CHAPTER TWO

BASICAL THEORIES

I. THE ESSENCE OF LEARNING

Human is an individual and social creature, Getting in touch of being social creature contains a purpose that every single human cannot be isolated with the other individual as the human fate, it is, it means that human should live together however. Being together among of human living together shall go straight in the form of communication performance and situation, having life such this therefore there will be life of interactive. Thus human life performance will be followed up by communication process or good communication to his natural environment, Not only interacting to each other but also interacting to God, in the accidentally taken or incidentally.[1]

Learning actually is an activity process hoping the changes of behavior (*behavioral change*) supposed to the individual learning. The changes of behavior itself occur for the existence of the humans struggle itself. The concept is understood by the inspecting explorations of some expert members, the ones of them were Crow and Crow who stated, "*Learning is modification of behavior accompanying growth processes that are brought about through adjustment to tensions initiated sensory stimulation*"[2]. Skinner also emphasized one time, "*Learning is process of progressive behavior adaptation*"[3] Cronbach explicated, "*Learning is shown by a change in behavior as result of experiences*".[4]

The definition of learning which is more operational-applicative was transcribed by Slameto he said that learning is a striving process done by someone in order to obtain a new behavioral change in general, as the result of his own experience with his environment.[5]

After all, Slameto explained that those changes have some identifications such these : (a) the changes happen in awareness; (b) the changes are continuous and functional; (c) the changes are positive and active; (d) the changes are not temporary; (e) the changes are in purpose and directional; and (f) the changes comprise of all behavioral aspects (cognitive, affective, and psychomotor).[6]

Learning is educational process which is not separated from human life to his life. Through learning, so that knowledge, skill, generality, value, attitude, behavior and all of

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[1] Sardiman, AM., *Interaksi dan Motivasi Belajar Mengajar*, PT. Raja Grafindo Persada, Jakarta, 1996, P. 1.

[2] Crow and Crow, *Human Development and Learning*, New York: American Book Company, 1956, P. 251.

[3] Skinner, C.R., *Essentials of Educational Psychology*, (New York: Prentice- Hall Inc, 1958), P. 213.

[4] Lee J Cronbach, *Educational Pshycology, Brace and Company*, (New York: Chicago, 1954), hlm. 47.

[5] Slameto, *Evaluasi Pendidikan*, (Jakarta: Bina Aksara, 1988), P. 2.

[6] *Ibid*, P. 3-4.

human creations created, appropriated, and developed.[7] Learning activities are very important and vital , Syah noted that learning is the most vital *key term* in every educational effort.[8] When there is no learning there is no education at least. The same statement was also sentenced by Havigurst that "*Living is learning, growing is learning*".[9]

The learning concept is also mirrored in Muhammad SAW sentence he had said in a sentence which the sentence at least in explanation is "*have knowledge starting you would have been born till you will have rested in piece*". Moreover Rupper C. Lodge ,an expert of education written in his book *Philosophy of Education* as be noted by Zuhairini lights up, "*Education is life, life is education*". It means factually that education seems to be the life itself, since living means the education is everlasting. In the universal education it is perceived" (*Long life education*)", it means that there is learning process in it.[10]

It seems obvious that principally learning is a process of changing behavior as the result of interaction between learners and the resources learning or objects of learning, not only in purpose or (*by design*) but also being utilized or (*by utilization*). The process, despite tackling the material learning itself, it means also to be the other capabilities which are continuous and functional. By having undergone experiences, someone is able to know how the way it does (*learning how to learn*) in a peculiar situation and condition. But not all of changes take place inside of someone tend to indicate that the one has learned before.

Likewise, in a process of teaching-learning activity, an activity interaction process between two humanist elements all of the time, there are the students that learn and the teachers as the ones who teach, whence it makes the students concentrated subjects.[11] Therefore learning is an interaction process between the teacher and the students in a transferring knowledge process. In order to achieve the purpose of education and the programmed educations, in this way the thing is certainly big contributive contribution.

There are many memorizing inside of Al-Qur'an verse which implicit education and teaching for human race in every aspect of life. seen in the first God direction sentenced which contents a valuable education , that is in the letter of Al- Alaq from 1 to 5 it voices :

اقراء باسم ر بك ا لدي خلق (1) خلق الا نسان من علق (2) اقراء وربك الا كر م (3) الدي علم بالقلم (4) علم الانسان مالم يعلم (5)

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[7] Depdiknas, *Pedoman Khusus Pengembangan Silabus dan Penilaian*, (Jakarta: Dirjen Dikdasmen: Direktorat Dikmenum, 2003a), P. 4.

