

CHAPTER I

INTRODUCTION

A. Research Background

One determinant degree of a nation's civilization is characterized by the condition that the society is well educated. Education as the way of human resource development plays an important role in the formation of qualified students. Qualified learners will produce qualified students as potential future human resources as well. This is consistent with the educational objectives that have been applied to the National Law No. 20 in Chapter II Article 3 year 2003 on the national education system:

“Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.”

Talking about education at school, it is strongly connected with the role of teachers during the learning process which implemented in the form of teaching and learning interactions between learners and educator. In order to get optimal results, particularly in the teaching-learning process that takes place in school, is heavily influenced by the teaching and learning components. The components are including the ability of the teacher in controlling of the classroom, composing teaching materials, communication skill, and the ability in transferring the knowledge to the students. According to

Abu Nur Ahmadi and Uhbiyati (2001: 255) there are some problematic matters concerning the educational process, namely the problem of “who”, “why”, “where”, “when”, “what” and “how”. Problem “who” covers education and students, problem “why” includes the implementation of education, problem “where” includes the place where the implementation is applied, problem “when” covers the time when education is implemented, problem “what” concerns the basic problem, objectives and educational materials, and the problem “how” is about whether the method that is used in the educational process can solve the existing problems on the right way. Teacher professionalism is the essential factor to address the various problems and to improve the quality of education. This factor also holds important part in conducting students’ motivation. Beside the needs of emerging students’ motivation, the improvement activity in teaching and learning is an aid to help student in understanding the materials better. One of the aids in learning process is the systematic improvement program so that the aid can be focused on the maximum education betterment, and one of the examples is on the right learning model implementation which is definitely innovative and interesting that suits the class condition.

Motivation as one of the important factors in teaching and learning process means the effort which supports someone’s intention to do something. There are some kinds of motivation, first is the motivation that can be explained

through how it is formed and it can be divined as the given motivation such as motivation to eat, work or to relax, and the learnt motivation which emerge because it is being learnt such as the desire to learn kind of sciences. The next kind of motivation is the physical and spiritual motivation. Physical motivation includes automatic instinct, reflex and appetite. Spiritual motivation includes desire and passion. The other kind of motivation is the intrinsic and extrinsic motivation. Intrinsic motivation is the motif that naturally coming from the student their self for example the desire of getting information and understanding, realizing their contribution in teamwork, improving the attitude to be success and the alert of people acceptance about them. This kind of motivation emerges without outside influence. Extrinsic motivation is affected by outside influence. When motivation can only gained by outside factor such subject marking or class ranking, rewards or medals, and the upcoming exams are the clear examples of extrinsic motivation. To make it easier in measuring student motivation, the indicators that has been stated by the expert are diligently do the task, steadfastly face the adversity, showing interest in a variety of problems, prefer to work independently, quickly bored on monotonous tasks, can maintain their opinion, and glad to find and solve the problem (Sardiman AM, 2011: 86-91).

The education standard process in learning is designed to educate students. It means the system puts the student as the subject of study. In other

words, learning is emphasized on student or student-oriented activities (Wina Sanjaya, 2010: 135). There are new findings in developmental psychology of learning; one of the significant theorems related to this is that students are the living organism in which inside each of them consisting diverse possibilities, growing potencies and activity principal which can be interpreted that they always have the desire to do their own work. Furthermore, the effective teaching and learning process is the process that provides students' chance to actively study and conduct their own activity which appropriate with the related subject that is being learnt. In order to measure and value students' activity there is the need to pay attention on activity indicators which stated by the expert. The indicators are visual, oral, listening, writing, mental and emotional activities (Oemar Hamalik, 2005: 170-173). That passive learning mindset will inhibit creativity of students in understanding a concept, the accounting students in the learning process required to be actually active, so that the memory and understanding of what students learn can remain longer and mastered well.

Based on the observations that had been conducted by the researcher at SMKN 1 Bantul at class X AK 3 on January 2014, at about fifty percents of students out of 33 students showed that they did not diligently do the tasks. Students did not do the tasks seriously from the beginning of time and most of them were stopped even before the time to do the tasks ended. Students'

feedback during the learning process did not show that they steadfast in facing the adversities as when teacher delivered the more complex materials, 75% students complained and started talking to their friends mourning how hard the class would be. Students also showed that they were not interested in variety of problems. When teacher gave more materials or tasks only at about three pairs of students or 18,18% completed it, and the others did not do the tasks if the teacher did not remind them again. Most students or about 87,88% students secretly cheated in doing the task as they wait for three or four smartest students to finish the task and copy the answer to be submitted. Since the teaching method conducted was full of lecturing and ended with tasks; students' interest in new teaching model, method and technique could not be seen yet. The class condition showed that 80% students did not enjoy the process in solving problems. Those phenomenons were sufficient facts indicating that the class had low motivation in learning. There was the need of a treatment to make the class fully motivated in the accounting learning process. Students' effort to show their best performance in accounting class has not seen yet.

Furthermore, students tend to respond the teaching and learning process given by the teacher in a passive way. Through the observation that was conducted, it was at about teen close to 20 students or 60,6% students were showing that they have low reading activity at class. When teacher gave the

opportunity for students to ask questions and state opinions only two students asked and the questions were just about the technical terms. Students' initiative to write the lessons in their notes had not been seen yet. 60% of students might write but it was only when the teacher commanded them to do so. Students' activity might be high in some aspects but the activity in which did not support the learning process. It was recorded that 30% of students secretly operated their phones behind the table, played mirrors to dress up and even whispered to their closest friends talking the fun jokes. So, the compatible learning model to be applied to solve those problems was highly needed.

