Dinamika Pendidikan

Factors Affecting Oral Participation in Lecturing Process in Prospective Accounting Teacher Students

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History Article

Keywords

Abstract

The research aims to know a friendly environmental governance system. One sector of economic governance can certainly be initiated through green consumption. The focus of the problem was the green consumption education. This research was conducted by using qualitative approach in order to reveal how the process of conservation education in the Faculty of Economics in fostering behaviors that tend to conserve the consumption behavior in this case the green consumption attitude. The collecting data of research used observation, documentation and interview. This research uncovers how the conservation education is able to shape and build the green consumption attitudes that exist among the students from planning process, implementation, and evaluation of conservation education on the aspects of green consumption. Internalization of conservation value performed by the educators (in this case the lecturers at the Faculty of Economics, Universitas Negeri Semarang) runs well enough.

How to Cite

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INTRODUCTION

Teachers are an important factor in achieving success in education in a school even a country. This profession teaches not only science but also educates morals, attitudes, and all aspects of life of students that would have an impact on the quality of human resources. A person who has a profession as a teacher certainly carries a very heavy duty both in the world and hereafter.

One of the most important things a teacher should have is the ability to speak in a classroom where the ability is part of a pedagogic competence. The ability to speak can be developed through the process of discussion in the classroom. The student who is the prospective teacher who dares to express his opinions is one indicator that he has the ability and willingness in pedagogic competence. The willingness to express this opinion in various literatures is called oral participation.

Researchers have conducted random observations in lectures in accounting education UMS. Based on these observations, students are mostly reluctant to express their opinions in the process of discussion, only a small part of who actively express opinions. This is very worrying considering the students are prospective teachers who will be much to speak in front of the class and manage the class. This shows the initial conclusion that the oral participation of the accounting education students of UMS is still low.

Various researches have been conducted to determine the various factors that influence oral participation. Yukselturk (2010) concluded that achievement, gender, and internet use have a significant effect on oral participation in online discussion forum in Turkey. Based on that research, the higher the student's achievement is, he will tend to be more confident to express his opinion in the discussion process. The research indicates that female students are more active in expressing opinions than male students.

Further research was conducted by Aidinlou and Ghobadi (2012). The researchers analyzed the factors that influence oral participation in English students in Iran. The research states that oral participation is influenced by student factors, social factor, and educational factors. These three factors significantly affect the ability and willingness of students in the process of discussion in the classroom.

The researchers tried to review the research but with a deeper analysis and using intervening variable called student's engagement. Student's engagement begins with a statement that "people work because they have to, but people engage be-cause they want to" (Andrews 2000). According to Andrews (2000), students who are "engaged" are those who think and feel that school is very interesting where it is something very important for the future. Based on that, the student's engagement may increase the willingness and desire of students / university students to be more active in the learning process.

Schafueli and Bakker (2003) stated that engagement is a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. This understanding means that engagement is a positive attitude and has a sense of sincerity in work shown by vigor (spirit), dedication, and absorption (sincerity / commitment).

METHODS

Population and Sample

The population in this research is all students of accounting education at University of Muhammadiyah Surakarta (UMS), while the samples in this research are 300 samples from the students at semester 2, 4, and 6.

Techniques of data collection in this research use Questionnaire, documentation method, and observation method. Questionnaire used to obtain data related to aspects of attitude, student engagement, oral participation and motivation. The data obtained through the documentation is the previous achievement data. The data obtained from observation is in the form of strengthening of findings in field.

The assessment of each item in the questionnaire using the likert scale is illustrated in the following Table 1.

Table 1. Score of Likert Scale Questionnaire

Positive Questions	Negative Questions
Very Agree (SS) score 5	Very Agree (SS) score 1
Agree (S) score 4	Agree (S) score 2
Ordinary (B) score 3	Ordinary (B) score 3
Disagree (TS) score 2	Disagree (TS) score 4
Very Disagree (STS) score 1	Very Disagree (STS) score 5

Source : Furchan (2007)

Validity Test and Instrument Reliability

The significance test is conducted by comparing the value of r arithmetic with r table for degree of freedom (df) = n-2, in this case n is the number of samples.

To test each indicator whether it is valid or not, it can be seen in the Cronbach's Alpha view at the Corrected Item-Total Correlation column. If r count is greater than r table and positive value, the item or question or indicator is declared valid.

In this research, the method used is One Shot method or one measurement only: With this method the measurement is only once and then the results are compared with other questions or measure the correlation between answers to questions. SPSS software provides this facility with Cronbach Aplha (α) statistical test. A construct or variable is said to be reliable if it gives a Cronbach Alpha value> 0.70.

Data Analysis Technique

Path analysis is an extension of multiple linear regression analysis, or path analysis is the use of regression analysis to estimate the causal relationship between variables (causal models) predetermined by the theory. Path analysis alone cannot determine the cause-and-effect relationship and cannot be as a substitution to see the causality relationship between variables. Path analysis can also measure the direct relationship between variables in the model and the indirect relationship between variables in the model.

This analysis technique is implemented by the help of AMOS 21.0 then it must first determine the level of suitability model built using goodness of fit test and Incremental Fit Indicate test, which aims to know whether the model is built to have conformity or not. The level of compliance in question is that the model has an assumption that each variable is not correlated with each other. It can be seen in table criteria as follows:

Table 2. Criteria Summary of Absolute Fit Indices

Criteria	Measure of Fit Model
Chi-Square (X^2)	P > 0.05
CMIN/DF (X^2/df)	CMIN/DF ≤ 3 dan ≥ 2
RMSEA	≤ 0.05 sangat baik ≤ 0.06 – 0.08 cukup baik > 1 perlu diperbaiki
GFI	> 0.90 model baik
AIC DAN CAIC	Default < independence
BCC DAN BIC	Default < independence
ECVI DAN MECVI	Default < independence

Assessing direct, indirect, dan total effect.

This assessment is used to assess the direct, indirect, and total relationships in the survey model using intervening and moderating variables.

In this research where many researchers use intervening variable, this analysis is absolutely necessary. This analysis will use AMOS software support.

Table 3. Criteria Summary of Incrimental Fit Indices

Criteria	Measure of Fit Model
AGFI	> 0.90 model fit > 1 model just identified < 0 model buruk
TLI	> 0.90
NFI	> 0.90
CFI	>0.95
IFI	>0.95
RFI	>0.95

RESULTS AND DISCUSSION

This study uses path analysis test to test the relationship among variables with intervening variables. The research model is based on previous research theory and results. Here is a research model using AMOS:
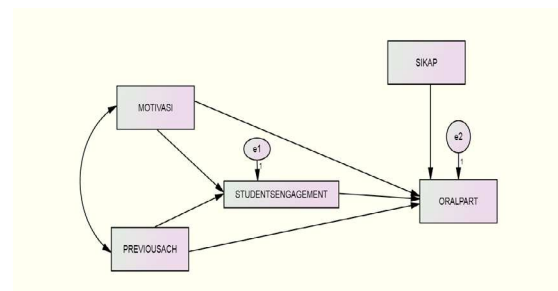

Figure 1. Model of Research

The model in Figure 1 shows that the motivation and the previous achievement will be tested whether they influence the oral participation of the accounting prospective teacher in the discussion process through student's engagement and whether the attitude has a direct effect on oral participation. At the Goodness of Fit test phase, the model is in a fit state and ready for the next phase test.

Based on the estimation calculation using AMOS 21.0, the estimation result of above model is found as Table 2.

The result of the estimation shown in Figure 2 is seen from the numbers that appear on each line of relationship among variables. But to be able to see the results of estimation in detail, the following is the result of estimation based on the output on AMOS:
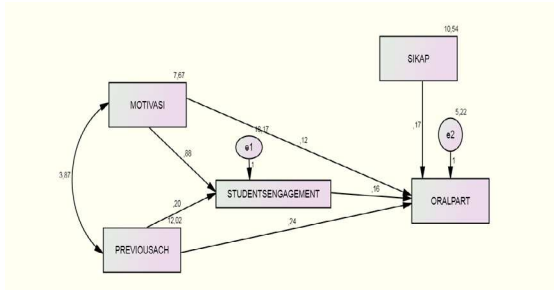
Figure 2. Model of Research after Estimated

The Table 4 shows the results of regression weight for model 4.2. Based on the above table the relationship between the variables shown in the model has a significant influence. This can be seen from the P value with the sign of *** or 0.000. The value indicates that the P value is less than 0.05 that means it has significant influence. Although the relationship between the previous achievement and the student engagement has significance of 0.008, the relationship can still be said to be significant because of the large sample size of 330 samples. Then to see the magnitude of influence between variables, the following is the standardized regression weight Table 5.