[8] Muhibbin Syah, *Psikologi Pendidikan Suatu Pendekatan Baru*, (Bandung: Rosdakarya, 1999), P. 55.

[9] R.J Havigurst, *Human Development and Education*, (New York: Longmes, Green and Co, 1957), P. 1.

[10] Zuhairini, *Filsafat Pendidikan Islam*, (Jakarta: Bumi Aksara, 1992), P. 10.

[11] *Ibid*, P. 14.

Artinya : " Read by calling your God names who creates , he has created humans from a blood clot. Read and your God is the most tolerant who teaches human through the words. It is he teaching humans what humans don't know it." (QS. Al-Alaq 1-5).[12]

So as to catch the obvious descriptions of the explanations above, there is a need to confine the meaning , definition of learning , in this way the writer will have explained some definitions of learning before.

1). Clifford.T. Morgan of the opinion

"*Learning is any relatively permanent change in behavior that is aresult of practice experience* ".[13]

2). Selameto of the opinion

"Learning is the change of behavior inside individuals caused there are interactions between individual itself and his environments". [14]

3). The Modern sophisticating expert learning exclaims and formulates learning, as it is:

"Learning is the form of changes or the growth inside individual performed by giving some new behavior performances, supported by experiences and trainings ".[15]

4). Hercaut Brace of the opinion.

"*Learning is usually reserved for relatively permanent change in behavior, interpretation or emotional response as result of experience* ".[16]

Based on some opinion noted above, the writer can draw up in the conclusions;

(a). learning brings a change

(b). the changes actually is taken in a new talent.

At least in this concentration is so bright, obvious, that the opinions sentence that learning is basically to bring changes for the inside humans. . Talking about

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[12] Al-Qur'an, Surat Al-Alaq Ayat 1-5, *Al-Qur'an dan Terjemahannya*, Mujamma' Al Malik Fadh Li Thiba' Al Mushaf Asy Syarif, Saudi Arabia, 2000, P. 1079.

[13] Clifford.T. Morgan, *Intruduction Psycology The Mac Graw Hill Book Company*, New York, 1961, P. 189

[14] Selameto, *Op. Cit,* P. 32.

[15] Oemar Hamalik, *Metode Belajar dan Kesulitan-Kesuliatan Belajar*, Tarsito, Bandung, 1983, P. 21.

[16] Harcourt Brace Javanafich, *Education Psycology*, New York, Sandiago Francisco Atlanta, P. 92.

those changes, according to the opinion of Bloom it should belong to three realms those are *cognitive, affective* and *psychomotor.*[17]

b. The purpose of learning

Every done something is in purpose, including learning, education and teaching are realized process to the purpose meaning of its learning activities. Something related and directed, it is also done in order to get the expected determined achievements. The learning purpose as getting told by Aly As'ad in the translation composition of Ta'limul Muta'alim

it says :

وينبغي ان ينوي المتعلم بصلب العلم رضا الله تعالى

The translation " it is better for someone who is willing to learn because hoping to get himself blessed by the God ,Allah S.W.T.".[18]

The purpose of learning, Sardiman of the opinion summarized is that the essence of learning is the curious willingness to possess knowledge, skills and attitude impartment or values. The achieving purpose means that it will produce learning. Accordance with the explanations so the writer that can get points;

1. *Having* knowledge and science concepts or the facts (cognitive)

2. Personality (affective)

3. Attitude, skills and knowledge development (psychomotor)

From the opinion concentrations, it is able to take an understanding [15]that the purpose of learning is to get knowledge, skills, mentality impartment and get blessed by the God.

c. The factors influencing learning

The result of learning is tended in many factors. Not all factors influence all effects, there are big and little factors influencing the good learning. If being supported by some factors which may become components.

Learning is a process of activity to change the attitude of the learning, many factors influence it. From many factors underlined there will be two categories, the first factor is internal factor that coming from the learning subject and external factor coming from the outside of learning subject.

