

THE EFFECTS OF SELF-EFFICACY, THE ROLE OF TEACHER, PARENTS PARTICIPATION TO STUDENT'S LEARNING MOTIVATION AT VOCATIONAL HIGH SCHOOL NORTH SURABAYA

MOH Wildan Robih, University Negeri Surabaya
Bambang Suratman, University Negeri Surabaya
Yoyok Soesatyo, University Negeri Surabaya

ABSTRACT

Office automation subjects is one of the compulsory subjects for students at Office Administration study program Vocational High School. Vocational High School as an educational unit that prepares students to work according to their ability, need to prioritize the development of the ability of learners to be able to work in accordance what has become a specialization graduates at Office Administration study program Vocational High School. Therefore the purpose of this research to analyze (1) the effect of partially self-efficacy, the role of teachers, and the parents participation of learning motivation office automation class X competency skills Administration office in vocational North Surabaya and (2) the effect of efficacy Self simultaneously, role of teacher, and parent participation to learning motivation of office automation class X competence skill Administration office at Vocational High School North Surabaya.

This study uses the approach to the formulation of the problem associative approach. The population in this study amounted to 292 vocational students Kawung 1, Barunawati and Unesa Teachers' Training College. Samples taken in this study amounted to 169 of the three schools. Data were analyzed using multiple linear regression to determine the effect of self-efficacy, the role of teacher, parent participation to learning motivation of office automation office administration department Surabaya at Vocational High School northern region.

Based on the findings of this research can know that (1) there is the influence of self-efficacy to student's learning motivation at vocational High School North Surabaya, (2) there is the influence of the teachers role to student's learning motivation at vocational High School North Surabaya, (3) there is the effect of parents participation to student's learning motivation at Vocational High School North Surabaya, and (4) self-efficacy, the teacher's role and parents participation significant effect simultaneously to student's learning motivation SMK UNESA. As for suggestions that the expected results of the research can contribute and add to the existing references in the library. So that they can enrich their knowledge for colleagues, fellow students, particularly regarding the effects of self-efficacy, the role of teacher, parents participation to student's learning motivation at vocational High School North Surabaya.

Keywords: Efficacy, The Teachers Role, Parents Participation, Learning Motivation, Vocational High School

INTRODUCTION

Based on the results of the study, the competent skills of the administrative office of SMK Private North Surabaya. This shows the role of teacher influence in improving the student's learning motivation. If the teacher is able to communicate and make students develop the potential in him, so the motivation in student will increase. This is in the form of a student input role in providing student input and input. The results of this study are in Karsidi's (2007) opinion that the teacher's role for his students is the role of the talents of the many roles that must be lived, providing exemplary, experience and knowledge to them. The task of the teacher as a learning agent, not only as a good giver of material but also as a motivator for students. As a facilitator, teachers should help students avoid the difficulty of learning. As a motivator, teachers are able to generate student motivation. Shahzad (2012) which shows that by not focusing on providing student material but by facilitating and motivating children is influential to improve students' learning motivation. Fenomena yang terjadi di SMK Kawung 1 Suarabaya, SMK UNESA, SMK Barunawati khususnya pelajaran otomatisasi perkantoran jurusan administrasi perkantoran berdasarkan hasil praobservasi menggunakan 30 responden yang masing-masing sekolah 10 responden menunjukkan, 28 responden menyatakan kurang mempunyai hasrat dan keinginan berhasil, 26 responden menyatakan kurang mempunyai dorongan untuk belajar, 25 responden menyatakan tidak mempunyai rencana masa depan, 26 responden menyatakan tidak merasa tertarik dalam kegiatan belajar. Fenomena ini mengindikasikan bahwa, masih terdapat Siswa khususnya pada mata pelajaran otomatisasi perkantoran Program Studi Administrasi Perkantoran yang belum memiliki kemauan dan minat untuk bisa. Padahal hal utama yang paling menunjang hasil belajar dan kemampuan Siswa adalah motivasi belajar mereka.

According to Uno (2010) said that the motivation to learn comes from two factors namely internal factors, and external factors. Internal factor is motivation that comes from within a person, while external factor is motivation which come from family environment, school environment. Both of these factors cannot be separated in the learning process.

