



ANALYSIS OF STUDENT PERCEPTIONS OF THE TEACHING METHODS OF LECTURERS IN THE ECONOMIC EDUCATION STUDY PROGRAM AND STUDENT LEARNING MOTIVATION

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Abstract

This study aims to maximize student motivation and learning outcomes and improve lecturers' teaching abilities. The approach used in this study is a qualitative approach. The method used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combination), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. The data source in this study was fifth semester students majoring in social sciences education, accounting economics education study program. In the study, the population was fifth semester (five) economics study program students, totaling 80 people. The results of this study are students' perceptions of the teaching methods of lecturers in the economics education study program are very good and can be accepted by most students. Student learning motivation in lecture activities or learning processes is relatively high, students show good attitudes or beliefs, students show good drive or enthusiasm for learning and students always carry out strategies to obtain maximum results. The learning outcomes of students in the accounting economics education study program are relatively high and this is greatly influenced by the teaching methods of lecturers and student learning motivation.

Keywords : Teaching Methods, Students, Learning Motivation

Introduction

One of the indicators of educational quality is learning achievement, for this some students still have not shown satisfactory results. The most important part in the effort to achieve an educational goal (Arends, 2007), including the teaching staff themselves, this part is the most important part where this part is included in the main part of the implementation of the educational program carried out for teaching and learning activities in the classroom (Aunurrahman, 2009). Therefore, the quality of teachers is influenced by the level of success of a learning goal, which means that learning activities can run optimally in achieving a desired goal, or vice versa (Uno, 2011). Educational units focus on organizing learning that is applied in schools or outside schools (Daryanto, 2013). As students, the teaching and learning process is carried out because of the interaction between educators and students, students with students (learning methods) influenced by the school environment (facilities and infrastructure) and will produce an output (Djamarah and Zain, 2010). The teaching and learning process in the School Level Curriculum (KTSP) to the 2013 curriculum requires participation in student activity, so that learning activities refer to students (student centered), teachers as motivators and facilitators with the aim of making the class more memorable (Daryanto, 2011). These changes have caused current education to experience rapid changes over time (Hardiansyah et al., 2021), so that educational problems in Indonesia can still be said to be complex (Ramadhan, 2021). The success of teaching and learning activities depends on teachers and students when compared to other factors, because teachers and students are actors in teaching and learning activities

(Fathurrohman and Sobry, 2011). Teachers are a living part of teaching and learning activities that also play a role in efforts to form professional human resources in the field of development (Rianto, 2010). Therefore, teachers or educators are part of education whose role must be active, and place both of them as professional workers in the demands of society that are increasingly developing today (Mudjiono and Dimiyati, 2013). Parameters in the success of the process in teaching and learning activities are influenced by internal factors, namely the way lecturers teach and student motivation in learning (Ely, 2002; Gregory and Chapman, 2007), while external factors include strategies and learning methods used by lecturers and materials contained in each course in the economics education study program itself, because the courses in the economics education study program include courses that have a fairly large and broad scope, so that the achievement of learning outcomes for each course is still not optimal (Moore, 2005). Various efforts are continuously made by lecturers to improve student learning outcomes (Sanjaya, 2008; Slameto, 2010; Rusman, 2011). This continues to be done because it is caused by lectures or teaching and learning activities that have not been optimal until now (Syah, 2010; Sardiman, 2011; Sutikno, 2013). The teaching and learning process carried out by lecturers at this time is more directed at achieving curriculum material targets (Reigeluth, 2003; Miarso, 2007; Grafura and Wijayanti, 2012), where this prioritizes memorizing concepts and not understanding (Sukardi, 2009; Sagala, 2012; Suyono and Hariyanto, 2012). This is shown from lecture activities that are dominated by lecturers, so that students are less involved in being active in lecture activities. Lecturers still feel themselves as “teacher centered learning” which means that in lecture activities, lecturers use old methods, one of which is the lecture technique. Basically, lectures are meant as something complex and include aspects that are related to each other. In lectures, lecturers will face a number of students.

Research Methodology

The method used in this research is to use a qualitative method with simple quantitative analysis, where qualitative research is data to see the conditions that are in accordance with what is found in the field, researchers are considered as key instruments, with data collection techniques, namely by validation of questionnaire data and strengthened by triangulation which is more inductive and generalization (Sugiyono, 2012). The actual data is good for research results is by recording which is usually in two ways, namely statements of reality that occur or with percentage figures (Arikunto, 2013), the data that will be sought in this research consists of student perceptions of the lecturer's teaching methods, student learning motivation and learning outcomes. While the data source according to Arikunto, namely the data source is an important part of a study (Arikunto, 2013), is the source of data in this research is students of the economics education study program in semester V. The population in this study was 80 informants who were students of the semester V of the Economics Education Study Program. From the population of 80 people, the number of representative samples is the entire population, so in this study is population research, or total sample. At the time of data collection, the researcher used direct communication techniques, namely by interview and observation and documentation. While the tools used for data collection, the researcher used observation guidelines, interviews, and provided questionnaires that had been validated previously.

Result & Discussion

Results Data collected based on the distributed questionnaire consisting of:

Table 1. Lecturer Teaching Methods No. Statement SS S TS STS

NO	Statement	SS	S	TS	STS
1	The lecturer who teaches is authoritative, so that students are embarrassed and do not cause trouble in class.	40	34	-	-
2	The lecturer occasionally makes funny remarks to freshen up the learning atmosphere.	38	32	4	—
3	The lecturer reprimanded the student who was making noise in class in a friendly manner.	58	16	-	-
4	Students who make noise in class will be expelled by the lecturer.	30	20	10	14
5	The lecturer's intonation is clear when delivering lecture material.	44	30	-	-
6	The lecturer asked about the previous material	29	35	8	2
7	The lecturer conveys the objectives of the course to be taught.	50	12	12	-
8	The lecturer concludes the material taught at the end lectures	64	10	-	-
9	The lecturer uses certain movements to help explain lecture material	43	30	2	-
10	The lecturer emphasizes his speaking intonation when there is lecture	30	40	-	-

	material that is considered important must be understood by students				
11	Lecturers help students with movements – certain movements to remember the material lectures when asking students	28	46	-	-
12	The lecturer explains the lecture material with understandable language	60	14	-	-
13	Lecturers motivate students to be brave ask questions if you still don't understand the material lectures	62	12	-	-
14	Lecturers often hold Q&A sessions with students when explaining the material lectures	34	30	10	-
15	Lecturers sometimes hold class discussions in in explaining lecture material	32	40	2	-
16	The lecturer asked questions in between explain the lecture material to be answered by students	20	30	20	-
17	The lecturer repeats the lecture material if students cannot answer lecturer's questions regarding the newly taught lecture material	40	28	6	-
18	The lecturer reprimanded the student who looked less than perfect. concentration in receiving lecture material	20	30	20	4
19	The lecturer asked about things that were not yet understood students at the end of their studies	20	30	20	4
20	Lecturers always give assignments to be done in class. Class or at home	40	20	10	4
21	Lecturers always give assignments to be done in class, class or at home	52	20	2	-

The data collected is based on a distributed questionnaire consisting of:

Table 2. Student Learning Motivation

NO	Statement	SS	S	TS	STS
1	I am sure that if you want to try you will definitely succeed succeed in learning	60	14	-	-
2	I want to study regularly for one subject studying	10	2	60	2
3	There is no course that I hate in college.	34	20	20	-
4	I hate it when lecturers give assignmentsLots	59	10	5	-
5	I try my best to make everything the tasks given by the lecturer can be completed andwell done	48	22	4	-
6	I'm not embarrassed to ask if there is material which is not yet understood	56	18	-	-
7	I believe that there is no lecture material which is difficult, if you want to study hard	49	21	4	-
8	I am motivated to master a subject the difficult one	38	30	4	2
9	I am very enthusiastic about learning, because learning useful for the future	40	25	9	-
10	I always study regularly so I can understand all the material taught by the lecturer	34	36	4	-
11	I have no desire to be a student the smart one	2	6	43	23
12	I have the desire to get good value	58	16	-	-
13	I study hard so I can achieve the desired results can make parents proud	60	14	-	-
14	I study hard so I can achieve the desired results can make parents proud	38	32	4	-
15	I have to read a lot of books to be able to understand the material more clearly	28	30	12	4
16	I always repeat the lecture material in house	22	30	14	8
17	I always pay attention when the lecturer explain the lecture material	53	18	3	-
18	I asked if there was any explanation from the lecturer not understood	22	44	6	2
19	I always do the questions or assignments that given properly and correctly	18	48	8	-

20	I study in groups with friends to better understand difficult lecture material.	20	50	4	-
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Student learning outcome data based on the cumulative achievement index obtained by students is as follows:

Table 3. Cumulative Student IP

NO DESCRIPTION AMOUNT %

NO	INFORMATION	AMOUNT	%
1	≥ 3.51	36	49
2	3.10 - 3.50	23	31
3	2.51 – 3.00	11	15
4	2.10 - 2.50	4	5
5	≤ 2.00	-	-
		74	100

Based on the presentation of the data, the following is the data processed from the research results. What was discussed was:

How to Teach Lecturers

Based on the results of the study, it is presented that the authority of the lecturers of the economic education study program in teaching, so that students are reluctant and do not misbehave in class from 74 informants who stated that they strongly agree, namely 40 informants or 54%, those who stated that they agree are 34 informants or 46% and those who stated that they disagree and strongly disagree do not have data, meaning that most of the lecturers of the economic education study program in teaching are very authoritative. Based on the results of the study, it is presented that the lecturers of the economic education study program occasionally utter funny words to refresh the learning atmosphere in teaching, so that students are not stiff with the classroom atmosphere, from 74 informants who stated that they strongly agree, namely 38 informants or 51%, those who stated that they agree are 32 informants or 44% and those who stated that they disagree are 4 informants or 5% and those who stated that they strongly disagree do not have data, which means that some lecturers of the economic education study program in teaching like to utter funny words so that they are not stiff in learning. Meanwhile, for the student component who causes a commotion in class, the lecturer reprimands them in a friendly manner, the informants who stated that they strongly agree are 58 or 78% of informants, those who agree are a total of 16 informants or 22%, disagreed and strongly disagreed, namely having no data, which means that if there are students who make noise in class, the lecturer will reprimand them nicely. The component for students who make noise in class during lectures will be removed from the class by the lecturer, the answers were obtained from 74 informants where a total of 30 informants or 41% stated that they strongly agree, 20 informants or 27% stated that they agree and those who disagreed were 10 informants or 13% and those who strongly disagreed were 14 informants or 19%, which means that if there are students who make noise in class during lectures. Will be issued by the lecturer from the class. The component of the lecturer's intonation is clear and understood when delivering lecture material, obtained answers from 74 informants, 44 informants or 59% stated that they strongly agree and 30 informants or 41% stated that they agree, which means that most students strongly agree with the lecturer's intonation when giving lectures. The component of whether the lecturer asks students about the previous lecture material first, from 74 informants, 29 informants or 39% stated that they strongly agree and 35 informants or 47% stated that they agree, and 8 informants or 11% stated that they disagree and 2 informants or 3% stated that they strongly disagree, which means that most students agree if the lecturer asks about the previous lecture material before giving a lecture.

The lecturer component conveys the objectives of the course to be taught to students, from 74 informants obtained those who strongly agree amounted to 50 informants or 68% and those who agree amounted to 12 informants or 16%, and those who disagree amounted to 12 informants or 16% and those who strongly disagree are no data, meaning that most students agree if the lecturer first conveys the objectives of the course or the lecture material is first explained to students. The lecturer component concludes the lecture material when ending the lecture, from 74 informants obtained those who strongly agree amounted to 64 informants or 87% and those who agree amounted to 10 informants or 13%, and those who disagree and strongly disagree are no data, meaning that most students agree if the lecturer summarizes the lecture material that has just been given before ending the lecture. The lecturer component uses certain movements to help explain the material. Lectures to be more easily accepted by students, from 74 informants, those who stated that they strongly agreed were 42 informants or 56%

and those who stated that they agreed were 30 informants or 41%, and those who stated that they disagreed were 2 informants or 3% and those who stated that they strongly disagreed were no data, meaning that most students agree if lecturers in giving lectures also use certain movements to make it easier for students to accept the material. The lecturer component emphasizes his/her intonation in speaking when delivering lecture material is very important to make it easier for students to understand, from 74 informants obtained those who stated strongly agree amounted to 30 informants or 41% and those who stated agree amounted to 40 informants or 54%, and those who stated disagree amounted to 4 informants or 5% and those who stated strongly disagree there is no data, meaning that most students agree if the lecturer in teaching pays attention to his/her intonation, so that the material delivered is easier for students to accept. The lecturer component helps students with certain movements to remember the material. Lectures when asking students again, from 74 informants, those who stated that they strongly agreed were 28 informants or 38% and those who stated that they agreed were 46 informants or 62%, and those who stated that they disagreed and those who stated that they strongly disagreed were no data, meaning that most students agreed that if the lecturer showed certain movements before showing them to remind them of the lecture material when asked. The language components used by lecturers in explaining lecture materials must be clear and easy to understand, from 74 informants, 60 informants or 81% stated that they strongly agreed and 14 informants or 19% stated that they agreed, and there were none who disagreed or strongly disagreed, meaning that most students strongly agree that lecturers in delivering lecture materials must use good language that is easy for students to understand.

The lecturer component motivates students to dare to ask questions if they still do not understand or do not understand the lecture material that has been delivered, from 74 informants, those who answered strongly agree were 62 informants or 84% and those who stated agree were 12 informants or 16%, and those who stated disagree and those who stated strongly disagree were none, meaning that most students strongly agree if the lecturer provides motivation for students to dare to ask questions if there is still lecture material that is not understood or not understood. The lecturer component often holds a question and answer method with students when explaining or explaining lecture materials, from 74 informants obtained those who answered strongly agree a total of 34 informants or 46% and those who expressed agreement a total of 30 informants or 41%, and those who expressed disagreement 10 informants or 13% and those who expressed strongly disagree none, meaning that most students strongly agree if lecturers always hold question and answer or use question and answer methods when explaining lecture materials. The lecturer component holds class discussions in explaining lecture materials so that they are easier for students to understand, from 74 informants obtained those who answered strongly agree a total of 32 informants or 43% and those who expressed agreement a total of 40 informants or 54%, and those who expressed disagreement 2 respondents or 3% and those who expressed strongly disagree none, meaning that most students agree if lecturers occasionally hold class discussions to clarify the lecture materials given. The lecturer component provides several questions in between explaining the lecture material for students to answer correctly, from 74 informants, those who answered strongly agree were 20 informants or 27% and those who stated agree were 30 informants or 41%, and those who stated disagree were 20 informants or 27% and those who stated strongly disagree were 4 or 5%, meaning that most students agree if the lecturer can provide several questions related to the lecture material being discussed in between explaining the lecture material. The lecturer component repeats the lecture material being taught if students cannot answer questions from the lecturer, from 74 informants obtained those who answered strongly agree a total of 40 informants or 54% and those who stated agree a total of 28 informants or 38%, and those who stated disagree 6 or 8% and those who stated strongly disagree none, meaning that most students strongly agree if the lecturer can repeat giving or delivering the newly delivered lecture material, if students cannot answer when asked about the lecture material.

The lecturer component reprimands students if the students are seen to be lacking concentration in following and receiving lecture materials, from 74 informants, those who answered strongly agree were 20 informants or 27% and those who stated agree were 30 informants or 41%, and those who stated disagree were 20 or 27% and those who stated strongly disagree were 4 informants or 5%, meaning that most students strongly agree if lecturers reprimand students who are lacking concentration in receiving lecture materials. The lecturer component asks things that are not yet understood by students at the end of the lecture, from 74 informants obtained those who answered strongly agree amounted to 40 informants or 55% and those who stated agree amounted to 20 informants or 27%, and those who stated disagree 10 informants or 13% and those who stated strongly disagree 4 or 5%, meaning that most students strongly agree if the lecturer asks again things that are still not understood by students before ending the lecture. The lecturer component always gives assignments to be done in class or homework, from 74 informants, those who answered strongly agree were 15 informants or 20% and those who stated agree were 24

informants or 32%, and those who stated disagree were 30 or 41% and those who stated strongly disagree were 5 or 7%, meaning that most students do not agree if lecturers always give assignments after finishing giving lectures, whether they are completed in class or at home. The lecturer component asks students whether they have understood the newly delivered lecture material, from 74 informants, 52 informants or 70% answered strongly agree and 20 informants or 27% said they agreed, and 2 or 3% said they disagreed and none said they strongly disagreed, meaning that most students strongly agree if the lecturer asks students again about whether they have understood the lecture material that has been delivered. Based on these components, in general, researchers can conclude that the perception of the lecturer's teaching method in giving lectures to students of the economics education study program is good, this is assessed from several components and indicators that are used as benchmarks for student perceptions of the lecturer's teaching method.

Student Learning Motivation

Based on the research results, it can be stated that students are confident that if they are willing to try, learning will definitely be successful in learning from 74 informants who stated that they strongly agree, a total of 60 informants or 81%, those who stated that they agree, a total of 14 informants or 19% and those who stated that they disagree or strongly disagree, there are none. This means that the majority of students strongly agree that if we experience difficulties in learning, we must try to overcome these difficulties. The student component always wants to study regularly for a course, from 74 informants, 10 informants or 13% answered that they strongly agree and those who stated that they agree, a total of 2 informants or 3%, and those who disagreed were 60 or 81% and strongly disagreed were 2 informants or 3%, meaning that most students did not agree that they only wanted to study regularly for certain courses, meaning they wanted to study regularly for all courses. The student component regarding the absence of hated courses, from 74 informants, it was obtained that those who answered strongly agree were 34 informants or 46% and those who stated that they agreed were 20 informants or 27%, and those who stated that they disagreed were 20 informants or 27% and there were none who strongly disagreed, meaning that the majority of students strongly agreed that most of them did not express hatred towards certain courses that they were taking. The student component hates it when lecturers give too much homework, from 74 informants, 59 informants or 80% answered strongly agree and 10 informants or 13% said they agree, and 5 informants or 7% said they disagree and none strongly disagree, meaning that most students strongly agree that they really hate it when lecturers give too much homework.

The student component to try as hard as possible so that all tasks given by the lecturer can be completed and done well, from 74 informants obtained those who answered strongly agree a total of 48 informants or 65% and those who stated agree, a total of 22 informants or 30%, and those who stated disagree a total of 4 informants, or 5% and strongly disagree none, meaning that most students strongly agree that they always try as hard as possible to do all tasks given by the lecturer can be completed well and correctly. The student component is not ashamed to ask questions if there is material that is not yet or not well understood, from 74 informants, those who answered strongly agree were 56 informants or 76% and those who stated that they agree were 18 informants or 24%, and those who stated that they disagree and strongly disagree were none, meaning that most students strongly agree that they are not ashamed to ask questions if there is material that is not yet understood or not well understood. The student component always believes that there is no difficult course material, if you are willing to study hard, from 74 informants, those who answered strongly agree were 49 informants or 67% and those who stated agree were 21 informants or 28%, and those who stated disagree were 4 informants or 5%, and there were none who strongly disagreed, meaning that most students strongly agree that they believe there is no difficult course material, if you are willing to study hard. The student component is always motivated to master a course that is considered difficult, from 74 informants, those who answered strongly agree were 38 informants or 51% and those who stated agree were 30 informants or 41%, and those who stated disagree were 4 informants or 5 and strongly disagree were 2 informants or 3%, meaning that most students strongly agree that they are always motivated to study again to master the lecture material that is considered difficult.

The component of students' enthusiasm in learning, because learning is useful for the future of students, from 74 informants, those who answered strongly agree were 40 informants or 54% and those who stated they agreed were 25 informants or 34%, and those who stated they disagreed were 9 informants or 12% and there were none who strongly disagreed, meaning that most students strongly agree that they are always enthusiastic in learning, because learning is very useful for their future. The student component always wants to study regularly for all courses, from 74 informants, those who answered strongly agree were 34 informants or 46% and those who stated they agreed were 36 informants or 49%, and those who stated they disagreed were 4 informants or 5% and none

strongly disagreed, meaning that the majority of students strongly agree that they always want to study all lecture materials regularly. The component of students' unwillingness to become smart students, from 74 informants, it was obtained that those who answered strongly disagree were 23 informants or 31%, and those who stated that they disagreed were 43 informants or 58%, and those who stated that they agreed were 6 informants, or 8% and strongly agreed were 2 informants, or 3%, meaning that most students strongly disagreed that they had no desire to become smart students in studying. The component of students' desire to always want to get or obtain good grades, from 74 informants, it was obtained that those who answered strongly agree were 58 informants or 78% and those who stated agree, were 16 informants or 22%, and those who stated disagree and strongly disagree were none, meaning that most students strongly agree that they always want to get or obtain good grades for every course they take. The component of students studying hard in order to achieve results that can make their parents proud, from 74 informants, it was obtained that those who answered strongly agree were 60 informants or 81% and those who stated agree, were 14 informants or 19%, and those who stated disagree and strongly disagree were none, meaning that most students strongly agree that they always want to study hard about the lecture material so that the results can make their parents proud later.