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[17] Sardiman. *Op. Cit*, P. 25

[18] Syaikh Azzarnuji , *Diterjemahkan Oleh Aly As'ad Ta'limul Muta'alim*, Menara Kudus, Kudus,1978 P. 10.

Psychology factors which are informed to be eminent contributions can be seen as the ways to function the brains of students, related to the understanding of learning material , that is why the ability authority of the provided material is easier and more effective.[19] Thomas Station cracked the six factors of psychology as these are:

1. Motivation   : urgent or willingness to learn

2. Concentration : all of power in learning situation

3. Reaction   : Actions of learning

4. Organization : scheduling the subject or positioning the parts of learning materials in an understanding.

5. Understanding: Knowing a material

6. Repetition   : Repeating learning material or facts that have been learned, the students memorizing ability will be progressive and more.[20]

Seemingly in the learning process is not easy done as far as the writer investigates, there should be special attentions needed toward this learning process. So that the learning process will be achieved successful, to achieve the goals there are some requirement factors attended needed, here are the factors that explain:

a). The health of body :   Healthy body which means not to have specific illness, having vitamin enough and all of organs are able functioned well or functional

b). Healthy spirit   : not to have neuron illness, not to have emotional disorder, peaceful and stable. The spirit condition tends to influence mind-concentration, willingness, and feeling.

c). calm environment   : not crowded, constellation, it may be will be far away from the rebuking area.

d). learning place   : having oxygen enough, sun brightness, getting enough lightness.

e). there are enough tools-aid: tools that will be the resource of learning helpers.

From the explanation above, about things that influence learning, the writer can conclude that there are two classifications which influence learning. Those are:

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[19] Sardiman, *Op. Cit*, P. 39.
[20] *Ibid,* P. 39-41.

(1). Internal factor (the factor comes from inside of the learner) such as; the willingness to perceive the lesson and the strength of memorizing mind.

(2). External factors (Factors come from the outside of learners or externality) such as; environment, learning place, tools and accommodations.

The two factors are very important to be attended in learning process so as to achieve the maximal learning purpose.

II. MOTIVATION LEARNING ACHIEVEMENT

A. The Definitions of Learning Motivation

1. The definition of motivation

Being seen from the etymology motivation is extracted from english "*motivation*" which means, urgent, inner.[21]

According to Sumadi Suryabrata, motif is a condition in the personality of someone which urges an individual to do some activities in achieving a purpose.[22]

But according to Bimo Walgito, motivation is a condition inside of individual or organism which leads a behavior to a purpose direction.[23]

And according to Ivor K. Davies, motivation is a hidden power inside of us that pushes us to behave and act in a specific performance.[24]

Based on the opinions above, here is the writer concludes and underlines. That motivation is an urgency lied inside of someone which cause someone itself to do something as he will.

2. The types of motivations

The classifications of motivation provided into some classifications. They are:[25]

a) according to Woodwarth and Marquin , that motivations are divided into three classifications :

1) Organism needs that contains eating, drinking, sexuality, breathing, and so on.

2) Emergency motive which are the urgent to save himself, the urgent to retrieve, the urgent to try, hunting and so on. The appearances of these urgent are influenced by the outside of stimulations.

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[21]John M. Echols dan Hasan Shadily, *Kamus Inggris Indonesia*, PT Gramedia, Jakarta, 1989, P. 386.

[22]Sumadi Suryabrata, *Psikologi Pendidikan*, Edisi I, cet. 8, Raja Grafindo Persada, Jakarta, 1998, P. 70.

[23]Bimo Walgito, *Pengantar Umum Psikologi*, Edisi III, Andi Offset, Yogyakarta, 2002, P. 169.

[24]Ivor K. Davies, *Pengelolaan Belajar*, CV. Rajawali, Jakarta, 1991, P. 214.

[25]Sumadi Suryabrata, *Op. cit*, P. 70-74.

3) Objective motive, it is a need to do exploration, manipulation, give talent, and so forth. This Motif appears for the urgent to face the world, either social life or non social life effectively.

b) That the types of motivations based on how it is formed are divided into two classifications those are:

1) Granted motive that is a motif brought started from being born. So that this motive is invincible without being learned, like; an urgency of eating, drinking and else.

2) The learned motive is motive appear because having learned.

