or X_1, X_2 and X_3 together have a linear relationship to Y or X_1, X_2 and X_3 together have a positive effect on Y . Therefore the analysis can proceed to the process of looking at the influence

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by looking at the value of the coefficient of determination R^2 .

4. Interpretation of Results:

The value of the coefficient of determination can be read on the value of R square, namely in the summary model output:

The value of R square or $R^2 = 0.745 = 74.5\%$ is obtained. This value indicates that the variation of the Y Character Motivation variable can be explained by the variable Way of Learning (X1), Extracurricular Activities (X2) and Perceptions of the Environment (X3) of 74.5%. In other words, the variables X1, X2 and X3 together affect the Y variable by 74.5%, there is still 25.5% of the Y variable that is influenced or explained by other variables besides Learning Methods, Extracurricular Activities and Perceptions of the Environment. By accepting its regression equation $Y = -9.342 + (0.88)X1 + (-0.528)X2 + (1.042)X3$, then this equation can be used as a basis for predicting the dependent variable Y if the values of the independent variables X1, X2 and X3 are known. For example, the score of How to Learn is 70, the score of Extracurricular Activities is 75 and the Perception score on the Environment is 70, so the results of the Character-Based Superior Motivation can be estimated to have a Motivation of $-9.342 + (0.88)70 + (-0.528)75 + (1.042)70 = 85.598$.

3.3.1. The influence of learning methods (X₁) on character motivation (Y) Semarang PIP cadets.

Based on the calculation of the regression analysis in table 1. above, the effect of the X1 Learning Method on Character Motivation, a significance value of 0.000 is obtained. Because the significance value of Learning Method is less than 0.05 (5%), it can be said that a significant effect of Learning Method on Character Motivation. This means that the better the Taruna Learning Method, the better the Character Motivation.

According to (Damayanti, 2011) research entitled The Effect of Learning Methods, Family Environment, School Environment, and Motivation on Learning Outcomes in Accounting Subject for Class XI Social Studies students at SMA 8 Purworejo, states that there is an indirect effect between learning methods and family environment on Accounting Learning Outcomes through motivation learning as an Intervening variable. Thus learning methods can increase student motivation to get maximum learning results.

From the results of previous research conducted by Rasista Damayanti, stated that learning methods. The same results were produced from this study, namely how learning influences character motivation with a significance value of $0.000 < 0.05$. The way of learning for cadets and cadets of PIP Semarang is different from other foreign students. Because the education system at PIP Semarang uses the Boarding School and Semi-Military systems, all activities are inseparable from the rules that apply at the PIP Semarang Campus. Various ways and strategies are carried out by Taruna or Taruni so that the time provided can be used as much as possible for learning. Thus the way of learning character of Cadets PIP Semarang.

3.3.2. The Effect of Extracurricular Activities (X₂) on Character Motivation (Y) Cadets PIP Semarang.

Based on the calculation of the regression analysis in table 1. above, X2 Extracurricular Activities on Character Motivation, a significance value of 0.024 is

obtained. Because the significance value of Extracurricular Activities is less than 0.05 (5%), said that there is a significant of Extracurricular Activities Character Motivation. This means that the better the Cadets Extracurricular Activities, the better the motivation.

The results of research conducted by (Joseph, 2016), States that there can be a significant influence between school organizational activities (extracurricular) on student motivation in sociology subjects at SMA Negeri 5 Makassar. Student participation in school organizational activities (extracurricular) can increase student enthusiasm or motivation for learning, this is because students who participate in organizational activities have the experiences and mentality to face anything because they have a leadership spirit and a sense of responsibility and always want to try things. which made him feel challenged.

Muh. Yusuf stated that extracurricular activities have student learning motivation or in other words extracurricular activities can't increase students learning motivation. The same results were also obtained from the results of the study, that extracurricular activities had a very significant effect on Character Motivation. Lots of extracurricular activities are carried out at PIP Semarang, starting from academic extracurriculars, extracurriculars in sports and arts. From the activities carried out, it can have a positive effect and increase the motivation of Taruna Taruni to study more actively in achieving their goals of becoming an International Standard Transportation Officer.

3.3.3. The Influence of Perceptions on the Campus Environment (X3) on Character Motivation (Y) Cadets PIP Semarang.

Based on the calculation of the regression analysis in table 1 above, Perceptions of the X3 Environment on Character Motivation obtained a significance value of 0.000. cause the significance value of Perceptions of the Environment is less than 0.05 (5%), it can be said that there is a significant effect of Perceptions of the Environment on Character Motivation. This means that the better the Perception Cadets Environment, the better the Character Motivation.

Research result (Idola, 2016), states that there is a significant relationship between students' perceptions of the state of the school's physical environment and learning motivation at SMP Development Laboratory UNP with a correlation coefficient between X and Y, namely 0.380 with a significance level of 0.01 which has a total of 85 respondents. Thus the perception of students in the school environment is very influential on learning motivation.

From of previous research conducted Sona Idola et al, states that environmental perceptions can influence student learning motivation that perceptions of the environment have a significant effect on character motivation. PIP Semarang is an official tertiary institution under the Ministry of Transportation which implements the Boarding School system. This resulted in the cadets' perception of the environment being very different from students at other tertiary institutions. With all the regulations set by PIP Semarang, all cadets must obey and carry out properly and correctly. All activities on campus are inseparable from the applicable rules, for example rules related to how to dress, morning or evening assembly activities, teaching and learning activities, life in the hostel, and others. The better the perception of cadets or cadets in the campus environment, the more motivation to learn.

IV. Conclusion

Based on the results of the research and discussion presented in the previous chapter, it can be concluded as follows:

1. Learning has a significant effect on the motivation of the Semarang PIP Cadets character, in other words if the Learning Method used by the PIP Cadets is good and appropriate, the higher or better the Semarang PIP Cadets Motivation.
2. Extracurricular activities have a significant effect on the motivation of the Semarang PIP Taruna character, in other words extracurricular activities that are attended by Taruna Taruni can increase the motivation of Semarang PIP Cadets.
3. Perception in the campus the motivation of Semarang PIP Cadets character, in other words Perception of a good campus environment can increase the motivation of Semarang PIP Cadets.

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