Based on the description of the background, the researchers wanted to know how much influence self-efficacy, the role of teachers, and participation of parents to the motivation of learning subjects Office Automation class X Program Department of Administration office at SMK Kawung 1 Surabaya, SMK UNESA, SMK Barunawati.

LITERATURE

Self Efficacy

Self-efficacy according to Ormrod (2008: 20) is a belief that a person is able to perform certain behaviors or achieve certain goals. According to Bandura (2004) Self efficacy is one's belief in their ability to successfully achieve goals bias. Alwisol (2009:287) states that self-efficacy as a self-perception of how well self can function in certain situations, self-efficacy relates to the belief that self has the ability to perform the expected action.

Self-efficacy aspect expressed by Kreitner & Kinichi (2003) argues that aspects of self-efficacy are as follows: Cognitive is a person's ability to think about how to use and design actions that will be done to achieve the desired goals. High efficacy means that the person has a plan to face the goal to be desired, Motivation is an activity of self-motivating his mind in order to perform an action and decision in order to achieve the expected goals, Self-efficacy can affect the nature and intensity of emotional experience, so there are aspects affective. Affective is the power of anxiety control of failure to achieve the expected goal.

The Role Teacher

Wardani (2010) argues that the role of teachers has a great influence in the success of student learning because with the help of teachers then students will be able to learn well and get good learning outcomes, so that teachers are very important in teaching, where teachers are expected to perform its role well And use existing learning resources, in order for an effective learning process to occur.

While according to Flewving & William (2003) argue that the role of teachers is: (a) By providing better and better-designed learning tasks to students can improve spiritually, intellectually, emotionally and socially, (b) Interaction with students in order to provide encouragement, Courage, challenge, discuss, share, explain, affirm, reflect, evaluate, and succeed, (c) To convey not directly the benefits gained in a learning process, and (d) the teacher plays a role to assist, direct and affirm. Acting as an information giver, facilitator, and an artist.

According to Asmani (2009: 41) the role of office automation teachers are: As an educator who is a beeper teacher as a person in charge of providing knowledge about office automation, as a facilitator is the role of teacher as a facility or intermediary child to develop the potential of children and direct the child to master the material about automation Office, As a motivator teachers should be able to raise the spirit of students in learning office automation, As evaluators in teachers always provide input and advice to students about office automation materials.

Parental Participation

Irene (2011: 50) explains that participation is the mental and emotional involvement of a person in a group situation that encourages them to contribute to the achievement of a goal to the group's goals and to take responsibility for the group. The same is also shared by Huneryear and Hecman (in Irene, 2011: 51) who say participation is as a mental and emotional involvement of individuals in a group situation that encourages them to contribute to group goals and share their shared responsibilities. Morrison (in Soemiarti, 2003: 124) says that parental involvement is a process whereby parents use all their abilities, for their own benefit, their children, and the program that the child runs on their own.

Forms of parent participation can be physical participation and non-physical participation Basrowi (in Irene, 2011) explains that there are two forms of participation ie physical and non-physical participation. According Hasbulloh (2010: 60) Parent's physical participation is the procurement of home facilities, the fulfillment of learning needs, and the economic state of parents. According to Basrowi (in Irene, 2011: 58-59) that non-physical participation is participation of the community in determining the direction and national education and the spreading of public interest to demand science through education, so the government has no difficulty directing its people to go to school.

Motivation Learning Automation

According to Nazar (2001) motivation is moving or changing. According to Najati (in Hamjah, 2010) motivation is encouragement or spiritual support. This definition has in common with Aqil in Hamjah (2010), which states that motivation is an inner drive and behavioral guidance based on physiological factors, attitudes and ambitions to achieve something

According to Zuccolo (2006) motivation is a form of encouragement that makes consistent behavior clear to achieve a goal.

Baron (2004) explains that motivation is a process that results in an inner drive to control behavior in achieving goals. Human behavior must be motivated, and it is the motivation that drives people to make every effort to achieve the greatest success and avoid failure (Ryckman, 2004).