This motive is called as a Motive required socially because this motive is founded by the social environment among human. Like the urgent of learning, the urgent of having golden structural positions and so others.

c) The types of motivations based on the patterns of circumstance so it can be boxed to be the two classifications, they are:

1. Extrinsic motive, it is a functional motive which its stimulations come from out stimulations, just like a student learns hard after his teacher said that later on, there will be an examination.

2. Intrinsic motive is a motive that its function does not need to be stimulated by the external life because inside of himself, there have been urgent, for the exemplifications.

Example: Someone reading a book with no pushing to read, but he searches for the book to read.

d) The types of motive based on the contents, there are two types:

1. The motive of body, just like *reflects*, desire and so else.

2. The motives of spirit, that is the willingness formed through:

a. Moments whence it comes to bring reasons,

for example for someone who is learning for his examination preparations, then he is called to buy medicine, here is that the reason appear which may make up his mind for the mother sake of health or for another.

b. Moment choice, is a condition where there are alternatives which cause the reasons appearing tend to become . Here is when someone should determine which will be his choice.

c. Moment decision, is a moment to struggle for the reasons until it is ended in the choice like his way, or when someone is persistence to hold on the choice which has been chosen by himself as someone also sees what to do

or done , or it means that is some special condition a decision is needed to change something.

    d. Moment of the willingness created, is an urgent to take decision, finally there is something to empower his spirit to do such decision.

  e) Furious motives, according to Sartain:[26]

    1. Motive of physiology

    2. Social motive, it is an urgent which is in touch of being related to other human in his environments, civil society, like an esthetic push and etiquette pushing.

3. Motivation elements

Motivation is a complex thing and also a pushing, power, willingness inside of human which make human do something to the expected directions. Motivation is also related to psychology, like urgent, willingness or tendencies which are the moving factor and create a behavior for a purpose[27].

Based on the explanations of element motivations above so the writer can underline in an abbreviated composition:

a. The motivation elements belong to:

  1) Interest or willingness

Ws Winkel noted that interest is a tendency, which is somehow permanent and the subject feels interested to a special realm or being happy plunging in the realm.[28]

The one of the most factor influencing learning activity is the interest of someone who learns in a part of knowledge. The high and the low interest of someone will determine the high or low learning achievements. It is sentenced by The God:

$$\text{ولا تقف ما ليس لك به علم (الاسراء : 36)}$$

The translation:"And don't you follow what you know nothing about it". [29]

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[26] Ngalim Purwanto, *Psikologi Pendidikan*, Remaja Rosda Karya, Bandung, 1996, P. 66.

[27] Marasudin Siregar, *Didaktik Metodik dan Kedudukannya dalam Proses Belajar Mengajar*, Sumbangsih, Yogyakarta, 1985, P. 136

[28] Ws. Winkel, *Psikologi Pendidikan dan Evaluasi Belajar*, PT. Gramedia, Jakarta, 1983, P. 30.

[29] Al-Qur'an, Surat Al-Isra' Ayat 36, Yayasan Penyelenggara/ Penafsir Al-Qur'an, *Al-Qur'an dan Terjemahnya*, Departemen Agama RI, 1989, P. 429.

So in learning-teaching process that it is better to make a good condition like so , the more creating good condition or the best condition the more students will be interested in learning.

2) Attitude

Attitude is a tendency to accept or deny an object based on the judgment to the object whether the object is valuable or not.[30]

3) The reason or the urgency of learning

Someone acts something generally based on the urgency or stimulation. And the urgency is close correlated to motivations, thereby someone can fulfill his needs.

4) the purpose or desire

The desire of learning will be better if there is an interest to learn about something indeed.[31] Despite having desires, the purpose can motivate someone to behave and determine how much active he will behave.

5) Learning activeness

Learning activity in learning-teaching process is very necessary even important. Principally learning is doing to change behavior. So there will be no learning when there are no activities.[32]

b. Extrinsic elements of motivation

1) Teacher

Teacher is supposed to be educator, demanded to have good professionalism. He is responsible for the successful learning achievements and guiding his students to the education achievement purposes. Nana Sudjana said "it is enough clear why teacher has dominant effects to the teaching quality because teacher is a producer and also resembling an actor in teaching process .[33]

While according to Marasudin Siregar "in spite of teacher should give the materials of learning, he should be a motivator of his students who impart and emerge the student interests to learn, thereby they will realize what the purpose of learning is.[34]

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[30]Ws Winkel, *Op. cit*, P. 30

[31]S. Nasution, *Didaktik Asas-Asas Mengajar*, Bumi Akasara, Jakarta, 1995, P. 79-80.

