

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

The objective of this research are to know the influence of student's intrinsic motivation, extrinsic motivation, ability and yamaha learning method supported by control variable; on achievement at Yamaha Music School.

Based on result analysis and discussion, can be concluded that:

1. The Sig. value between intrinsic motivation and achievement is 0,000 which is less than 0,05. For conclusion, intrinsic motivation has an positif influence on achievement. This result is suitable with the theory of Vab (1996) who define that being committed to intrinsically-motivating behaviour contributes positively to goals because intrinsic motivation results in high-quality learning and creativity.

Students who dominated with intrinsic motivation have positive attitude such as curiosity, thirst for knowledge, interest and competition ect; (An Min, 2010). A student with intrinsic motivation could be motivated to learn a new set of skills because he or she understands their potential utility or value or because learning the skills will yield a good grade. Intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value (Ryan & Deci, 2000).

At Yamaha music school, students who are intrinsically motivated come with enthusiasm; learn diligently; moreover, most of them learn something that hasn't been taught by the teacher; they also want to be able to play Korean and gaming music; they take a longer course than a student who is extrinsically motivated; they are constantly diligent; they enjoy music as one of their hobbies.

2. The Sig. value between extrinsic motivation and achievement is 0,000 which is less than 0,05. For conclusion, extrinsic motivation has a negative influence on achievement. This result is suitable with the theory of Ferssizidis, Adams, Kashdan, Plummer, Mishra, & Ciarrochi (2010) who define that extrinsically motivated was linked to lower levels of commitment and instability attitude toward goals.

Students who are extrinsically motivated rarely practice the homework; most of them always said that they are busy with school or have an important thing to do. They take a short course, they are diligent in early years and their motivation gets lower and lower afterwards.

3. The Sig. value between ability and achievement is 0,000 which is less than 0,05. For conclusion, ability has a positive influence on achievement. This result is suitable with the theory of Schmidt, Zdzinski, & Ballard (2006) who define that to achieve something in music education, a major need is more attributions of effort or ability rather than luck, change, or powerful others.

From that theory can be seen that ability has positive influence on achievement.

Students with high ability understand the material easily, they can follow the course without facing much difficulty. Many students are quitting because they face a difficulty to understand the course well. According to Schmidt, Zdzinski, & Ballard (2006) ability is a competence in an activity or occupation because of one's skill, training, or other qualification. This theory is true because some students at Yamaha music school who are hardly follow the course can become really good because they trained well constantly.

4. The Sig. value between learning method and achievement is 0,000 which is less than 0,05. For conclusion, learning method has positive influence on achievement. Learning method is observed with three variables such as teacher, standarization, and curriculum.

From the variable teacher, the aspect which being observed are support that teacher give to their students. Teacher support has an important role for students, they can guide students when students face any difficulty, they also support students to reach their goals and dreams in music world. From the variable standarization, the aspect which being observed is the system that Yamaha applied to all their schools to support the students. The standarization help students to learn comfortably. From the variable curriculum, the aspect which being observed is the method that yamaha is using to guide their student to focus on the track to learn

until the final grade and hopefully can be a professional musician that can increase the reputation of Yamaha or to collaborate with Yamaha music school in the future.

5. Control variable age, commute time, and length of course have no influence on achievement. This is probably because every student is divided by grade not age and the students come on time although their house is quite far from Yamaha music school. Moreover, students who take the exam in Jakarta come on time although they have to come early in the morning. Length of course has no influence on achievement because the students who have high motivation and ability will need less length of course than people who have low motivation and ability.

5.2. Recommendations

This is the list of recommendations that Yamaha can use to improve their intrinsic motivation, ability, and learning method to increase the chance of student to reach the achievement.

1. Being committed to intrinsically-motivating behaviour contributes positive aspect to goal achievements because intrinsic motivation results in high-quality learning and creativity. Yamaha can increase the intrinsic motivation of student by promoting their successful and well-known professional musicians in music world such as Isyana Saraswati, who is successful as a singer, Stephen Tamadji who is successful as a composer

and pianist, and Levi, who is successful pianist. They also need to show a biography of people that have been successful in music, which tells how they can be successful, how long it takes to be successful, and how long did they spend for learning which can help student to be more diligent.

2. Yamaha should make a concert in a public place such as malls. This concert can improve student's diligence, self-confidence, and is good for student development. This method is also good to promote Yamaha music to people who are not students of Yamaha Music School.
3. Yamaha need to change the point of view of extrinsic motivation such as status orientation, competitiveness, and reward oriented because most of the time these things aren't really effective. They also have to change parents perspective of motivation because punishment system give a motivation to students in a negative way. Students shouldn't learn because of their parents, based on fear, nor reward but because they realise that learning music is important for their future.
4. Curriculum of Yamaha should give a new point of view that music has so many benefit beside performance and popularity such as stress healing, dipression, emotional problem, autism, brain stimulating, increase concentration, improve memory, relaxing. This point of view can expand Yamaha Music School for new markets.
5. When promoting their school, yamaha should guarantee that they can provide rapid skill development for students, so in just a few years, students are going to be able to play a music that they know for the first time, and even for the exceptionally talented students, they will be able to

play a music that they know for the first time just by hearing it. In order to bring it into reality, yamaha shall add more classical and new popular songs to increase students hearing and reading ability.

6. Yamaha should also have student consultants that have a responsibility for student development. This system is good to maintain the student, so that they won't give up on music easily when they face difficult problems in music. For example, students that have difficulties in reading a musical score will be helped in reading part, students with difficulties in hearing a cord will be helped in hearing part. The student consultant should make an evaluation of interest and provide ability test for the new students, so they won't pick a wrong course. To make the course more interesting, they can even make a package like a free technical course or musical instruments bag for students that pay a package in-advance.
7. For the next research, the method of this research would be able to be applied for other music schools, such as royal school or purwa caraka. Subsequently, they can compare their result with the result of this research. The result of control variable influence can be different from this research.

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