

**THE INFLUENCE OF STUDENT'S INTRINSIC
MOTIVATION, EXTRINSIC MOTIVATION, ABILITY,
AND YAMAHA LEARNING METHOD ON
ACHIEVEMENT AT YAMAHA MUSIC SCHOOL IN
BANDUNG**

THESIS



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BANDUNG
JANUARI 2017**

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PERNYATAAN

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Menyatakan bahwa Tesis dengan judul:

‘The Influence of Student’s Intrinsic Motivation, Extrinsic Motivation, Ability, and Yamaha Learning Method on Achievement at Yamaha Music School in Bandung’

adalah benar-benar karya saya sendiri di bawah bimbingan Pembimbing, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat keilmuan.

Apabila di kemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya saya, atau jika ada tuntutan formal atau non-formal dari pihak lain berkaitan dengan keaslian karya saya ini, saya siap mengganggu segala resiko, akibat, dan/atau sanksi yang dijatuhkan kepada saya, termasuk pembatalan gelar akademik yang saya peroleh dari Universitas Katolik Parahyangan.

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THE INFLUENCE OF STUDENT'S INTRINSIC MOTIVATION, EXTRINSIC MOTIVATION, ABILITY, AND YAMAHA LEARNING METHOD ON ACHIEVEMENT AT YAMAHA MUSIC SCHOOL IN BANDUNG

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ABSTRACT

Even though students have high interest in music, not many of them continue learning until the final stage. Students stop learning before they reach the final stage due to lack of absorptive capacity. Students stop learning at different level which is determined by their absorptive capacity. In this study, absorptive capacity is classified into 3 variables: intrinsic motivation, extrinsic motivation, and ability. When students are learning well until reaching a certain grade they can increase the reputation of Yamaha Music School. Students can also collaborate with Yamaha music school by becoming a professional musician, teacher, or composer. Departing from all the explanation above, this research investigate the influence of student's intrinsic motivation, extrinsic motivation, ability, and learning method on achievement at Yamaha Music School. The intrinsic motivation, extrinsic motivation, and ability are a measurement from students side while learning method which contains factor of teacher, standarization and curriculum is a measurement from Yamaha Music School side. The sources of data are gathered from 140 respondents who filled the questionnaire correctly. The data are processed using regression analysis. The result of this research determines the achievement of Yamaha Music School and their students. Intrinsic motivation, ability, and learning method have positive influence on the achievement. Extrinsic motivation, it has negative influence on the achievement. As for the control variable such as age, commute time, and length of the course have no influence on achievement.

Keywords : absorptive capacity, intrinsic motivation, extrinsic motivation, ability, achievement, music

FOREWARD

Praise to the Lord Jesus Christ for all His grace, guidance, and blessing which make the writer is able to finish a research entitled “The Influence of Student’s Intrinsic Motivation, Extrinsic Motivation, Ability, and Yamaha Learning Method on Achievement At Yamaha Music School”. This research is arranged to fulfill one of requirements to finish Magister Management Study Program at Pascasarjana University Katholik Parahyangan.

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The writer

Ruben Adrian (2014811002)

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CHAPTER 1

INTRODUCTION

1.1. Overview

Music is a lifestyle that has been continuing to improve over the centuries. For the centuries, musicians improve and organize music into a better structure. Musical growth required time and effort to cultivate but in this era, the development of music is growing really fast and varied. Recently, there are many types of music such as classic, jazz, rock, and pop. In addition, *Top 10 Most Viewed Videos* in Youtube are videos about music. This shows that in this world, the interest in music is really high. Many people enjoy listening to music because it makes them feel relaxed and happy. In an age where people have almost unlimited access to online resources, latest music spread very quickly and can be downloaded easily via the internet. This facilitates the marketing of music to the world. Along with the development of music and the high interest in music, the desire to learn music becomes higher.

In order to facilitate people who want to learn music, Yamaha made a school that has a structural and organized program named Yamaha Music School. Yamaha Music School is the world leader in music education which was founded in Japan in 1954 by Torakusu Yamaha. Yamaha Music School has two business units in Indonesia, PT. Yamaha Music Indonesia Distributor (PT. YMID) and Yayasan Music Indonesia (YMI). PT. YMID was founded on 30 March 1990, mainly to import and sell musical instruments through dealers such as: Piano, Electronic Keyboards, Guitar Acoustic and Electric, Drum Acoustic and Electric,

Synthesizer, Professional Audio, and Brasses. At first, they worked with 60 workers to distribute all music instruments all over Indonesia however it grew to 85 workers and 103 dealers.

