

ACHIEVEMENT MOTIVATION TRAINING AND POSITIVE CHARACTER BUILDING BINTALSIKS STUDENTS VOCATIONAL

Suranto

*Industrial Engineering - Faculty of Engineering - University of Muhammadiyah Surakarta
Jl. A. Yani Tromol Post 1 Pabelan Kartasura 57,102. Tel 0271-717417
email: ranto_ums@yahoo.com*

Abstrac

This study uses a quantitative approach, to determine the role of Achievement Motivation Training (AMT) and the physical mental spiritual guidance (Bintalsiks) build positive character traits (mental discipline, responsibility, honest, trustworthy, independent, hard work, motivation, teamwork, fearing the lord) on vocational students of Muhammadiyah University of Surakarta. This study was conducted in September 2012 on the machine student of some 20 students to test the validity of the reliability of the questionnaire, and 30 students of the machine to test the effect of achievement motivation training and the formation of character bintalsiks vocational students Muhammadiyah University of Surakarta. The collection of data through questionnaires, observations, and interviews. The method uses regression analysis to determine the effect of variable achievement motivation training and physical mental spiritual guidance to vocational students positive character variable. Models of learning achievement motivation training conducted one week in shobron boarding school material covering religious spiritual, motivational and motivational games, as well as physical mental spiritual guidance held at the headquarters of Brigif 6/2 Kostrad form of material nationality, discipline, religious and fighting spirit of a soldier. Learning achievement motivation training is participatory and interactive bintalsiks and "paikem gembrot" (active learning, innovative, creative, effective, fun, happy and weighted) or learning is fun. The benefits of this research as an input of teachers/instructors, students, managers institution that supplies bintalsiks achievement motivation training and provide significant input in the formation of positive character performance improvement/quality of students vocational courses machine, this proved to achievement motivation training and influence bintalsiks students positive character formation of 0.904 or 90.4%. Based on the results of the analysis that the better achievement motivation training and bintalsiks applied, the better students positive character vocational heavy equipment program at the University of Muhammadiyah Surakarta.

Keywords: heavy equipment, AMT, Bintalsiks, Vocational

A. Introduction

Many ways in which educational institutions to produce competitive graduates, ready to use, ready to work, ready to promote independent and has the character value intelligence, emotional intelligence, spiritual intelligence and creative intelligence. How it is done will involve improvements to infrastructure, quality of human resources (instructors and students), learning methods and policies.

The government is trying to make the nation's graduates are able to get a job, be able to develop themselves, self-employed or to improve their quality of life. The government has

evaluated many factors nation's education decline. Government policies trying to realize and achieve 20% of the education budget, life skills-based education, educational equity, the welfare of teachers / lecturers, quality improvement in the field of infrastructure, supporting facilities and enrichment (Suranto, 2009).

Quality of graduates of vocational education institutions have deemed most appropriate to market needs, the gap between the business and industrial world, the bridge between the business and industrial world, the graduates produced and not yet ready to set up, the government is formulating terms of life skills-based education for challenge. Why is life skills-based education (vocational education) is necessary, because the life skills-based education will provide sufficient knowledge, skills and life skills, this can be achieved through vocational (Suranto, 2009).

Human resources to be the most important in the development of this nation, human resources not only to educate people but also spiritual healthy body to build healthy spirit and body. Therefore, vocational education increasingly echoed in various areas. Response to this University of Muhammadiyah Surakarta has opened a community college programs (community colleges) equivalent Diploma-1, in the field of manufacturing and heavy equipment, through a work placement program in the mining industry and the manufacturing industry in the country and abroad. To produce graduates vocational reliable and ready to work, and form the character of an appropriate quality graduate job market, students are given 30% of the theory and practice of laboratory equipment manufacturing, and 70% performed at the on the job training (direct practice in the industry/field). Therefore, to improve the mental and spiritual equipped student motivation through Achievement Motivation Training (AMT) physical mental and spiritual guidance (Bintalsiks).

Achievement Motivation Training (AMT) is a training program to develop themselves in increased motivation. Debriefing purposes Achievement Motivation Training (AMT) for improving the quality of knowledge, self-development and properties, thus making the students personality, look for satisfaction for achievement (Barda, 2004), (Suranto, 2012), (Sulistyanto, 2012). Increased ability, motivation, personal development and the achievement of maximum student achievement can be reached through the implementation of the Achievement Motivation Training (AMT) is appropriate, because the motivation is a source of energy and strength of the individual. While mental and physical guidance, and spiritual (Bintalsiks) is intended to establish and develop the skills of trainees in order to have the ability to work, study and carry out tasks, both physically and mentally tough in the face of the work to be done. Bintalsiks will shape attitudes and the mental struggles that participants have ethics, discipline and loyalty and high responsibility to work and perform well (Kostrad, 2012).

Achievement Motivation Training (AMT) and Physical Mental Spiritual Guidance (Bintalsiks) implemented in the Muhammadiyah University of Surakarta Vocational School, in the course of heavy equipment has a goal to increase the character, motivation, spirit and identity of students spiritual, mentally and physical. The implementation conducted in Shobron boarding schools for 1 week and Bintalsiks implemented in Kostrad 6/2 Palur for 2 weeks. AMT and Bintalsiks activities shown in Figure-1 through Figure-3.