[32]Sardiman A. M, *Interaksi dan Motivasi Belajar Mengajar,* Raja Grafindo Persada, Jakarta, P. 95.

[33]Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar*, Sinar Baru, Bandung, 1987, P. 41.

[34]Marasudin Siregar, *Op. cit*, P. 15.

2) learning partner

Learning partner can stimulate creativity and rise motivation because when there are partners of learning, the adjectival competition will get on the surface positively , this condition will be motivation to increase learning achievements.[35]

3) Parents and Family

Family is an environment where the first time for children to identify his life. And parent or family is the most substantial ones educator.

Family has potential effects, to the success of the student learning achievements. In some conditions , when the families or parents can encourage or good relationship, so that the students will achieve the high index score of learning achievements.[36]

4) Environments of people

When students are in the age of getting into the school age entrance, so the students are sometime infected by the environment relationship around of the students environment.

There have been many effects afflicted by the environment, especially the students friend in their age , because the tendency of the students to copy or model is still existing. When the student friends are clever thus the other students will be clever too and on the contrary.[37]

5) Learning facility

Complete books, that there are supporting materials is a half of learning facilities, is needed however. By handing good learning facility, the students would rather easier understand materials or the faced subjects afterward the students are motivated by heart to be clever learning.

b. Learning Motivation Achievements

Here is what the definition of achievements defined, the meaning of achievement is knowledge, understanding, and skills had as the result of special education experiences. We translate knowledge as a specific part of information. The understanding run out implication ability that express the knowledge in many ways, seeing the correlation to the other knowledge, and it is able to apply it to some new

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[35]Sardiman, *Op. cit*, P. 92.
[36]Kartini Kartono, *Bimbingan Belajar di SMA*, PT Rajawali, Jakarta, 1985, P. 5.
[37]*Ibid*, P. 5.

situation, examples and problems. Skill that we translate is to understand how to do something.[38]

A learning process which is done in a formal specific learning and non formal in general undergo a final phase of what a learning-teaching should be achieved in the process itself. The final phase in a learning process determines the student goal achievements, who are in charge of formal education, that phase is the final examination. Nevertheless, actually the evaluation process done is not only in the final process but also it can be run in the middle time or in the free time of class learning.

In this explanation, there will have the final learning process evaluation (PBM) done in formal education exactly discussed. The evaluation process is done for processing the learning result done for they are on duty to be responsible for the educational process in that institution. Here are The explanation arrangements:

1. The meaning of students learning achievements

Before stepping forward, there is a need to be understood that learning achievement is a taken ability of students gained by the students through learning, which means a process of someone trying gets a behavior change which the behavior is to stay on.

Noted by Benjamin S. Bloom there are three meadows (*domain)* of learning result, they are cognitive, affective, and psychomotor. According to A.J. Romiszowski as it was noted by Mulyono Abdurrohman strengthens that the learning is the (*output)* of processing (*inputs).*[39] Inputs of that system look like much information, whereas the output is (*performance) or* simply as a work. In the following time, Romiszowski shared, performance is directing that learning process has occurred. The learning result can be grouped in two groups, they are; knowledge and skills, knowledge is composed in the four classifications: [40]

a. Knowledge about facts
b. Knowledge about procedure

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[38] http://putrohari.tripod.com/mengukur_pencapaian.htm#
[39] Mulyono Abdurrohman, *Pendidikan bagi Anak Berkesulitan Belajar,* Rineka Cipta, Jakarta, 1999, P. 37.
[40] *Ibid.,* P. 38.

c. Knowledge about concept

d. Knowledge about principle

While skills also contains of four categories ,they are:

a. Skill to think or cognitive skill

b. Skill to act or psychomotor skill

c. Skill to react or behave

d. Skill to interact

2. The characters of the learning result

As an activity sector, the evaluation of learning result has special characters which differentiate it from the other activities. Here are Among of the characters possessed by the learning evaluation as those are explained in a part of these:[41]

a. The evaluation is done in order to measure the student learning successful achievements, the measurement is done indirectly. A (teacher or lecturer) who would like to determine which of the (students) who are classified to be the smarter by being compared to others , therefore the measured and looked for measurements are the indicators or "things that seem to be indications " that how someone can be classified to be smart. Carl Witherington as getting picked up by Sudijono tells that the indicators which can be criteria or measurement so as to say whether the students belong to the criteria as being (smart) or not. it says to be the category, "being smart" is, when the students have some abilities as it should be; the ability to work in the calculation numbers, the ability to use a language well and, the ability to catch something new or get fast to accelerate the people talking, the ability to understand the correlation of each symptom one to each other, and the ability to fancy or thinking.