Hamalik (2003: 161) also suggests three functions of motivation, namely; Encourage the emergence of a behavior or something deed: without motivation it will not arise an act like learning, motivation serves as a steering: it means moving the action toward the achievement of the desired goal, motivation serves the mover: this motivation serves as the engine, the size of the motivation will determine quickly Or the slow pace of work or deed. So the function of motivation in general is as a driving force that encourages a person to do something certain deeds to achieve the expected goal.

Uno (2010: 27) describes the important role of motivation in learning and learning, namely: determining things that can be used as a learning booster, clarify the learning objectives to be achieved, determine the range of control of learning stimuli, determine learning diligence.

METHODOLOGY

Based on the data collected, this research uses quantitative data so it is called quantitative research. According to Suharsaputra (2012: 49) quantitative research is a study that uses the numbers summed as data which is then analyzed. Based on the formulation of research problem, this research uses associative problem formulation.

Researchers took the population only three schools namely SMK Kawung 1 Surabaya, SMK Barunawati, SMK IKIP UNESA because, only three schools that have department of administrative offices amounted to 292 students.

Many of the samples used in the study based on the above calculation are 169 respondents. The sampling technique used in this study is proportional random sampling. The method used is the lottery method by writing the student's name in the paper and scrambling each class according to the sample. This research uses data collection method in the form of questionnaire. Questionnaire method used to collect self efficacy variable data, teacher role, and parent participation, learning motivation.

RESULT AND DISCUSSION

Result

Variabel	t_{hitung}	p (signifikansi)	Keterangan
Self efficacy (X ₁)	4.958	0.000	Diterima
The role of teacher (X ₂)	2.734	0.007	Diterima
Parental Participation (X ₃)	3.336	0.001	Diterima

Explanation The table above, namely: The value of t count on Self efficacy variables (X₁) of 4758 with a significance value of 0.000 ($p < 0.05$). This means self-efficacy (X₁) partially significant effect on learning motivation (Y). Thus, in the first hypothesis, H₀ is rejected and H₁

proves to be true the first research hypothesis which reads: "Suspected there is influence self efficacy to student learning motivation in SMK Surabaya north" is accepted.

The value of t-count on the variable The teacher's role (X2) is 2,734 with the significance value of 0.007 ($p < 0.05$). This means the role of teachers (X2) partially significant effect on learning motivation (Y). Thus, in the second hypothesis, H0 is rejected and H2 is proven to be the second research hypothesis which reads: "It is suspected that there is influence of teacher role to student learning motivation in SMK North Surabaya" is accepted.

The value of t-count on Parent Participation variable (X3) is 3,336 significance value of 0.001 ($p < 0.05$). This means Parent Participation (X3) partially significant effect on learning motivation (Y). Thus, in the 3rd hypothesis, H0 is rejected and Ha3 proves to be true the third research hypothesis reads: "Suspected there is influence of parent participation to student learning motivation in SMK Surabaya north".

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	18.631	3	6.210	57.428	0.000
Residual	17.843	165	0.108		
Total	36.474	168	-		

Sumber: Lampiran 7 Output SPSS.

From the above results, the value of F count is 57,428 or the significance value less than 0.05, then H0 is rejected, so it can be concluded that this means Self-efficacy (X1), Teacher Role (X2) and Parent Participation (X3) Significant to learning motivation. Thus, in the 4th hypothesis, H0 is rejected and H4 proves to be true the fourth research hypothesis which reads: "Suspected there is simultaneous influence of self-efficacy, teacher role, parent participation toward student learning motivation in vocational of north Surabaya" is accepted.

Discussion

The Effect of Self Efficacy on Learning Motivation

Based on the results of the study note that self-efficacy significantly influences the motivation to learn office automation class X competence skill Administration office at SMK Swasta North Surabaya. Research findings that in improving the motivation in learning students who have self-efficacy will think about how to use and design actions that will be done to achieve the expected goals. The actions the student performs confidently complete the assignment from the teacher, and ask the teacher if they do not understand a lesson, and exert all their own skills. This finding is supported by the opinion of Pervin & John in Bandura (2004) who says that someone who has high self-efficacy will have higher learning motivation, the higher one's self-efficacy, the higher the learning motivation will be.