Based on the Table 5, motivation has the greatest influence on the student engagement then the previous achievement has a lower influence of 47.9 and 13.4 respectively. This indicates that the student engagement in learning is influenced by the motivation of students in following the lesson and by the innate ability they have.

In line with the result of research, Saeed & David (2012) found that there is a relationship between motivation and student engagement in primary school of Melbourne. The research revealed that the intrinsic motivation possessed by the students finally make them interested to perform activities in the learning. Besides, the extrinsic motivation also contributes to the students in doing activities outside of the lesson. This activity causes student engagement in the classroom learning become more active. Other research results related to student engagement was proposed by Zhou (2010) about factors that affect Student Engagement in the classroom learning. In the research, it was suggested that one of the influencing dominant factors is the student's personal characteristic including motivation.

The findings in the field show that the students who have achievement motivation and also a motivation to be good teachers tend to be more active and familiarize themselves to speak in front of the classroom. Besides, the students who are actively involved in learning activities can be seen from their attitude when they are in the classroom such as taking notes, making resumes, asking questions, and giving learning responses. According to the psychoanalytic theory in Sardiman cited by Anisaturisqy (2015), the motivation of learning in oneself can be seen from the followings: (1) Diligent in facing tasks, (2) Tenacious in facing difficulties and not easily despair, not quickly satisfied with achievement, (3) Showing great interest in learning, (4) Preferably self-employed and independent of others, (4) Getting bored with routine or mechanical tasks, (6) Defending his opinion, (7) Glad to find and

Table 4. Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P
Students Engagement	<---	Motivation	,881	,093	9,505	***
Students Engagement	<---	Previous ACH	,196	,074	2,647	,008
Oralpart	<---	Students Engagement	,158	,030	5,355	***
Oralpart	<---	Motivation	,118	,056	2,107	,035
Oralpart	<---	Previous ACH	,238	,040	5,934	***
Oralpart	<---	Attitude	,166	,039	4,284	***

Table 5. Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
Students Engagement	<---	Motivation	,479
Students Engagement	<---	Previous ACH	,134
Oralpart	<---	Students Engagement	,287
Oralpart	<---	Motivation	,117
Oralpart	<---	Previous ACH	,294
Oralpart	<---	Attitude	,192

solve the problem. Such conditions are found in those who have high achievement motivation as an educator or teacher. Similarly, Setiaji (2015) found that motivation to choose a career as an educator will be supported by several factors; one of the dominant factors is personal motivation.

Student engagement as an intervening variable has considerable influence on oral participation. Directly there is a relationship between student engagement and oral participation. Table 4 shows that student engagement has significant effect on oral participation with 0.000 significance value. Estimate number of 0.287 in Table 5 shows that there is influence of 28.7 from student engagement to oral participation. In another research, the relationship between student engagement and oral participation can be seen in the model of involvement theory developed by Astin. Astin in Yanto (2012) explained that student engagement affects the output of learning. In this study, oral participation is one of the outputs of the learning process that is expected to improve in the learning at the university.

In the estimate of Table 5, variables of motivation, previous achievement, and attitude have a significant direct effect on oral participation. Motivation has an influence on oral participation with a significance level of 0.031 and an estimate of 11.7. Meanwhile the previous achievement has a significance level of influence on the oral participation of 0,000 and the estimated magnitude of 29.4. Based on the figures of significance and estimation, it can be seen that there is an influence between motivation and oral participation, also between previous achievement and oral participation.

The findings in the field show that in students who have good grades in the academic field does have a tendency to be active in discussing and asking in the classical learning. Besides, the speech activeness can be seen from the experience that students continue to develop. Differences in courage in giving opinions will be very different between students of semester 2 and semester 6. It can be said that different involvement in learning also determines how students are trained in expressing opinions.