YMI founded in 22 December 1972. Their main business is organizing courses based on Yamaha Music education system. YMI has more than 108 schools in Indonesia that provide Piano Education, Electone Education, Guitar Education, Drum Education, and Music Education for Children. YMI has a license from Yamaha Music School of Japan, to provide an opportunity for outsider who wish to open music schools based on YMI systems in various city throughout Indonesia. YMI has 1000 teachers that scattered throughout all Yamaha music school in Indonesia. In Bandung, Yamaha Music has 9 music schools under authority of YMI. There are Braga Music with 4 branches, Irama Music with 2 branches, and Georama with 2 branches with 1350 students and 112 teachers. YMI also organize music competitions and seminars such as “Pesta Musik”, Electone Festival, Junior Original Concert (JOC), and Seminar Recorder that open to the public. Such activities are designed to simulate people’s desire for music, especially for students at Yamaha Music School in order to develop their knowledge and abilities in music continuously. Those activities make the popularity of Yamaha Music School growing very fast.

Because of their popularity, Yamaha Music School has become one of the biggest Music School in Indonesia. Different from the other courses, the majority of students who take a course at Yamaha Music School will continue learning for several years. Moreover, some of them decided to pursue their career at Yamaha Music School. Yamaha Music School establish several stages of growth and

development for their students, every stage has different requirements of understanding. Basically, students at Yamaha Music School learn about hearing harmony, keyboard harmony, sight playing, sight singing, and reading all types of music pieces. Yamaha divide their learning program into 13 grades, to move from one grade to the higher grade, students have to pass an exam that always be held every six months. At grade 13, students will learn how to play the instruments from the basic and when they level up, they will learn something new until they reach grade 6. Grade 6 is the highest level for the students, and if the students continue learning and reach grade 5 and 4 students will get a license that can be used for teaching at Yamaha Music School everywhere around the world and they can teach students from grade 13 to 6. At grade 3, they will get authority to teach students from grade 13 to 4. Grade 2 and 1 are only given to people that success as an international musician.

In their educational program, Yamaha Music School use the pianoforte textbooks that have all the contents to teach music effectively. It contains the technique of playing instrument music, aural test, and the method that helps students to practice without the teacher. The textbook also have an orchestral background with added instruments that could help students to experience playing an orchestra. Pianoforte textbook is a great learning ground and preparation for future all-round musicianship. The pieces in Pianoforte exposes the student to different periods of repertoire such as Baroque, Classical ,Romantic and 20th century jazz. Students are exposed to all these different styles. A wide repertoire is important for a students to excel and do well in level up exam.

Eventhough students have high interest in music, not many of them learning until the end of the stage. Many students are stop learning before they reach the final stage due to their lack of absorptive capacity. The previous research of Wu & Lee (2012) said that absorptive capacity (AC) has a significant effect on knowledge transfer and learning. Another researcher, Van den Bosch, Volberda, & Boer (1999) said that absorptive capacity is an important moderating factor for assimilating new knowledge. It may enable and restrict the level and range of exploration adaptations (Van den Bosch, Volberda, & Boer, 1999). Datta (2011) conceptualized absorptive capacity as the capacity to recognize the value of knowledge, acquire, assimilate, transform, and exploit knowledge. The knowledge absorbed to be effectively utilized, it depends on the absorber's absorptive capacity (AC) (Cohen & Levinthal, 1990).

In the research of Minbaeva, Pedersen, Bjorkman, Fey, & Park (2013), AC was classified in two dimensions - ability and motivation. Absorptive capacity should be conceptualized as being comprised of both ability and motivation. Both ability and motivation (absorptive capacity) are needed to facilitate the transfer of knowledge. Ability and motivation are the key aspect of the student's absorptive capacity that could be developed and maintained by a routine activity (Cohen & Levinthal, 1990). To achieve a high performance at any level, both the ability and motivation to perform effectively are needed (Baldwin, 1959). The ability(can) do factor usually denotes "a potential for performing some task which may or may not be utilized" Vroom (1964) while the motivation(will) do factor reflects drive.

Based on all the theory above, in order to become proficient in music, students need to have an ability to understand, and motivation to frequently learn and practice. Motivation is not good without ability, vice versa. When students have motivation but don't have an ability to understand, it would be hard for them to follow the lessons. Ability and motivation are needed to survive in learning music. Motivation is needed to be able to play a basic of music instrument, as long as students have a motivation to learn, students will be able to play a music instrument well. But to study further, motivation alone won't be enough, students need to have an ability of music to learn further. If students learn well at a basic stage, student will have good foundation of music instrument technique.

