

ATTITUDE LEARNING AND EFFECT ON STUDENT LEARNING ACHIEVEMEN IN THE COURSE FEASIBILITY STUDY IN ECONOMIC EDUCATION FKIP UNPAS

Sri Marten Yogaswara¹ Leni Maryani²

^{1,2}Majors of Economic Education Pasundan University

¹myogaswar@unpas.ac.id ²lenimaryani@unpas.ac.id

The study aims to evaluate the learning in the course of Feasibility Study in Majors of Economic Education Faculty of Teachers and Education Pasundan University, so that the students perceptions of learning attitudes during learning and their influence on learning achievement are known. Through this research, lecturers can make various learning improvements in future learning that focus on developing behavior, attitude, skill, knowledge (BASK). The research method used is descriptive and associative causal. The population is 122 students and comes from the students of Economics Education who in the academic year 2014/2015 contracted the feasibility study. The sample size is 41 students who act as research respondents. The result of the study showed: 1) 41.46% of students had positive learning attitude, while the rest of 29.27% had negative learning attitude, and 29.27 had neutral learning attitudes. 2) The influence of learning attitudes toward student achievement in the course of Feasibility Study in majors of Economic is 47.9%. Generally, the results of the study show that the learning process conducted through the learning strategy used in the course of Feasibility Study has not achieved maximum results in fostering behavior, attitude, skill, knowledge (BASK) students. Suggestions for subsequent learning are the need to improve the quality of planning and implementation of learning.

Keywords: Learning attitudes and their influence on learning achievement

I. INTRODUCTION

Studying in universities is essentially a process that enables the various potentials that exist in students to interact actively with lecturers, other students, learning materials, and with the learning environment as a whole. About learning, Wetherington in Purwanto (1987: 86) states that learning is a change in personality and expresses itself as a new pattern rather than a reaction in the form of skills, attitudes, habits, intelligence, or an understanding. That opinion implies that behavior will change because it learns about various aspects of personality, whether physical or psychic, such as: change in understanding, thinking pattern, knowledge, skill, skill, habit, and attitude.

The success of learning, among others, is determined by the attitude of student learning in utilizing various potentials and conditions that affect the learning activities. Krech, et al (1962: 139) states that attitude is a settled system of judgment, whether positive or negative, feeling,

emotion, pro and con tendencies toward social objects. Natawidjaja (<http://hariosmart.blogspot.co.id/2013/09/sikap-dan-keterampilan.html>) states that attitude is a person's readiness to act on an object in which the readiness is cognitive, affective, and tendency to act. Readiness itself is a positive and negative judgment with varying intensity for a certain time, the readiness itself can be fickle.

Noting the above opinion, then the attitude possessed by a person against an object is essentially not a congenital origin. That is, the attitude is not taken when the person is born. Therefore, sikap belajar yang dimiliki oleh mahasiswa pun akan berbeda satu dengan lainnya. Similarly, the utilization of factors and conditions that affect it. Thus it can be stated that the learning achievement will be realized if supported by a positive attitude / good learning. Conversely, if students are negative learning then the resulting learning achievement tends to be unsatisfactory.



Concerning the components of attitude, Krech, et al (1962: 142) states that attitudes contain three components: cognitive, emotional (feeling) which some are expressed as affective elements, and the tendency to act or by some other experts is expressed as behavioral. Associated with student learning attitudes, then the attitude component will show the following symptoms:

1. The cognitive component in attitudes is indicated by the individual's belief in the object, the understanding and possession of the knowledge related to the object. The attitude of the students is shown by the efforts they have made to understand the lecture materials and the purpose and objectives of the lectures.
2. Components of feelings (emotions) in attitudes are shown in the form of pleasure or dislike, likes or dislikes attitude objects. In showing his feelings, students will respond in the form of questions, ask for explanations and other learning activities to action to not respond at all. The presence of responses and the lack of response indicates a student's feelings at a happy or displeased level, interested or uninterested in the object.
3. Component tendency action is done by giving a positive attitude in the form of support to the implementation of teaching and learning process by following the process of teaching and learning in an orderly manner, trying to maximize the tasks assigned, or even be negative in the form of:
 - a. Do not follow learning deliberately
 - b. Students follow the learning, but acts inhibit the teaching and learning process held
 - c. Students follow the learning in an orderly manner but never do the tasks given

The course of Feasibility Study is an intracurricular course and is included in the Working Skills Course (MKKB). Therefore, every student of Economic Education Study Program must follow the course. In general, this course fosters the skills and understanding of student scholarship. Through the course of Feasibility Study, each student is expected to:

1. understand the principles of conducting a feasibility study;
2. have basic knowledge of designing feasibility studies;

3. have knowledge to analyze aspects of feasibility study;

Achievement of course goals will feel heavy when the attitude of students who view the course as a complementary subject so as not to get special attention. This condition will be more severe if the lectures are given by lecturers who lack the competence of teaching, facilities for teaching and learning activities are minimal, institutional policies that prioritize quantity rather than quality, and low learning motivation of students in achieving learning. To anticipate this, it needs an integrated handling and various efforts that lead to the realization of qualified and professional graduates. One aspect that needs attention in order to realize a qualified graduate is learning activities. In every learning, lecturers are always required to be able to function as an informer, organizer of teaching and learning process, motivator and dynamicator, conductor, director, moderator, facilitator, catalyst, as well as an objective evaluator.

In every learning, lecturers are always required to be able to function as informer, organizer of teaching and learning process, motivator and dynamicator, conductor, director, moderator, facilitator, catalyst, as well as an objective evaluator. In an effort to fulfill the functions of lecturers as mentioned above, the researcher tries to implement the learning in the course with the following strategy:

1. Independent activities, ie activities in which students are asked to be active in groups of 3 to 5 people to search for lectures that systematikanya been designed in the form of syllabus and Unit Events Course (SAP) by lecturers pengampu lecture. The search for teaching materials is based on the order set out in the syllabus and SAP, and takes place outside the lecture time. The search for materials / teaching materials can be done in the library, through the group discussion of the students concerned.

The independent activities of a group of lecturer students are intended to be critically and fully investigative of the analysis of enrichment, thereby stimulating the activity of groups or individuals within the group to openly seek for themselves the intended



material. This self-study activity ends with the preparation of the group's findings report in the form of short papers that should be presented in advance of the class. The expected implications of independent activities are:

- a. Students actively seek and discuss lecture materials that have been compiled in syllabus and SAP. Students are not glued to the giving of material from lecturers when the face of progress takes place, but first try to prepare, recognize, and even understand the material to be given during the lecture takes place.
 - b. Lecturers avoid the "teacher oriented" teaching method.
 - c. Opening wide of opportunity to implement material content / lecture materials.
 - d. Changing learning attitudes becomes a positive learning attitude filled with learning activities.
 - e. Through brief papers, lecturers can measure the extent to which the study / discussion groups have critically interpreted the problem points of the lecture program units that have been designed. For the purpose of evaluation, the depth of discussion on the paper becomes one of the elements of student achievement assessment overall.
2. Structured Activity, that is activity which is follow up from independent activity. The student group on duty is asked to present the findings on independent activities in front of the class. With certain arrangements, each member of the presenter group is required to bring the material in front of the class like an educator (Teacher).
Therefore each group that will present the material should prepare and organize the group as well as possible. Through the presentation of each group member, it is expected that there will be no inactive group members at the time of the independent activities, because each group member has an individual task. The objectives to be achieved from structured activities are:
- a. students are able to process and communicate techniques in front of the class to their friends;
 - b. students are able to apply knowledge of Teaching and Learning Strategy (SBM), Teaching Planning (PP), and knowledge of education evaluation that has been studied;
- c. the creation of the habit of using learning aids / media. Each student group member is required to use teaching aids / media when they perform / present the material. The creation of the habit of using the tools in the learning process is an important provision for LPTK students.
 - d. In addition to not referring to "Teacher oriented", lecture material can be presented with varied models, approaches, strategies, methods, and learning techniques. This condition can foster attitudes, creativity, and respect for responsible freedom of expression.
 - e. In order to develop academic freedom, other lecture / student participants can ask questions about the material presented by the presenter group. In this way, there is a critical critical opinion opportunity in the classroom.
3. Face-to-face activities, namely the activities of lecturers to broaden their horizons. This activity takes place after the presenter group has finished presenting the material (including question and answer between the participants of the other lectures / students with the presenter group), or when the members of the presenter group perform structured activities but the presentation of the material is deemed less appropriate to the lecture material that has been set in the lecture unit. In addition to broadening the horizons, lecturers are obliged to answer questions from lecture participants that have not been answered well by the renderers group.
The duty of the lecturer at this stage is to clarify, expand the views and insights around the lecture material based on SAP that must be taught on that day, correct the inappropriate opinion, and discuss the things that need further study. The benefits of face-to-face activities include the expansion of the insights of a single point of view, and the creation of a comprehension of the lecture material as a whole from the set of material that is the subject. However interaction techniques performed by students, moral responsibility for the teaching and learning process remains on



