

# The Effect of Future Expectations on Student Motivation in Pancasila and Citizenship Education Study Program at Higher Education in the city of Padang, West Sumatera

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**Abstract**—The condition of "deteriorating learning spirit" for most students in the Pancasila and Citizenship Education (PCE) study program in Padang City currently makes us worry about the quality of graduates, moreover they will face challenges in various symptoms of "moral decline" among students like low ethics, immoral behavior, promiscuity, violence, pornography, and fights. This study aims to reveal how strong PCE students are committed to their future, focusing on the influence of future expectations as PCE teachers on learning motivation. This study (2018) used a quantitative approach with a cross sectional survey. After testing the instrument, then with and with the questionnaire, 217 samples (43.5 percent) were conducted with the pre-survey stage, testing instruments with validity and reliability analysis of proportional randomized data collection, Normality Test, Population Homogeneity Test, Linearity Test, Multicollinearity Test, then test hypotheses with ANOVA regression and statistics through IBM SPSS 20. The results of data processing show that the highest achievement of the ideal score is "the basis of" selection of study programs / professions "is 77.03 percent (sufficient), while the lowest indicator is" expected implications "of 58.31 percent (less). 50 percent (enough). From the test, the hypothesis is accepted, where the significance value is 0.001 smaller than 0.05. That is, expectations / aspirations for the future have a significant influence on learning motivation. The stronger the future expectations / aspirations of students to become PCE teachers, their motivation to study is stronger, while the influence coefficient is 0.215 with  $t = 3.235$  and Significance 0.001 which is smaller than  $\alpha = 0.005$ , meaning that future expectations / ideals significantly influence motivation student learning is 0.215. These findings can be interpreted as stronger future expectations / student ideals, the stronger the motivation to learn.

**Keywords**—Effect, Future Expectations, Motivation

## I. INTRODUCTION

Since a few years ago until now there has been a tendency for most students in general and for students of the Pancasila and Citizenship Education Study Program (PCE) in universities in the city of Padang in particular the emergence of symptoms of lethargy or decline in the spirit

of learning. This symptom encourages us to question the motivation of his studies. It is difficult to deny that lectures with the chosen PCE study program, which will later become PCE teachers are their own future hopes, which should actually be addressed with strong motivation. The strong problem or the lack of motivation to learn / college students is basically inseparable from the root of the problem, namely the condition of the expectation of the future (being a teacher of PCE).

Therefore the purpose of this study is to reveal how the future expectations of PCE students influence their learning motivation. This problem is important to study, especially when they become teachers of PCE, they will face the challenges of the attitudes and behavior of most students. At this time, there are increasingly symptoms of various attitudes and behaviors that are increasingly distant from the guidance of religious, ethical and moral values. We can see this or we look through the news in various mass media, such as the occurrence of acts of violence, including rounding off between students, students with teachers, brawls between schools, promiscuity and even free sex, pornography, drugs, and so on. All of these symptoms basically reinforce the indication of the diminishing ethical and moral awareness of the students. Thus there is a kind of counter productive condition that is the motivation of most PCE students who tend to weaken. Then the condition is antagonistic with the increasingly widespread symptoms of moral deterioration among most students both in SLP and SLA which they must face later (Soemantri, 1976: 35).

Candidates for PCE teachers who will face and should contribute to overcoming these problems among students are the main responsibility that must be realized and borne in the future, as a consequence of their professional responsibilities (Kusuma, et.al.: 2011). Therefore, the problems in this study are upstream issues that must be identified and addressed.

Regardless of the matter of consideration of what or the factors that influence students, what is certain is that the

lectures on the PCE study program have been executed as choices and decisions that lead students to their future hopes / aspirations to become professional PKn teachers. Therefore it is logical that students should have a strong motivation to reach their hopes / aspirations (Dariyo, Agoes, 2004). But the question here is, is there any influence on future expectations / ideals on student motivation?

On the basis of these problems, the hypothesis proposed is: there is a significant effect of future expectations / ideals on student learning motivation?

The proof of the hypothesis is directed and limited to the analysis of the influence of two correlational variables namely Future Expectations / Ideals (being PCE teachers) as independent variables, and Learning / Lecture Motivation as the dependent variable.

As a quantitative study (2018), the method used is a correlational survey method, specifically a cross-sectional survey with a proportional stratified random sampling technique, and data analysis using regression statistics and ANOVA through IBM SPSS 20.

In connection with research on the influence of future expectations / ideals, (including being a teacher of PCE) on learning motivation / lecture, as long as the search for writers may be said to be nonexistent. There is even quite a lot of research that examines various other factors (besides future expectations / ideals) that influence learning motivation. Or conversely the influence or contribution of motivational factors on learning outcomes in various versions.