b. The measurement done in order to measure the student learning achievement generally uses quantitative measurements or it usually uses symbol numbers. The result of the number symbolizing measurements afterward is analyzed by using statistical method which finally gets interpretation given qualitatively. As the example is in giving the index cumulative scores or the letter of

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[41] Anas Sudijono, *Pengantar Evaluasi Pendidikan,* PT. Raja Grafindo Persada, jakarta, 1996, P. 33-38.

school card graduation (STTB) to the members of elementary school students, the following school or junior high school and senior high school too, the standard tent scales is used, it means the number is extended from 1 to ten.

c. The activity of evaluating learning generally uses units or compatible concentrations. The unit usages are constantly based on the theory which says that in every population learning students which is heterogeneous (example; gender, the different school background, the different social class of parents, the different natural parent backgrounds, The various social environments, and some domiciles , when it experiences to be faced to a result of learning test so the result of learning achievements that they achieve will be different , it depends on the heterogeneity possessed by the students.

d. The learning achievement achieved by the students by and by is relative, it means; that the result of evaluation students learning achievements generally is not to show the sameness some of the time. So the evaluation done in the first phase targeted to the same subjects will not get any same result having compared to the following evaluation however. For example, a collegian in the first structural exercise out of the class gets score 100, in the mid semester he is only to take score 60. The different evaluation performance takes place because something measured is not noun but a creature which is changeable because of room and time.

e. In the activity evaluating learning, it is unavoidable that wrong measurements happens (*error*). As it gets known, in the trial purposed to measure the student learning result (pupils, students, and collegian), the teaching people (teacher or lecturer) present measurement of the students by using the test measurement maker or examination, either oral test or writing test. They should be based on how many correct answers which are given to the test-taker, teacher will measure giving something called "score". A good teacher is always to realize about the differences in possibilities occur between test and examination, be sure that the score will be possessed completely by the students related. So it is understandable that the wrong measurement will appear since there are the differences between the given

score of the students and the score which is supposed to be the student achievements.

3. The form of learning result

Zakiyah Daradjat pointed out that, "the student learning result exactly is the changes of behavior after learning-teaching process, the behavior as the learning result in the exact general explanation, the learning result contains the realm of cognitive, affective and psychomotor"[42]. That is why, in the scoring learning result, the instructional purpose contributions which has the formulation student progress and behavior hoped, had by the students will be the important basic elements or the directional scores.

Moreover according to Zakiah Daradjat, the learning result or the behavior changes hoped to be three aspects, the first is cognitive aspect, which has the changes in authorizing knowledge and developing skill or the needed ability to apply the knowledge itself.[43]

The second aspect is affective, affective aspects belong to the changes of mentality, feeling, realizations. And the third aspect is psychomotor, psychomotor aspects belong to the changes of psychomotor action aspects.

Here are the explanations of the three aspects for the learning result in detail:

a) Cognitive aspect

The learning result has six grade classifications, which are arranged from the lowest to the highest and also divided in two parts:

1) The first part is the authority of rememorizing material which have been thought before and seen to be the replace for building more complex knowledge. This part controls the first grade in the cognitive ability classifications and gets to be the simplest abstractive level.