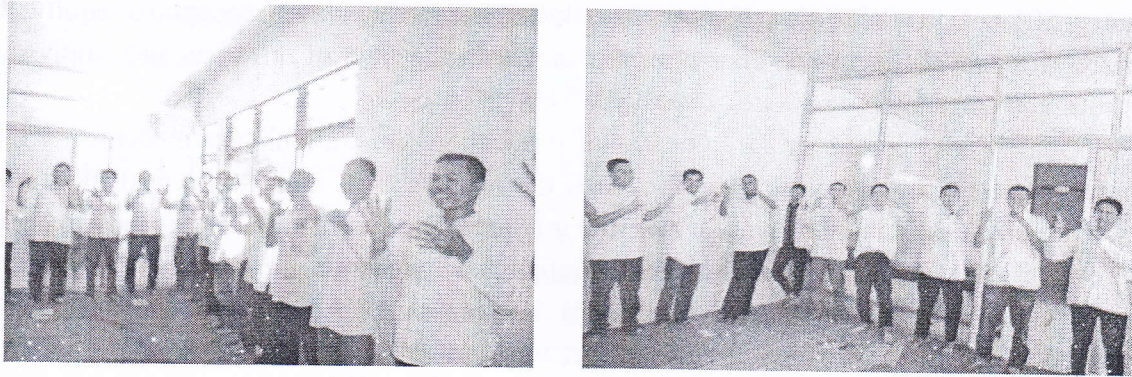


Figure-1 Students take part in shobron boarding motivation (Suranto, 2012)

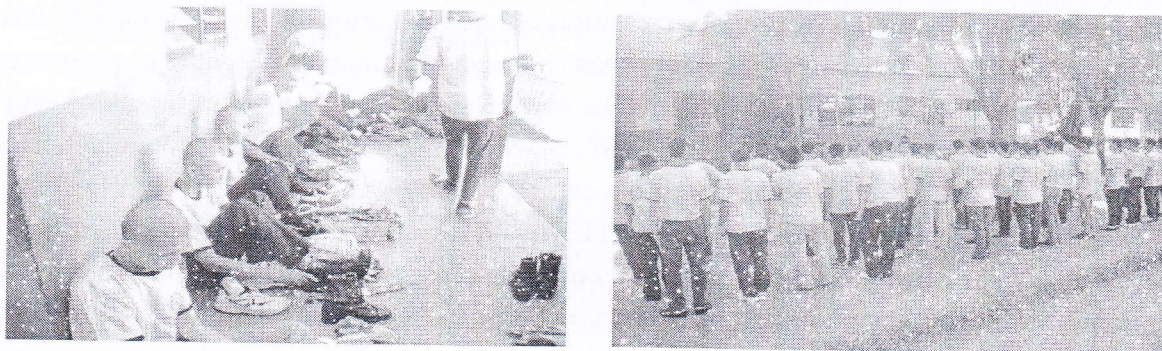


Figure-2. Students take part in the discipline from the instructor Brigif 6/2 Kostrad (Suranto,2012)



Figure-3. Students take part in marching and physical the mental forging of instructor Brigif 6/2 Kostrad (Suranto, 2012)

B. Methods

The study used data questionnaires, interviews and documentation, a quantitative research. This study used 20 students subject of heavy equipment in the vocational program to test the validity and reliability of the questionnaire of the variable X1 (achievement motivation training) a total of 18 item questionnaire, and the variable X2 (bintalsiks) a total of 18 items, questions, and Y variables (positive character traits) by 27

item questionnaire, all valid and reliable based on alpha cronbach (Anwar, 2002), (Santosa, 2002). This study used a population, which the overall students vocational program machine at the Muhammadiyah University of Surakarta. The study was conducted in September 2012. Regression analysis is used to determine how much influence achievement motivation training and bintalsiks the positive character of vocational students.

C. Results And Discussion

The research was carried out on the machine vocational courses at the University of Muhammadiyah Surakarta. It is known that the variable X, the independent variable ttraining model of achievement motivation (X1), bintalsiks (X2) and students positive character variable (Y), as the dependent variable. Said to have a positive character trait if the student has a discipline-minded, responsible, honest, trustworthy, independent, hard work, motivation, teamwork, piety to God. Based on data analysis, processing using SPSS software version 17.00, the debriefing of achievement motivation training and bintalsiks able to positively influence the formation of students character heavy equipment in vocational UMS, it is shown in Table 1 and Table 2.

Tabel – 1 Model Summary
Model Summary^b

Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Durbin-Watson
1	.994(a)	.923	.904	0.5879	1.402

a. Predictors: (Constant), AMT_X1, Bintl_X2

b. Dependent Variable: character_Y

Tabel – 2 Coefficients
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.027	1.958		15.8	.000
	AMT_X1	.129	.056	.188	2.322	.000
	Bintl_X2	.342	.093	.364	3.721	.001

a. Dependent Variable: character_Y

Based on the analysis note that the magnitude of the regression equation $Y=31.027+0.129X1+0.342X2$, which means better and effective achievement motivation training and executed the character postiiif bintalsiks mental vocational students are also more positive. For t-test have significant value, $t\text{-count} > t\text{-table}$, for X1 (AMT) of $(2.322 > 2.02)$,

there is a significant influence achievement motivation training on students character, and for X2 (Bintalsiks) of $(3.721 > 2.02)$, means there is a significant influence on the character Bintalsiks students. The magnitude of the influence of achievement motivation training and bintalsiks the positive character of students by 90.4%. The magnitude of the effect is very high, but, there are still about 9.6% is influenced by other variables outside the two variables. Therefore the formation of character, the learning of vocational education can be done through the provision of AMT and Bintalsiks.

D. Conclusion

It was concluded that the positive character building can be done through a debriefing Achievement Motivation Training (AMT) and Physical Mental Spiritual Guidance (Bintalsiks) includes provisioning paikem gembrot learning, learning is fun through games motivation, it significantly affects the students positive character building machine for 90.4 %, at Universitas Muhammadiyah Surakarta Vocational School.

E. Suggestion

For education providers, students, instructors, that build character and characteristics of learners (students) have an independent mental and competitive, it needs methods, models appropriate debriefing and appropriate learners conditions.

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