Other research findings related to oral participation was proposed by Adinlou (2012),

which divided several factors that influence oral participation. These factors are student innate factor, educational factor, and social factor. Correlation with the findings of research is the relationship between motivation and student innate factor, in which on of the innate factors of the students, according to Adinlou (2012), is a strong motivation from themselves. Besides, the previous achievement is also a part of the education factor that affects oral participation.

The next analysis is the direct, indirect, and total influence due to the intervening variable. The following is the output result on AMOS:

Direct Effect

This analysis is used to see whether there is a direct influence of the model built, related to the relationship among variables in the model.

Based on the Table 6, attitude directly affects the oral participation of 0.192, previous achievement affects on student engagement and oral participation of 0.134 and 0.332 respectively. Motivation affects the student engagement and the oral participation of 0.479 and 0.254, respectively. Student engagement affects the oral participation of 0.287.

Oral participation as a part of classroom participation is an important factor to be improved in learning. This is because student participation may affect student output in learning. Astin, in Yanto (2012) explained that student engagement affects student output, in which active student participation includes.

The finding of the field related to this is that the students viewed through the lecturers' observation have a strong motivation in learning; they tend to be active in learning (participating) and have the ability to express a good opinion. This finding is in line with a research conducted that there is a significant positive influence between motivation and student engagement, also between student engagement and oral participation. In line with that, a research finding of Ratnawati (2014) in her research stated that motivation affects the student activity of SMK N 2 Semarang with determination of 11.3%.

In the attitude variable, the model is described as having direct relationship with oral participation. The research result showed that on

Table 6. Standardized Total Effects (Group number 1 - Default model)

	Attitude	Previous ACH	Motivation	Students Engagement
Student Engagement	.000	.134	.479	.000
Oralpart	.192	.332	.254	.287

Table 7. Standardized Indirect Effects (Group number 1 - Default model)

	Attitude	Previous ACH	Motivation	Students Engagement
Student Engagement	,000	,000	,000	,000
Oral Part	,000	,038	,138	,000

Table 8. Total Effects (Group number 1 - Default model)

	Attitude	Previous Ach	Motivation	Studentsn Engagement
Student Engagement	,000	,134	,479	,000
Oralpart	,192	,332	,254	,287

the Amos's output the attitude has an influence of 19.2%. The findings of the researcher in the field are different; measuring the students' attitudes from their condition in reacting the learning, not all students who have a calm attitude in learning, appreciate the lecturer and obey the rules of having high oral participation. Prabowo (2011) said that attitude is an internal state that affects the choice of individual actions against several objects, personalities, and events. This means, the attitude affects the actions or behaviors taken by a person in responding to the symptoms that exist in the environment (Indirect Effect). Thus, it is necessary to have in-depth research related to attitude aspect in its influence to oral participation.

The Table 6 shows that previous achievement indirectly affects oral participation of 0.038 and motivation indirectly affects oral participation of 0.138.

Total Effect

Based on the Table 8 result, the total effect occurred on the previous achievement and motivation of oral participation through student engagement. The attitude variable has no total effect because it is not related to student engagement. The total effect of previous achievement on oral participation is 0.332 and motivation has a total effect of 0.254 to oral participation through student engagement.

CONCLUSION

Based on the results of data analysis using AMOS above, it can be concluded that Attitude, Previous Achievement, Motivation, and Student Engagement directly affect the oral participation of the accounting prospective teacher of Muhammadiyah University of Surakarta. Student engagement is a factor that bridges and strengthens the relationship between motivation and previous achievement to the oral participation of the accounting prospective teacher of Muhammadiyah

University of Surakarta, while the attitude directly affects the oral participation without student engagement.

Based on the above conclusion, to be able to increase the oral participation of students, the students must improve their attitudes in lecturing process. For example, first, the students should not do anything else that may interfere the lectures; second, the students must improve their performance. Increased achievement conducted before will increase the student engagement that will increase the student's oral participation. Furthermore, the student's motivation to learn should be improved so that at the time of the discussion there will be an interactive discussion.

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