As an example of research traced, among others, are research: (1) Latief Sahadin and Dini Jamil, "The Effect of Motivation on Achievement and Student Perception of the Way Teachers Teach Against Mathematics Learning Results" (Journal of Mathematics Education, Vol. 4 No.2, July 2013), (2) Ridaul Inayah, et al., "The Effect of Teacher Competence, Student Learning Motivation, and Learning Facilities on Learning Achievements in Economic Subjects in Class XI Social Studies Students of State 1 Lasem Jawa Tengah 2011/2012 Academic Year", FKIP Journal Sebelas Maret University Surakarta, Vol. 2, No.1 Th. 2013, (3) I Wayan Dwija, "Relationship Between Self-Concept, Motivation, and Attention of Parents with Learning Outcomes of Sociology in Class 2 Students of Amblapura Public High School", Journal of Education and Education, Vol. 41 No.1 (2008), (3) Ira Nofita Sari, "The Influence of Interest and Learning Motivation on Physics Learning Achievement in Class XI Students of Natural Sciences 1 Galing Sambas Regency", Journal of Mathematics and Science Education (JEMS), Vol. 4, No. 2, September 2016, (4) Aritonang, "Interest and Motivation in Improving Student Learning Outcomes", Journal of Education Sower, No. 10, Th. 7th, June 2008, and others.

Research that is relatively close, among others, is Christin Umar's research: "Effect of Teacher Expectations on Student Motivation and Achievement in Classes, Economic Development, Scientific Magazine, Faculty of Economics Unparoo, 106 Volume 14, Number 2, August

2010. The findings reveal that teacher's expectation positivity towards students can be a reinforcement for students to achieve higher performance.

In line with Christin Umar's research, by Lisniawati conducted a study on the Effects of Giving Hope and Incentives on Student Learning Motivation in Indonesian Language Learning (Journal of Indonesian Language and Literature Research, Literacy, Volume 1, No.1, 2017). The study of students of Cijantung Ciamis MAN also proved that giving hope (X1) and Incentives (X2) to students also affected students' learning motivation (Y).

Akhid Rifqi Rokhim, Dkk. (2013) with the title Relationship between Learning Motivation and Future Optimism in Twinning Program Students at Muhammadiyah University Surakarta. His findings indicate that student learning motivation significantly influences future optimism, which is statistically proven by the value of the correlation coefficient (r) of 0.688 greater than the p value: 0,000 (p <0.01). Therefore, the higher the motivation for students to learn, the higher their future optimism, the lower their learning motivation, the lower their future optimism.

From the results or findings of the related studies above it can be affirmed that factors or variables "expectations" generally and "future expectations" in particular have an influence or contribution to the development of student and student learning motivation.

In line with the results or findings of these studies, the research findings that the authors / researchers did also prove that future expectations / aspirations (being PCE teachers) have a significant effect on the learning motivation of PCE Study Program students in universities in Padang City.

## II. METHOD

Before As quantitative research, the study was conducted in the odd semester of the 2017/2018 academic year, April and May 2018, using a cross sectional survey method, conducted on a population of 499 students, consisting of 445 students from Padang State University PCE students, and 54 people at PCE study program FKIP Bung Hatta University, with a total sample of 217 (43.5%). Sampling using Proportional Stratified Random Sampling technique. While the data is obtained and by using a structured and closed questionnaire technique, or using a Likert Scale model. The contents are synchronized statements with variables and research indicators developed with a range of weights 1 to 5.

The research is generally carried out through pre-survey steps, instrument trials, data collection, data processing and analysis, and writing research results. But first developing the instrument is through: (1) preparation of research variable indicators, (2) preparation of instrument lines, then making inventory models in the form of temporary questionnaires, then undergoing justification by competent lecturers and through discussions with colleagues, (3 ) conduct instrument testing on the shadow subject of the

research sample, (4) and test the validity and reliability of the instrument.

Before the actual research, a questionnaire trial was conducted on shadow class (non-sample) PCE FIS students on April 6, 2018. Initially the number of statements was 35 items, but after being validated, the number decreased to 32 points, which included: (1). the basis for the selection of study programs / professions, (2) interest in the PKn teaching profession (3) pride in PKn teacher status, (4) PKn professional teacher incentives (5) commitment to the PKn teacher profession and completion of studies, and (6) expected implications. Whereas the learning motivation variable which originally numbered 20 changed to 17, which included the following sub: (1) perseverance in facing the challenges of college, (2) perseverance in going to college, (3) interest in attending college, (4) self-confidence in going to college, and (5) persistence or fighting power.

Validity test uses Product Moment correlation analysis, while the reliability test uses Cronbach Alpha test, with an alpha significance level of 0.05, meaning that if the results of the validity count show a probability smaller than 0.05 then the related statement item is declared valid. And for the reliability test (RTT), if the RTT is greater than r table with an alpha significance level of 0.05, the questionnaire items are declared reliable.

The criteria for determining the instrument are valid, so the interpretation criteria for the correlation index (r) are seen, namely: 0.800 - 1,000 = Very high, 0.600 - 0.799 = high, 0.400 - 0.599 = quite high, 0.200 - 0.399 = low, and 0.600 - 0.199 = very low (invalid). (Sugiyono, 2007).

The next step for processing data is the steps or procedures as follows: (1) selecting data so that it can be further processed, namely by examining the respondent's answers according to established criteria; (2) determine the value weight for each possible assessment that has been determined, then determine the score; (3) conduct descriptive analysis, to determine trends in data such as mean, median, standard deviation, and data variance of each variable; and finally (4) conduct regression tests and ANOVA with the help of Statistical Product and Service Solutions (SPSS) program version 20.

### III. RESULT AND DISCUSSION

From the statistical tests using the SPSS version 20 program, the results showed that the hypothesis was accepted, because from the ANOVA analysis it was proven that the probability value (significance) was 0.001. Because the Significance value is 0.001 smaller than 0.05 with Ho's decision rejected and Ha accepted. That is, future hopes / aspirations (becoming a PCE teacher) (X) significantly influence learning motivation (Y). while the coefficient of influence is 0.215 with a value of t arithmetic 3.235 which is greater than the t table 1.652, then the significance value Sig. 0,001 which is smaller than the value of alpha ( $\alpha$ ) 0,005. That is, future hopes / ideals significantly influence student motivation at 0.215. These findings can be interpreted as future hopes / ideals that are stronger than students, the stronger the motivation to learn.

The conclusion statement of this hypothesis is a fact of psycho-social found through this research. In addition to being very logical, the quantitative proof above is supported or related to various theories about "hope" where learning or study activities are supported by the overall ability and optimally owned by the individual concerned to realize his expectations (Snyder, 2009).

Because of that future hopes / ideals contain and / or generate energy as a motivation that moves individuals to take steps or efforts that will or have been produced. In line with the findings of research by Christin Umar (2010), Lisniawati (2017) and Akhid Rifqi Rokhim, et al. (2013) stated earlier that in its substance there is an effect of "hope" on learning motivation. Strong expectations can confirm the willingness to study harder.

Therefore future expectations contain and / or generate energy as motivation that moves individuals to take steps or efforts that will or have been produced (Williams and Butler, 2010).

As stated by Burns (2010) that expectations have a target that is the goal to be achieved and a goal gives meaning in one's life. Or as stated by Pramita (2008) that the hope of the future is something that can be formed and can be used as a step for beneficial change and can cause individuals to achieve a better life.

Weil (in Pramita, 2008) in his research stated that there are several factors that can influence expectations, namely social support, religious trust, and control. From social support family and friends are generally identified as a source of hope. Then from religious and spiritual beliefs have been identified as the main source of hope. Religious beliefs are explained as one's beliefs and beliefs in positive things or making individuals aware of the fact that there is something or purpose that has been predetermined for the individual's current situation.

Spiritual is a broader concept and focuses on the purpose and meaning of life and its relationship with others, nature, or with God (Reed in Weil, 2000). Raleigh (in Weil, 2000) states that religious activity is the second most common strategy for maintaining expectations and also as a source of support for expectations.

Next is the control factor. Control is one part of the concept of hope. Maintaining control can be done by keeping looking for information, self-determination, and independence that gives rise to strong feelings of individual expectations.

An individual's ability to control is also influenced by self-efficacy which can increase an individual's perception of his ability to control (Venning, et al., in Weil, 2000). Expectations can be correlated with desires in control, the ability to determine, prepare to anticipate stress, leadership, and avoid dependence.

It can be said that hope has a positive relationship with one's perception of control. Other research shows that individuals who have an internal source in control have the hope that they can control their own destiny. Conversely,

individuals who have external sources of control expect to be controlled by forces or coercion that comes from outside themselves.

So, future hopes or ideals (to be a PCE teacher) are conditions of the profession's choice that is desired or to be achieved. The significance of the future expectations is inseparable from the conduciveness of social support obtained, religious trust and self-control carried out in and during the process of achieving desired goals or targets.

Considering the significant influence of future expectation variables on college motivation, students or prospective students need to be developed or reinforced the awareness or commitment of students towards their future hopes of becoming PCE teachers. The initial step can be done by doing a psychological test to detect or identify conditions of awareness or commitment to future expectations / aspirations to become a PCE teacher, especially for prospective students. Therefore to foster strong college motivation, it is necessary to socialize "lecture awareness" to students, especially from the study program leadership, starting at the initial moment of acceptance or at the beginning will begin lectures such as through Ospek, and then periodically during the lecture bench. Such socialization may also be delegated through lecturers and / or special programs for academic advisors (AA).

So, future hopes or ideals are a condition of the profession's choice desired or to achieve. The significance of the future expectations is inseparable from the conduciveness of social support obtained, religious trust and self-control carried out in and during the process of achieving desired goals or targets.

#### IV. CONCLUSION

It can be concluded that there is a significant influence of the future (being a Civics teacher) on students' self-concepts. This means that the greater or higher the future expectations (becoming Civics teachers) the self-concept will increase, conversely the lower the future hopes (becoming Civics teachers), the lower the self-concept of the future of students. Therefore the self-concept of the future can be improved through increasing the future expectations (to become Civics teachers) itself.

In order to obtain a great opportunity for a student to have a strong motivation to complete his studies or study, it is logically necessary to strongly convince the related students to have adequate understanding, positive perceptions and great expectations for the study program and / or profession to choose. And be far from the environmental influences of friendship, especially the will of parents.

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