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**Education in the 21<sup>st</sup> Century:  
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## Progressivity of Ammatoa Community in Their Effort in Pasang Based Forest Conservation in Kajang

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Abstract: Society of Ammatoa symbolizes the forest as the world's lungs (*paru paru* *parunna linoa*). The purposes of this study were to identify 1) kinds of participation of Society of Ammatoa in forest conservation efforts, 2) factors that constrain Society of Ammatoa in forest conservation efforts in Tana Towa Village, Bulukumba, South Sulawesi. This was qualitative research using the phenomenological approach. The data was collected using observation, interviews, focus group discussions and documentation. The Strategies in verifying data were data triangulation, member check and audit trail. The results showed that: 1) the form of participation Society of *Ammatoa* in forest conservation efforts were (a) reforestation, (b) providing information to the government about the forests destruction, and (c) obeying the customs regulations made by Society of *Ammatoa*, These rules include no cutting the trees carelessly and giving punishment for offenders/forest destructors. and 2) the problems faced by Society of *Ammatoa* in forest conservation efforts were (a) lack of interference from the society on the forest in Tana Towa especially in Borong Karamaka (*sacred forest*), (b) *Pasang* (customary laws) made by chief (*Ammatoa*), and (c) the lack of support given by the government. Society of *Ammatoa* should keep the *Pasang* (customary laws), and cooperate with department of forestry to prevent illegal logging so that the preservation of forests can be maintained.

Keywords: Progressivity, society of *Ammatoa*, forest conservation and *Pasang*

## The influences of Determination Choosing of the Department in State Universities and Lecturers' Teaching Style to Students' Learning Motivation

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**Abstract:** This study aimed to identify the influences of determination choosing of the department in state universities and the lecturers' teaching style to the student's learning motivation. Subjects were obtained by non-random consisting of the students for 1<sup>st</sup> and 3<sup>rd</sup> semester at state universities in Indonesia. The theory of self-determination for the determination of the departments, Teaching Style Inventory Anthony F. Grasha to the lecturers' teaching style and Harter Scale to measure student motivation and Multiple linear regression analysis is used. The study was conducted using a questionnaire distributed to 556 students. The results show the number of significance at  $p = 0.000$ . which means there is a very significant influence determination to choose the departments and lecturers' teaching style, the learning motivation of students in state universities, with the effective contribution of 21.2%.

**Keywords:** choosing the departments, lecturers' teaching style, students' learning motivation

Generally when the students learn, they need feedback on the consequences of the institution or teacher who can push to modify their behavior. Motivation can determine how sensitive the students receive feedback, especially for academic achievement<sup>1</sup>. While psychological factors, health and social services do not contribute to academic achievement<sup>2</sup>. Faculty and administrators play an important role in motivating student learning by providing support and advance student academic achievement<sup>2</sup> to plan and pursue academic atmosphere that is supportive, conducive and fun for learning and teaching<sup>3</sup>.

Almost 75% of students have intrinsic motivation for academic achievement based on the contributions of demographic and personal characteristics of students. And psychosocial factors (life satisfaction, optimism, perceived social support from family, work status, and age) were significant associations for academic achievement motivation, but then it turns out not significant predictors<sup>3</sup>.

Students looking for educational programs at the university that will prepare them as a success professional that will give them an advantage in the job<sup>2</sup>, which will also give them the knowledge of education is typical that they will remain in the minds them all the time. Thus, selecting from the beginning of the university is one of the decisions of life's most important among prospective students<sup>4</sup>.

Intrinsic motivation and extrinsic motivation tends to be positive if it is associated with student satisfaction and sense of belonging to the university. Motivation choose the departments can also be caused by economic factors, demographics or a mixture of both<sup>5</sup>, racial or ethnic background also helped influence the decision of choosing students' academic departments<sup>6</sup>.

In addition to determining choose department at the university that can influence students' motivation to learn, it is a style of lecturers' teaching had a huge impact on student motivation and achievement in the subject. Some students have a pay attention in classes just because of the influence of teaching styles, and conversely some lecturers failed to develop the atmosphere

of learning and student motivation even decreased. Research on the style of lecturers' teaching shows that the teaching style "Delegator" with students at the center and teaching styles "Expert" and "Role Models," in which the lecturer as a center, can affect student learning motivation<sup>7</sup>. Research to identify the relationship between lecturers teaching style using Grasha and academic engagement of students at the university shows that there is a significant but moderate relationship between lecturers teaching style with students' academic engagement. Most lecturers use personal model, followed by style experts, while the style delegator got the lowest score<sup>7</sup>.