2) The second part is the intellectual abilities stressing the mental process to organize and reorganize the handed materials.This part also lies in the

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[42] Zakiah Daradjat , *Metodik Khusus Pengajaran Agama Islam*, Cetakan Ketiga, Jakarta: Bumi Aksara, 2004, P. 197.
[43] *Ibid*, P. 153-161

second position to the sixth position in the level cognitive classifications abilities. Here are the levels learning of cognitive in detail:

- Knowledge
- Comprehension
- Application
- analyst
- synthesis
- Evaluation

b) Affective aspects

Affective aspect is an aspect which is in touch of mental attitude, feeling and the realization of the students. The learning result of this aspect taken through internality process, which is a process to the growth courage of spirit or student`s soul, the growth happens when there are values in religion educations then the values are made to be valuable personality, so leading all of that attitude statements, behavior and moral action in life.

c) Psychomotor aspect

Psychomotor is related to the skill which is more concrete, real. Here are the forms of these aspects:

1) Skills to show the realization process after having stimulations like, mental preparation, physic and emotion to act.
2) Leaded responsibility, it is a starting step of learning complex skill.
3) Mechanism, is a trained skill but not to be machine and every of these movements are done confidently, by being discipline, calmly, and perfectly.
4) Complex responses, in accordance with the most expert skill, the expert performance perform fast, clearly, and correctly.[44]

According to Sanjaya the learning result is hoped to have three aspects, they are[45]:

1) Cognitive aspect belongs to the stage of memorizing, understanding, applying, analyzing, synthesizing and evaluating scores.

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[44] *Ibid*, P. 201.

[45] Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi*, (Jakarta: Kencana Prenada Media Group, 2005), P. 35.

2) Affective aspect comprise of giving responses, appreciating, and practicing.

3) Psychomotor aspect, in this aspect , the students are able to percept ,make , adapt the pattern movements and create new concepts.

III. POSITIVE WORDS

A. The definitions of positive words

Every single word that we pronounce or we write has meanings especially in learning. Of course there are many words in the other form of other lingual. This material is very important to improve your understanding of positive words so there will be wrong perception that language as it is.

This learning is supposed to make you able to:

1. Differentiate connotative and denotative meanings

2. Differentiate graphical and lexical meanings

3. Differentiate implicit and explicit meanings

4. Using words meaning grammatical and lexical in the contextual sentence or more

5. Using words meaning implicit and explicit in the contextual sentence or more

6. Using general words and special words in the contextual sentence or more

Having seen through the meanings, word is divided in two varieties, the first is words that have connotation meaning and the second is the words that have connotative meanings. It become called as connotative because the meaning are general and directional, it shows the concrete meaning (implicit). It gets called as connotative because it has an exaggerating meaning,

It is about impression and feeling directly said (explicit). Connotation is the changes of words meanings caused the listeners use their feeling to translate it.

Connotation can be characterized to be positive connotation and negative connotation. Positive connotation has some feelings at all such as higher, kind, calm, peaceful, courteous, happy, enjoyable and, so on. Negative connotation has a bad feeling at least such as low, down, ugly, rough, dirty, tedious, impolite and else.

The word that holds a large meaning in Indonesian is called as general words. On the contrary there are words classified into specified words.[46]

Words are the ways that we give total form actions of our minds, and words have energy and strong power. Every time opening mouth you will be by chance to open the world then your surrounding where you are, will be a better place. When

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[46] Erwan Juhara, *Cendekia Berbahasa Bahasa Dan Sastra Indonesia*, Jakarta, PT Setiapurna,2008), P. 12

changing our mind actively, the mind will be active to realize that language you use to communicate yourself or each other. When talking and thinking, imagining how the words influence body and brain.[47]

B. THE MEANING OF POSITIVE

In communications or interactions of each other "positive" generally is used as a mark to be more appreciating for something. And generally positive words is independent, it means to be combined with other words. Just like positive thinking, it means thinking that builds and improves personality or character, it means also that we can be mature, stronger to face the challenge and do great thing as much as we want to do. Positive thinking cannot stop us because of our limitation and weakness, but positive thinking will make us call our strength day by day.

Positive in Indonesian dictionary is strike, fixed, certain. Which ultimately is real and encouraging, it is practicable and constructive.[48] The antonym of positive is negative. Negative is unsure, uncertain, bad, deviational of the general measurement.[49] After underlining the explanation above certainly that positive is good.

C. POSITIVE WORDS

After taking the explanations of words, positive, so it can be concluded that positive word is something spoken or written which has good contributions to other. Positive words are also used to every condition for solving problem as the pacifying steps make pieces. But negative words are the words which have blaming impression to others, searching for reasons in every guilty position, agreeing and killing the other reputations.[50]

Positive words are living in positive spirits, positive spirit mean peaceful spirit. So the positive words will always be with positive spirits or positive personalities. Then, it finally should be positive thinking. Positive words become a reflection inside of someone without controlling and using the positive words as the way to manage between mind and reality.