Learning music is a journey, a student's absorptive capacity has a big role to move through each grade in Yamaha Music School. At which level student will stop learning it's depend on their absorptive capacity and sometimes absorptive capacity can change depend on how high their motivation is. When students are learning well until they reach a certain grade they can increase the reputation of Yamaha music school by becoming a professional musician, teacher, or composer. They also can collaborate with Yamaha music school. Departing from all the explanation above, in this research the influence of student's absorptive capacity and yamaha learning method on achievement at Yamaha Music School will be investigated.

1.2. Problem Identification

This research will focus on:

1. Does student's intrinsic motivation has an influence on achievement at Yamaha Music School?
2. Does student's extrinsic motivation has an influence on achievement at Yamaha Music School?
3. Does student's ability has an influence on achievement at Yamaha Music School?
4. Does Yamaha learning method has an influence on achievement at Yamaha Music School?

1.3. Research Objective

The objective of this research are:

1. To know the influence of student's intrinsic motivation on achievement at Yamaha Music School.
2. To know the influence of student's extrinsic motivation on achievement at Yamaha Music School.
3. To know the influence of student's ability on achievement at Yamaha Music School.
4. To know the influence of yamaha learning method on achievement at Yamaha Music School.

1.4. Research Benefit

The benefit of this research for:

a. The Writer

This research increase the knowledge and the experience of using the theories that writer has already learned in the classroom. Beside that, by doing this research, the writer can get an information about the influence of absorptive capacity, which is supported by learning method and control variable, on achievement at Yamaha Music School.

b. Another Researchers

For another researchers, this research can be a complement of the previous research. This research can be used as a reference material and also can give a deeper information about the influence of absorptive capacity and learning method, which are supported by control variables, on achievement at Yamaha Music School.

c. Yamaha Music School

For Yamaha Music School, the result of this research give an information about the influence of absorptive capacity, which is supported by learning method and control variable, on achievement at Yamaha Music School. The achievement here could be a loyalty, successful in music industry that can increase the reputation of Yamaha, and have collaboration with Yamaha. This research also provides a recommendation that can be useful to improve the teaching method.

d. Students

The result of this study can improve the quality of teaching so students could get more effective teaching method.

1.5. Framework of Thinking

Along with the development of music and the high interest in music, the desire to learn music also becomes higher. In order to facilitate people who want to learn music, Yamaha made a school that has a structural and organized program. The name of that school is Yamaha Music School. Yamaha Music School is the world leader in music education. The popularity of Yamaha Music School growing very fast. Because of their popularity, Yamaha Music School has become one of the biggest Music School in Indonesia.

In Bandung, Yamaha Music has 9 music schools under authority of YMI. There are Braga Music with 4 branches, Irama Music with 2 branches, and Georama with 2 branches with 1350 students and 112 teachers. Yamaha Music School establish several stages of growth and development for their students, every stage has different requirements of understanding. Yamaha divide their learning program into 13 grades, to move from one grade to the higher grade, students have to pass an exam that always be held every six months. Everytime they level up they will learn something new until they reach the highest level.

Eventhough students have high interest in music, not many of them continue learning until the end of the stage. Many students are stop learning before they reach the final stage due to their lack of absorptive capacity. In the previous research, Wu & Lee (2012) said that absorptive capacity (AC) has a significant

effect on knowledge transfer and learning. It may enable and restrict the level and range of exploration adaptations (Van den Bosch, Volberda, & Boer, 1999). Todorova & Durisin (2007) conceptualized absorptive capacity as the capacity to recognize the value of knowledge, acquire, assimilate, transform, and exploit knowledge. The knowledge absorbed to be effectively utilized, it depends on the absorber's absorptive capacity (AC) (Cohen & Levinthal, 1990).

In the research of Minbaeva D. B. (2005), AC was classified in two dimensions - ability and motivation. Absorptive capacity should be conceptualized as being comprised of ability and motivation. Both ability and motivation (absorptive capacity) are needed to facilitate the transfer of knowledge. Ability and motivation are the key aspect of the student's absorptive capacity that could be developed and maintained by a routine activity (Cohen & Levinthal, 1990). To achieve a high performance at any level, both the ability and motivation to perform effectively are needed (Baldwin, 1959). The ability(can) do factor usually denotes "a potential for performing some task which may or may not be utilized" Vroom (1964) while the motivation(will) do factor reflects drive.

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The model that is used in this research:

