

**PENGARUH PEMBERIAN CERITA PARA TOKOH CENDEKIAWAN TERHADAP  
SELF ESTEEM DAN MOTIVASI BELAJAR ANAK**

**HARTONO, ARIS**

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**STORY TELLING ; MOTIVATION TO LEARN**

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**SUMMARY**

**The Effect Of Telling Stories About Learned Or Highly Educated People On Self-Esteem And Children's Motivation To Learn**

Motivation is the driving force of behaviour to reach an aim. Learning achievement is one of the things that affect learning achievement is motivation to learn. Apart from that, self-esteem may also affect children's learning achievement. A problem which is often faced by elders, is children's low motivation. A child is willing to learn only when forced by his parents, so that his learning achievement is not satisfactory. Between 2006 and 2009, the data in East Java showed, that the percentage of repeaters (elementary school children who did not move to a higher class) were increasing. The result of a preliminary study at the Elementary School II of Jabon, Mojoanyar, Mojokerto, the data about school children repeaters between 2008 – 2009 for class I: 2children; for class II: 3 children; for class III: 4 children; for class IV: 3 children; for class V: 0; and for class VI: 0. According to Potter and Parry, social conditions, homework, and physical motives stimulate children to learn. Social motives are needed by people for affiliation, social agreement, or self-esteem. A motive to master a job, is based on a need, such as achievement and competence. When one has succeeded to accomplish a job one has chosen, one usually has a bigger motivation to be after the next achievement. According to a concept, self-esteem and motivation to learn may affect a child's learning behaviour, so that it can increase his achievement. According to Hurlock, there are five learning activities which help improve the development pattern of a child: (1) learning by way of trial and error; (2) Learning by way of imitation; (3) Learning by way of identifying himself as someone else; (4) Learning by way of conditioning; and (5) By way of practice. This study employed an experimental design with an approach of the pre test – post test control group design. Story telling about learned and educated people is an independent variable, whereas self-esteem and motivation to learn is a dependent variable. The population of this research are school children of the Jabon II Elementary School of class V which is suitable for the criteria of the study, amounting to 24 children. The sampling technique used is total sampling. The sample found consisted of 24 children, which was divided into two groups, 12 children for the experimental group, and the other 12 children for the control group. The children were randomly chosen. Data collection for motivation to learn was taken from the questionnaire of the ARCS model which was developed by Keller and which consisted of 34 questions, whereas the data collection for self-esteem was taken from the Rusenberg questionnaire which consisted of 19 questions. The data was collected before and after intervention for both the experimental group as well as the control group. The experimental group was given the story of 8 learned people, told 8 times, whereas the control group was told about places for tourism and natural happenings also told 8 times in 8 days. For both the experimental as well as the control group each story was given for as long as 50 minutes.

Data analysis was done by comparing average scores before and after intervention for both the experimental as well as the control group, in order to identify the effect of the story about the learned people on self-esteem and motivation to learn. The result of the study showed that there was a difference in the average score of self-esteem and motivation to learn, between both the experimental and the control groups. The average score of self-esteem in the experimental group after intervention (32,250) was higher than the average score of the control group (30, 667). The average score of motivation to learn in the experimental group after intervention (97, 833) was higher than the average score in the control group (92, 417). The Scatter chart used to see the relationship between self esteem and motivation to learn was found to be  $R^2 = 0,076$ . The result of the study also showed that story telling about learned and highly intellectual people had effect on the children's self-esteem and motivation to learn. Although both groups showed an increase on self-esteem and motivation to learn, the experimental group had higher increase than the control group.

### ABSTRACT

#### **The Effect Of Telling Stories About Learned Or Highly Educated People On Self-Esteem And Children's Motivation To Learn**

Children's motivation to learn and self-esteem are a part of the factors that determines children's learning achievements. Today, people very often find children who do not want to learn. If they do learn, it is their parents who force them to. Giving stories about the life of learned people will hopefully help elevate students' motivation to learn and raise their self esteem. This research wants to find out whether giving stories about learned people would have an effect on the students' self- esteem and their motivation to learn. The study is an experimental research, of the pre – post control group design, The subject in this research is the elementary school children of the fifth grade of Jabon II Elementary School who are 11 years old or more. Sampling is done through total sampling in which there were 24 students who were divided into two groups, the experimental group with 12 students and the control group, also with 12 students. The data was collected with questionnaire, and the result was analyzed descriptively, paying attention to the average scores. This study showed that there was a difference in the average scores of self-esteem and learning motivation between the experimental and control groups. The average score of the experimental group after intervention (32,250) is higher than the average score of the control group((30,667). The average score for the motivation to learn from the experimental group (97,833) after intervention is higher than the average score of the control group (92,417). The Scatter chart used to see the relationship between self esteem and motivation to learn was found to be  $R^2 = 0,076$ . The difference of the average scores for self-esteem and motivation to learn between the experimental and the control groups after intervention showed that giving stories about learned and intellectual people had an effect on the students' self-esteem and motivation to learn. The result of this study will hopefully be used to increase the students' self-esteem and motivation to learn.

Key words: story telling (about learned people), elementary school children, self-esteem, motivation to learn.