Other findings in this study are still many students who have not had self-efficacy in him. This is seen from the ability of students who have not been able to plan the expected goals in learning, in addition the students are also not convinced of its own ability, and easily give up when facing a difficult task. The findings of this study supported research from Vemina (2010) who said self-efficacy Is the most influencing factor in improving learning motivation. Similarly, the Pan (2014) study results show similarly that self-efficacy greatly influences learning motivation.

The Influence of Teachers' Roles on Learning Motivation

Based on the results of the research note that the role of teachers significantly influence the motivation to learn office automation class X competence skill Administration office at SMK Swasta North Surabaya. It shows the role of teacher influence in improving student's learning motivation. If the teacher is able to communicate and make students develop the potential in him, so the motivation in students will increase. This is in line with the findings in the study that motivated students learn not only influenced by the role of teachers in providing materials well but also the role of teachers in providing student facilities and motivation to develop, in addition teachers play a role in providing student input. The results of this study are in line with Karsidi's (2007) opinion that teacher's role to his students is a vital role of so many roles that must be lived, give exemplary, experience and knowledge to them. Teacher's job as a learning agent, not only as a good giver of material but also as a facilitator, as well as a motivator for students. As a facilitator, teachers should help students avoid learning difficulties. As a motivator, teachers are able to generate student motivation. Shahzad (2012) which shows that by not only focusing on providing student material but by facilitating and motivating children is significantly influential to improve students' learning motivation.

Effect of Parents Participation on Learning Motivation

The results of research conducted by researchers that the participation of parents significantly influence significantly influence the motivation to learn office automation class X competence skill Administration office in SMK Swasta North Surabaya. This shows that parent participation in education is a very needed in terms of growing student's motivation to learn. This is in line with the findings in many student studies that argue less attention by non-physical parents such as providing direction when learning, making schedules, watching when learning. Even so students also argue parents are more concerned with the physical attention of buying books and other learning tools. This causes the students are less motivated in learning because in learning students not only enough with physical attention but also non-physical. The results of this study are in line with studies conducted by Hamja et al. (2010) which says not only the means of learning and the fulfillment of needs but also the moral support of parents is also influential in improving students' learning motivation. Similarly, the results of the Igbo et al. (2015) which proves that parents' attention has a significant effect on learning motivation.

Effect of Self Efficacy, Role of Teachers, and Participation of Parents on Learning Motivation

The results of the research found the fourth hypothesis which reads "Suspected there is simultaneous influence of self-efficacy, teacher role, parent participation toward student learning motivation in North Surabaya vocational school" is proven. This shows that the factors within the child are formed from the child psychology, such as through the students' self-efficacy, while the factors from outside the child is from the family environment, and parent participation. If in the child has grown motivation and coupled with teacher role factors and parent participation, motivation in children will increase.

CONCLUSIONS

Based on the results of research, and discussion of research can be drawn some conclusions namely: There are simultaneous effects of self-efficacy, the role of teachers, parental participation affect the motivation to learn office automation class X competence skill Administration office in SMK Swasta North Surabaya, from three variables that influence motivation learn The role of teachers is the variable that is considered at least in shaping student learning motivation, Self-efficacy affects the motivation to learn office automation class X competence office administration skills in SMK Swasta Surabaya North, students are not sure of their own ability and easily give up when faced with the task, Motivation to learn office automation of class X competence skill Administration office in SMK Swasta Surabaya North, teacher role is very less in giving motivation of student, Parent participation influential to motivation learn otomisasi perka Ntoran class X competency expertise Office administration at SMK Private Surabaya North, parent participation in giving attention in the form of nonphysical.

Suggestions

The suggestions put forward by the researchers in this study are as: Expected from the three most prioritized variables is the role of teachers because roles are deemed at least in the growth of student learning motivation, teachers are expected to provide regular training to foster students' confidence in the face of duties and to Cultivate the attitude of not giving up the teacher should give the experience of successful people to motivate students, besides the role of teachers in motivating children at home is also needed, teachers are expected to provide solutions and inputs to students and provide examples on daily life so that students more easily understand the subject matter Taught, parents are expected to give non-physical attention to their children by providing guidance, motivation, and provide additional tasks.

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