As what it is clearly stated that in accounting learning, liveliness is needed as a basis for further development of the material; it is highly influenced by the factors of learning model that is used. According to Rusman (2012: 132-133) learning strategy is a learning activity that must be done so that the learning objectives can be achieved effectively and efficiently. Learning strategy consists of material and learning procedures which are used together comprehensively in order to generate learning outcomes. In a learning strategy we can find one or more methods that are used to fully fill the conducted strategy. So learning model can be used as a pattern of choice, which means the teachers might choose what learning model to be implemented which suits and is efficient to reach the educational goals. In the educational process, it is using a certain model of learning. Learning model covers the form of learning activity

from the beginning up to the end which is customized made by the teacher. The above explained theories bring us to the fact that it requires teacher creativity in teaching accounting on order to make the lesson process interesting and not causing student boredom. In the learning process, teachers can use several strategies and customized model of learning. The most appropriate learning model based on the problems mentioned above is the active learning model.

Active learning promotes independent and lifelong learning; include the use of interactive lecture materials and collaborative in-class exercises. The strategies that is presented should not only assist instructors in teaching a more active and effective introductory accounting course, but also offer the benefits of stimulating and increasing student interest in accounting as a major (Brickner and R Etter: 2008: 87-93). This learning model which used in this action research includes the usage a learning media that is namely Domino Card game. The reason of using a learning media is because it can increase the purposed indicators that are going to be improved. Learning media is the part of components in active learning model that conducted at this research. Through this game each individual is required to resolve every matter contained in the two opposite sides of the card (upright side and below side). The longer the successful arrangement of Domino Cards arranged based

on the right match in questions and answers, the higher the score obtained by each group.

Based on to the background and the problems above, this research took Classroom Action Research (CAR) with the title "Increasing Motivation and Learning Activities in Accounting through Active Learning Model Using Domino Card Learning Media in Class X AK 3 SMKN 1 Bantul Academic Year 2014."

B. Problem Identification

Based on the background described above, the author formulates the problem identification mentioned below:

Students desire to understand the material more deeply and students' efforts to show their best performance in accounting class have not seen yet.

1. There is the need of a treatment to make the class fully motivated and actively contribute to the accounting learning process.
2. Students' desire to understand the material more deeply and students' effort to show their best performance in accounting class has not seen yet.
3. The low motivation in the classroom during the lessons is indicated by the low students' performance related to motivation indicators.
4. The activities in which students promote in class mostly the activies that do not support learning process and there is the need of treatment to improve students' activity which support the learning process.

5. Students tend to just receive a lesson given by the teacher without having strong motivation to be better than another friend.
6. Learning model used in the learning process has to be improved, and there is a strong need in innovation to improve student motivation and activity.
7. The necessity of instructional development model for active learning to conduct the classroom become more dynamic and this study can be used as the path for the implementation of the application of active learning in class X AK 3 SMKN 1 Bantul Academic Year 2014.

C. Problem Restriction

Problem limitation is formulated based on the background and problem identification. In order to make this research holds certain and right direction, this research's problem limitation is on the implementation of active learning model using Domino Card Learning Media on the basic competency of Accounting in Trading Company in class X AK 3 SMKN 1 Bantul Academic Year 2014.

D. Problem Formulation

Before conducting the study must know in advance the existing problems. The problems which will obviously make the solution process more focused and have a proper direction. Based on the background of the above problems, then the problem can be formulated as follows:

1. Is the active learning model implementation using Domino Card Learning Media in class X AK 3 SMKN 1 Bantul Academic Year 2014 can increase students' learning motivation in accounting?
2. Is the active learning model implementation using Domino Card Learning Media in class X AK 3 SMKN 1 Bantul Academic Year 2014 can increase students' learning activity in accounting?

E. Research Objectives

The purpose of this research are:

1. Describe the methods, application and implementation of Active Learning model with Domino Card Learning Media in class X AK 3 SMKN 1 Bantul Academic Year 2014 to improve students' accounting learning motivation.
2. Describe the methods, application and implementation of Active Learning model with Domino Card Learning Media in class X AK 3 SMKN 1 Bantul Academic Year 2014 to improve Accounting students' learning activity.

F. Research Benefit

This conducted research is expected to be useful for the world of accounting education. The benefits include:

1. Theoretical Benefits

- a. This study will provide information regarding the application of Active Learning Model to increase students' motivation and learning activity using Domino Card Learning Media.
- b. Conclusions, results and findings from this study can be used as a reference for other research related to the application of the Active Learning Model using Domino Card Learning Media in order to improve the quality of teaching and learning in accounting.

2. Practical Benefits

a. For Researchers

This study is expected to add to the experience of researchers in terms of teaching and learning that will be useful in the future for the researcher as a teacher.

b. For Teachers

This research can be used as accounting attractive and interactive alternative learning using Domino Card Learning Media and as the answer to the problem that occurs in the classroom in terms of increasing activity and motivation.

c. For Students

Active Learning model implementation using Domino Card Learning Media can be an alternative to solve the low students'

motivation and activity and are expected to improve student motivation and activity in the subjects of Accounting.

d. For Non Governmental Organizations

This research can be used as references for conducting teaching and training in the field of accounting in better ways.