The component of the success of friends or relatives in lectures or studying spurs the spirit of learning, from 74 informants obtained those who answered strongly agree amounted to 38 informants or 52% and those who stated agree, amounted to 32 informants or 43%, and those who stated disagreed were 4 informants or 5% and there were none who strongly disagreed, meaning that the majority of students strongly agree that the success of college friends and relatives really spurs students to study better and more diligently. The student component must read a lot of books in order to understand the lecture material more clearly and correctly, from 74 informants obtained those who answered strongly agree a total of 28 informants or 38% and those who stated agree, a total of 30 informants or 41%, and those who stated disagree 12 informants or 16% and strongly disagree 4 informants or 5%, meaning that most students agree that they always or read a lot of books to make it easier to understand the lecture material given by the lecturer. The student component always repeats studying at home about the lecture material delivered by the lecturer, from 74 informants obtained those who answered strongly agree a total of 22 informants or 30% and those who stated agree, a total of 30 informants or 41%, and those who stated disagree 14 informants or 19% and strongly disagree 8 informants or 10%, meaning that most students agree that they always want to repeat studying the lecture material at home. The student component always pays attention to the lecturer when he is giving a lecture well, from 74 informants, those who answered strongly agree were 53 informants or 72% and those who stated agree were 18 informants or 24%, and those who stated disagree were 3 informants or 4% and there were none who strongly disagreed, meaning that most students strongly agree to pay attention well when the lecturer is giving a lecture.

The student component always asks if there is an explanation from the lecturer in delivering the material that is not or less understood, from 74 informants obtained those who answered strongly agree amounted to 22 informants or 30% and those who stated agree, amounted to 44 informants or 59%, and those who stated disagree 6 informants or 8% and strongly disagree 2 informants or 3%, meaning that most students agree to always ask if there is lecture material that is lacking or unclear delivered by the lecturer. The student component always does the questions or assignments given by the lecturer properly and correctly, from 74 informants, 18 informants or 24% answered strongly agree and 48 informants or 65% said strongly agree, and 8 informants or 11% said disagree and none said strongly disagree, meaning that most students agree to always do the questions or assignments given by the lecturer properly and correctly. The component of students working in groups with their fellow students to better understand difficult lecture materials, from 74 informants obtained those who answered strongly agree amounted to 20 informants or 27% and those who stated strongly agree, amounted to 50 informants or 68%, and those who stated disagreed 4 informants or 5% and strongly disagreed none, meaning that most students said they agreed that they always wanted to study in groups with fellow students to discuss materials that were considered difficult. Based on these components, in general, researchers can conclude that the learning motivation of students in the economics education study program is very high in the teaching and learning process for all courses taken.

Student Learning Outcomes

The learning outcomes of students in this study were seen from the cumulative achievement index of students up to 4 semesters of study or when students were in semester 5 when the study was conducted. Based on the learning outcome data obtained from the academic section, it can be stated that students who obtained a cumulative achievement index of 3.51 to 4.00 were 36 students out of 74 students studied or 49%, while those who obtained a cumulative achievement index of 3.10 to 3.50 were 23 students or 31%, for the range of cumulative achievement

index of 2.51 to 3.00 there were 11 students or 15%, while the range of cumulative achievement index of 2.10 to 2.50 there were 4 students or 5%, while those who obtained a cumulative achievement index ≤ 2.00 did not exist. Based on the cumulative achievement index of 5th semester students in the education study program accounting economics in the 2016/2017 academic year is already included in the very good category, which is in the position of 31% of 74 students who obtained a cumulative achievement index in the range of 3.10 to 3.50 and the very good position is only in the position of 49%. And the rest are in the moderate category.

Conclusion

Based on the data obtained and the discussion of the research results, the researcher can draw conclusions. The following conclusions: Students' perceptions of the teaching methods of lecturers in the economics education study program are very good and acceptable to most students, from 21 items of the indicators set only for the component of giving so many assignments and without any discussion and visible assessment of the assignment by the lecturer that most students do not agree with. The learning motivation of students in the economics education study program in lecture activities or the learning process is relatively high, students show good attitudes or beliefs, students show good drive or enthusiasm for learning and students always carry out strategies to obtain maximum results. The learning motivation of students in the economics education study program which is relatively high is also influenced by the good teaching methods of lecturers, this is evident from several components of the teaching methods of lecturers studied, most of which make students more motivated to attend lectures or study. The learning outcomes of students in the economics education study program are greatly influenced by the teaching methods of lecturers and student learning motivation. Based on the cumulative achievement index of 5th semester students in the accounting economics education study program, it is included in the very good category, namely 49% of 74 students who obtained a cumulative achievement index in the range of 3.10 to 3.50 and the very good position is at 31%, the rest are in the moderate category.

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