Based on previous research reference, research on The influences of Determination Choosing of The Department In State Universities and Lecturers' Teaching Style to Students' Learning Motivation has done.

## **METHODE**

The research was using quantitative approach. Linear regression analysis was being used to find out the influence of determining choose the departments and Lecturer's Teaching Style to learning motivation of students in state universities.

### **Research variable**

This study uses three (3) variables, namely two independent variables and the dependent variable. The independent variable (X1), namely the determination of choosing the departemens, include no motivation, extrinsic motivation and intrinsic motivation in the decision of choosing departemens. The independent variable (X2), the Teaching Style that includes five aspects, namely Expert, Formal Authority, Personal Model, Facilitator, and Delegation. The dependent variable (Y), includes: a) Intrinsic motivation consists of three aspects, namely like a challenging task, curiosity, and independent mastery. b) Extrinsic motivation consists of three aspects: the job is easy, lecturers is fun, and dependence on the lecturer.

### **The subject**

The subject of research has 556 students of 1st and 3rd semesters, ages 18-21 years, with details of 305 students at the 1st semester and 251 students at the 3rd semester. Who's studying in one of the state universities in Jakarta, Indonesia. The sampling technique is non-random sampling, with systematic sampling method.

### **The Method of Data Collection**

There are three kinds of data is to be collected in this study. These include research data of choosing departments based on self-determination theory, lecturers teaching style data based of Teaching Style Inventory<sup>8,9</sup> and data using the students' learning motivation A Scale Of Intrinsic Versus Ekstrinsic Orientation In The Classroom<sup>10,11</sup> to measure student motivation. By filing a statement of 30 regarding the motivation to learn, 40 statements regarding teaching styles, and 28 statements regarding the determination of the departments. This questionnaire was distributed to respondents and statements submitted to each respondent will be analyzed the results quantitatively. Data were analyzed using linear regression.

## **RESULTS AND DISCUSSION**

### Result

In this descriptive analysis to know dissemination of data based on intrinsic motivation and extrinsic motivation of students in learning.

Table 1. The Category of Student Motivation in Learning

Category	Frequency	Percentage (%)
Extrinsic Motivation	267	48
Intrinsic Motivation	289	52
Total	556	100

Table 2. The Categories of Motivation in The Decision to Choose a Department

Category	Frequency	Percentage (%)
No Motivation for Choosing Departments	189	34
Extrinsic motivation for Choosing Departments	234	42
Intrinsic Motivation for Choosing Departments	133	24
Total	556	100

Table 2 shows the determination choosing of departments by categories for students: (1) there is no motivation in choosing departments (34%), (2) students with extrinsic motivation in choosing departments (42%), and (3) student with intrinsic motivation in choosing departments (24%). This means that students when making the determination in choosing departments largely on the intrinsic motivation, extrinsic 42% and even 34% no motivation in choosing departments. Only 24% are motivated intrinsically determination departments. As for the lecturers teaching style has the following categories:

Table 3. Categories of Lecturers' Teaching Style

Descriptive Statistics					
	N	Frekuensi	Percentase (%)	Mean	Std. Deviation
Expert	556	78	14	12.15	1.521
Formal_Authority	556	150	27	23.17	2.801
Personal_Model	556	100	18	14.96	1.822
Facilitator	556	133	24	20.98	2.389
Delegator	556	95	17	14.94	1.542
Valid N (listwise)	556				

Table 3 shows that students are very motivated by the style of teaching faculty formal authority (M = 23:17, SD 2801), followed by a teaching style facilitator (M = 20.98, SD 2389), and the teaching style expert (M = 12:15, SD 1521) is the most little to motivate students to study at state university. While teaching style delegator (M = 14.94, SD 1542) and a personal model teaching style (M = 14.96, SD 1822) is smaller and in a balanced way to motivate.

Table 4 shows the F value is 74.254 with  $p = 0.000$ , then the determination of choosing majors and professors teaching styles simultaneously, can predict learning motivation of students in state universities.

Table 4. Multiple Regression

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1368,235	2	684.117	74.254	.000 <sup>b</sup>
	Residual	5094.902	553	9.213		
	Total	6463.137	555			
a. Dependent Variable: Learning Motivation						
b. Predictors: (Constant), Teaching styles, Determination Choosing of the Departments						

Table 5 shows the t-test to determine whether the determination to choose the departments and teaching styles influence significantly for the motivation to study at state universities.

Table 5. Partial Regression Coefficients

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.238	1.474		15.763	.000
	the determination to choose the departments	.071	.013	.211	5.301	.000
	Teaching Styles	.145	.017	.346	8.672	.000
a. Dependent Variable: Learning Motivation						

In table 5 shows that the t value variable determining the departments ( $X_1$ ) = 5,301,  $p = 0.000$ . That is the determination of departments influence significantly on the motivation to study in state universities, and a donation from the determination of the departments of 7.1% in improving the learning motivation of students in state universities. And teaching style variable ( $X_2$ ) = 5,301,  $p = 0.000$ , as well as the lecturers' teaching style have a significant effect on motivation to learn at state universities. Donations for lecturers' teaching styles in the 14.5% increase learning motivation of students in state universities.

In Table 6 shows the effective contribution of determination to choose departments and lecturers' teaching styles to students' learning motivation of in state universities.

Table 6. The Coefficient of Determination

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.460 <sup>a</sup>	.212	.209	3.035	.212	74.254	2	553	.000
a. Predictors: (Constant), Teaching styles, Determination Choosing of the Departments									
b. Dependent Variable: Learning Motivation									

## Discuss

The hypothesis in the study, which reads: (1) There is a significant effect between determination in choosing departments and lecturers' teaching style on students' learning motivation in a state university, and then, (2) There is a significant effect between determination in choosing departments on students' learning motivation in state universities, and (3) There is

a significant effect between lecturers' teaching style to students' learning motivation in state universities, three hypotheses are acceptable effect, that is very significant.

This study produced very interesting findings. The effective contribution of the two variables (ie, the determination to choose a departments in state universities and lecturers' teaching style on students' learning motivation) amounted to 21.2% and the remaining 78.8% is influenced by other variables, as shown in Table 6. There are 3 categories of students when they do determining choose departments, namely: (1) there is no motivation in choosing departments with value is 34%, (2) students with extrinsic motivation in choosing departments with value is 42%, and (3) students with intrinsic motivation in choosing departments with value is 24%, students select departments are not based on his own choice. Another point of this research is the presence of students' learning motivation in state universities more influenced by intrinsic motivation (52%) rather than extrinsic motivation (48%). Motivation to learn students supported by their role of teaching style of the lecturer as shown in Table 3, namely formal models authority (27%), facilitators (24%), Personal (18%), a delegator (17%) and expert (14%) ,

Formal authority teaching style is a style of teaching that is centered on lecturers, where the professors take full responsibility in the provision and control students. While the facilitator teaching style is the style of a student-centered teaching, where the professors act as facilitators and students are responsible for achieving the learning objectives using active learning, cooperation among students in problem solving. Both teaching style really help to improve students' learning motivation. Expert teaching style (M = 12.15, SD 1521) are the least motivating students in learning, where certain knowledge and skills of a college professor takes only a little. Lecturer is expected to motivate students to improve their competence through knowledge sharing. While teaching style delegator (M = 14.94, SD 1542) and a personal model teaching style (M = 14.96, SD 1822) is smaller and in a balanced way to motivate. Delegator style using this style of student-centered teaching, lecturers will deploy capabilities of students so that students can move independently. For the style of personal model, lecturer uses himself as an example to be duplicated by the students, such as how they think and act. They tend to steer and deliver a student to do observation and imitation of the method shown thereafter, or in other words 'teaching by example'.

### Conclusion

Determination choose departments and lecturers teaching style provides a very significant influence on motivation to learn students at state universities. Although initially, when students choose a department in state universities more due to external factors and lack of motivation. It turned out that the majority of students' learning motivation is strongly influenced by intrinsic motivation. This change occurred because of the role of lecturers teaching style. Students are motivated by formal authority teaching styles and teaching styles facilitator.

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