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[47] Yvonne Oswald, *Keajaiban Kata-Kata Ubahlah Hidup Anda Dengan Kata-Kata Positif*, Jakarta : PT Gramedia pustaka utama, 2008, P. 38.

[48] Pusat bahasa departemen pendidikan nasional, kamus bahasa Indonesia, (Jakarta : Pusat bahasa, 2008), P. 1224.

[49] *Ibid*, P. 1088.

[50] J.I Miichell Suharli, *Habit Delapan Kebiasaan Yang Mengubah Nasib Anda*, (Jakarta : PT Gramedia pustaka utama, 2009), P. 24

The positive words as the way to achieve the dreams does not go with positive spirit or positive mind, because the positive words can be the tools of the leaders solving problems. Because having a great big values , the positive words will be used to shape something well.

The functions of positive words in the scratching line are to change something better and enjoying, the most important thing is that the positive words can create positive minds. Positive words are able equalized to positively thinking for the both are same. Someone thinking positively will give positive words and positive words come from someone thinking positively.

Thinking positively has effects and big contributions in someone's life. Nowadays we start to think positively, the big power comes to balance the way we think in order to do good things. By thinking positively , we will not befall the effect of our bad life.

Here are the indications of thinking positively are

1. Optimist

Someone who is always optimist will always focus on seeing something positively and conduct fast. In another hand being pessimist is the identification of someone who is afraid of something always thinking negatively. For all these , who are in chance to be happier, trustful? and more certain?. So be someone thinking positively.

2. Submitting the granted

Accepting what we have is the second trial to shine thinking positively. But here is not to make us regretted and give up as it comes. Submitting the granted naturally is never trying to complain and sad when everything drives us crazy. So 'accept by heart so that there positively thinking will be with us all of the time.

3. Getting up to heal sadness and failure developing positive thinking doesn't mean someone should ever be sad, regretted, disappointed and so forth. Thus developing positive thinking doesn't mean neglecting problems before our. Basically, a problem will brighten a positive thing too. For example after having examination failure, someone will be cleverer learning so as not to lose anymore.

4. Enthusiastic

Being enthusiastic is the one of the ways to create a positive thinking. ''Have your days with enthusiasm and spirituous''. ''Do your works by having much enthusiasm. The more spirituous the more people around you feel and act as you show.

5. Being more sensitive

'Act more sensitive to all of problems therefore there will be positive considerations in your brain. If you act more positive to the problems, all of people will be ready to face the problem or get the way out of there.[51]

With the indications, so in his life, there will be thanks giving for the mercy gift of all, realize that what he's given is the concrete proves of love to his creations to be perfect creatures *insanul kamil* ,which always tries the other truth as the shapes of learning.

In learning positively, it will make someone learn positive learning, in the book of '*emotional intelligence*' that positive thinking may make students to motivate themselves. By the motivation ability possessed so that someone tends to catch a positive view in seeing something which happens to him.[52]

Positive thinking should have been started from the beginning of learning it means even so whence human's childhood, like proverb:

"if child is accused he actually learns to blame, if child being kidded so he will live to be an afraid child, if a child being embarrass he will feel guilty, if a child live in quarrel , so that he learns to fight."[53]

From the proverb every single one may underline that in the childhood time , the learning done is to imitate , following the emotion as it stands on and tends to the environment of learning . Finally it seems certainly that positive thinking and positive words should be done in order to get the students be ready , fast taking reflections , or changing the negative to be positive.

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[51] http://www.anneahira.com/pemikiran-positif.htm

[52] Achjar Chalil , *Pembelajaran Berbasis Fitrah*, (Jakarta : PT Balai Pustaka), P. 105.

[53] Hamzah Hasan, *Melejitkan 3 Potens Dasar Anak Agar Menjadi Saleh Dan Cerdas*, (Jakarta : Qultumedia, 2009), P. 50.

IV. THE CORELATIONS BETWEEN MOTIVATION LEARNING ACHIEVEMENTS AND POSITIVE WORDS.

Motivation in this thesis is important in educational process, where the learning process is not only from the hand-out supposed learned but also into the process or spirit learning as the learning purpose. The motivation, here is a trial to achieve what wanted is. Motivation in learning is not had by students only but also teachers should have a great motivation in order to clop the learning-teaching process .