the lecturer as the person in charge of the course.

Through improvisation technique of learning method, there are some positive implications in the framework of coaching behavior, attitude, skill, knowledge (BASK), namely:

1. Student behavior patterns, among others:
 - a. The ability of reason to find materials developed through group discussion on independent activities. The formation of this behavioral pattern is produced by students in the form of critical ability of analysis on the material to be presented. They prepare the material with great care and precautions so as not to disappoint other groups and be able to explain / explain the material well and optimally.
 - b. Ability to improve behavior patterns during presentation and answer questions.
2. Improve personal attitudes (attitude)

A student presenter in front of the class is required to be "correct", to be polite, and to act and act interesting in the presentation of the material. This condition will develop positive attitudes in students, including learning attitudes, such as :

 - a. Communicative attitude that should be done when making a student presentation.
 - b. A more positive attitude of learning, because in the independent activities of each individual is required to master the material to be presented. Both students who will present materials and other students are required to prepare themselves before structured and face-to-face activities take place.
 - c. Open attitude and unselfishness in answering or concluding the results of discussion.
3. Improved skills (skills)

The implications of the use of teaching methods tested on improving student skills include:

 - a. Skills summarize the results of the discussion
 - b. Skills in preparing the paper according to the stipulated requirements.

- c. Skills to perform / presenting the material in front of the class in the form of "skill of communication"
- d. Skills on setting up a hearing aid (visual aid, instructional tool) that can facilitate material absorption.
- e. Skills to answer questions and understand the meaning and purpose of the questions asked.

4. Improved material, science, insight (knowledge)

By studying the various sources of bibliography required in the syllabus and SAP, along with prudential attitude in anticipating what will happen during presentation time, the student is expected able to collect the presentation material as complete as possible. Therefore it is very important and very useful to collect information as complete and latest as possible, even scientific (scientific).

Through the above scenarios learning is expected to function as a lecturer as an informer, organizers of teaching and learning process, motivator and dynamicator, conductor, director, moderator, facilitator, and catalyst can be fulfilled. Another thing that needs attention is the attitude of student learning directed in such a way that students are relatively more active in utilizing all the potential they have. In this way it is expected that every student has a positive attitude of learning.

In the framework of learning evaluation conducted, researchers then formulate the following research problems:

1. What is the attitude of student learning Economics Education Program on learning subject of feasibility study?
2. How big is the influence of learning attitudes toward student achievement on the feasibility study course ?.

II. RESEARCH METHODOLOGY

The research method used is causal associative method. The use of this method is intended to detect the elements that can provide a picture of the ownership of learning attitudes of students who become the population, to then



studied its influence on the achievement of learning achievement.

The study population is the students of the participants of the Feasibility Study Course on Economic Education Study Program at the Faculty of Teacher Training and Education (FKIP) Pasundan University Academic Year 2014/2015 and all its characteristics. The population is 122 students divided into 2 classes, namely class A and class B. Of the number is taken a random sample of 33.33% or as many as 41 students.

The data collection instrument used is a questionnaire with an attitude scale equipped with five possible answers: Frequently (SS), Frequent (S), Sometimes (K), Rarely (J), and Rarely Once (JS). The scoring criteria are based on positive statements and negative statements, as shown in the following table list:

Table 1
Scoring Criteria Scale Student Learning Attitude

Type of question / statement	Possible answers				
	SS	S	K	J	JS
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Data analysis technique used is percentile (Sudjana, 1982: 83):

$$P_i = b + p \left[\frac{\frac{in}{100} - F}{f} \right] \text{ where:}$$

Grouping is done by scores range and percentage as follows:

- $P_1 - P_{30}$ = negative
- $P_{31} - P_{69}$ = neutral
- $P_{70} - P_{100}$ = positive

To determine the effect of learning attitudes toward learning achievement used the test through simple linear regression determination where the processing is done with the help of SPSS. Criteria for hypothesis testing (Singgih Santoso, 2001: 336) are:

1. Based on the probability:
 - a. Accept H_0 if probability > 0.05
 - b. Reject H_0 if probability < 0.05
2. Based on statistics

- a. Accept H_0 when $t \text{ count} < t \text{ table}$
- b. Reject H_0 when $t \text{ count} > t \text{ table}$
- c. $t \text{ table} = 2.42$

III. RESEARCH RESULTS AND DISCUSSION

1. Student Learning Attitudes of Economic Education Programs On The Elements of Feasibility Study Course

a. Research Data Research

Table 2

List of Distribution Frequency Score Attitudes Student Learning Participants Feasibility Study Course in Majors of Economic Education FKIP Pasundan University

Student Learning Attitude Score	Frequency
163 – 167	4
168 – 172	7
173 – 177	5
178 – 182	7
183 – 187	6
188 – 192	8
193 – 197	4
Total	41

Source: Results of data processing

$$P_{30} = 172,5 + 5 \left(\frac{\frac{30 \times 41}{100} - 11}{16} \right) = 172,91$$

$$P_{70} = 182,5 + 5 \left(\frac{\frac{70 \times 41}{100} - 23}{29} \right) = 183,48$$

- b = the lower limit of the P_i class, ie the interval class where P_i is located
- p = length of class P_i
- F = number of frequencies before P_i
- f = frequency P_i



Table 3
Criteria for Student Attitudes Participant
Subject Feasibility Majors of Economic
Education Accounting FKIP Unpas

Criteria	Categories	Range of scores	n	Percentage
P ₁ – P ₃₀	Negative	163 – 173	1	29,27
P ₃₁ – P ₆₉	Neutral	174 – 183	1	29,27
P ₇₀ – P ₁₀₀	Positive	184 – 197	1	41,46

Source: Results of data processing

Considering the results of data processing in the table above seen almost half (41.46%) students who follow the course of Feasibility Study at Economic Accounting Study Program at FKIP Unpas be positive to the eyes of Feasibility Study, while the rest are negative and neutral attitude.

b. Discussion

Approach of teaching and learning activities used in the course of Feasibility Study including to approach "non teacher oriented". The implication is that students must change their learning strategies and habits. In this approach, students are required to prepare, study, and understand the course material before the lecture takes place. The existence of this demand for some students raises a negative attitude in learning, or "wait" attitude. In addition, the necessity to present lecture materials as well as teaching activities causes some students to feel less confident in formal communication skills in front of the class, so there is a tendency of students to be passive.

On the other hand, the learning approach used encourages some students to show their individual abilities and advantages. They feel challenged to practice the knowledge and knowledge they have acquired. Students who are able to be positive on the study of Feasibility Study can be predicted by the students who have understood and are well aware that he is being trained to become a professional manpower by FKIP Unpas. They use presentation opportunities at the Feasibility Study course as a vehicle for

drawing on teaching experience before doing teacher training in micro teaching or in school.

2. The Influence of Learning Attitudes to Student Achievement Achievement On Eligible Feasibility Study Course

a. Research Data Research

Data processing with simple linear regression shows the following results.

Table 4

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-7.134	1.693		-4.213	.000
	SIK_BEL	5,613E-02	.009	.692	5.993	.000

a. Dependent Variable: PRES_BEL

Table 5

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692 ^a	.479	.466	.57

a. Predictors: (Constant), SIK_BEL

b. Dependent Variable: PRES_BEL

b. Hypothesis testing

1) Hypothesis test criteria:

a) Based on probability:

- (1) Accept Ho when probability > 0.05
- (2) Reject Ho if probability < 0.05

b) Based on statistics

- (1) Accept Ho when t arithmetic < t table
- (2) Reject Ho when t count > t table
- (3) t table = 2.42

2) Decision:

Judging from the probability it is seen that the probability value of 0.000 (sig 0.000 table 4) is smaller than the rule of 0.05 so it can be stated that the student's learning attitude has an effect on student achievement.

Statistically it can be seen that thitung (5,993) is bigger than ttable (2.42) and hence can be stated that student's attitude influence student achievement.

The influence of students' learning attitudes toward student achievement in the subject of Feasibility Study is 0,479 or 47,9%, while the rest



(51,1%) is influence from aspect outside aspect studied.

c. Discussion

Attitude serves as a self-defense, object recipient, assessor of the situation, and as a ministry. These functions emphasize that attitudes have a power to deal with the outside world so that individuals can adapt to the environment according to their needs.

Related to positive attitudes in learning and learning approaches used in the course of Feasibility Study, students are implicitly fostered to improve:

- 1) the ability of reasoning by searching, finding, and discussing lecture material before the lecture takes place. This effort can improve the ability to analyze critically so as to encourage understanding of lecture materials;
- 2) the ability to communicate in accordance with the demands of the world of education. Students are encouraged to be able to explain the subject matter to other students, and therefore they must first understand the material to be explained;
- 3) the ability to use various teaching methods and instructional media in accordance with the characteristics of the subject matter. To be able to use appropriate teaching and media methods, students are required to understand the material to be explained in front of the class.
- 4) understanding of lecture material based on discovery, discussion, question and answer, problem solving, and face to face with lecturer.

The above matters are believed to help the students understanding of the lecture materials so that directly or indirectly will affect their achievement achievement

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

1. Almost half (41,46%) student of Economic Education Study Program at FKIP Unpas have positive attitude toward the lecture material presented in the course of Feasibility Study
2. There is influence of learning attitudes toward the achievement of the students' achievement of the subjects of Feasibility Study in Economic Education Study Program at FKIP Unpas

B. Suggestions

1. In an effort to cultivate a positive attitude of learning, lecturers in a subject should understand the true difficulties of students in utilizing the potential they have. Therefore every lecturer should understand the correct function of guidance and counseling.
2. Lecturers should be full of initiative and creative in conducting the Teaching and Learning Process (PBM), so that PBM can take place with interesting and inspiring interest of students to be positive learning.
3. The appointment of a lecturer in a course should be based on the competence required by the course.
4. Institutions should establish a proportional policy in determining the direction of teaching and learning activities. Priorities that prioritize quantity should be gradually transformed into priority that prioritizes quality.
5. In order to create a positive attitude of learning, institutions should carry out an integrated handling that involves all potential, especially lecturers owned by the institution. This integrated handling will create the condition of graduates of qualified and professional institutions in their fields.

REFERENCE

- [1] Krech, David. Crutchfiels, Richard S. & Ballachey, Egerton L. (1962). *Individual in Society*. McGraw-Hill, Kogakusha Ltd. Tokyo.
- [2] Natawidjaja. <http://hariosmart.blogspot.co.id/2013/09/sikap-dan-keterampilan.html>
- [3] Ngalim Purwanto, Ngalim. (1987). *Psikologi Pendidikan*. Remaja Karya. Bandung.
- [4] Singgih Santoso, Singgih dan Tjiptono, Fandy. (2001). *Riset Pemasaran, Konsep dan Aplikasi Dengan SPSS*. Elex Media Komputindo. Jakarta.
- [5] Sudjana. (1982). *Metoda Statistika*. Tarsito. Bandung.

