

# **STUDENT PERCEPTION ON LEARNING METHODS IN ECONOMIC AND BUSSINESS FACULTY OF MUHAMMADIYAH JAKARTA UNIVERSITY (CASE STUDIES OF 2015 FEB UMJ STUDENTS).**

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## **Abstract**

*This study investigates the influence of student perception on learning methods in Economic and Bussiness Faculty of Muhammadiyah Jakarta University (case studies of 2015 FEB UMJ students). This study used primary data to obtained important information from the respondents by using Krejcie and Morgan table sampling method. The analysis method used is analysis of qualitative and quantitative data. The result of this study about the implementation of learning methods indicates that the lecturer already set the learning plans which is appropriate to “Rancangan Pembelajaran” that already arranged for each subject before starting the class. This should be done in order to apply the learning method that matches the subject of teaching . Methods applied learning with faculty lecturers sometimes different from the other , because of the difference of his courses. While the result about the student’s perception of learning methods indicates that the lecturer should apply various learning methods. while learning methods are often used by lecturers in the classroom is the most dominant discourse method compared to methods other learning*

**Keywords:** *student’s perception, learning methods, the lecturer, and professional.*

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## **PREFACE**

**H**uman need is very much in our daily lives, one needs is essential in order to develop the knowledge and existence: the need to learn. Because without learning, people will have difficulty in meeting the needs of everyday life. According to Saiful Bahri Jamarah (2002; 13), studying a series of activities and soul to obtain a change in behavior with the results of experience in interaction with the environment-related aspects of kognifik, affective, and psychomotor. From the opinion states that changes in a person who learned not only about the amount of knowledge, interest, talent, reward, and the adjustment itself, in other words covering all aspects of human change. So as to solve the problem and be able to implement these changes in the situation and conditions.

If the result of learning is a change in the aspect kognifik, affective, and psychomotor, then this is in accordance with the objectives to be achieved in learning activities. And the third sphere is a competence that must be fullfiled or achieved in a competency-based curriculum or in accordance with KKNI. Achieving optimal learning results is something that is not easy for everyone, as well as experienced by students. Therefore educators are key to the success of learning objectives must have creativity in teaching and learning activities, for the purpose of learning methods can be achieved.

In creating the human resource quality with high competitiveness and affect the progress of the nation, the role of higher education is very important in this respect in the nation of Indonesia. Among universities in Jakarta, Jakarta Muhammadiyah University, especially the Faculty of Economics and Business and is expected to excel in the present and the future. The quality of learning outcomes of students (students) are partly dependent on the quality of processes and learning activities that will ultimately continue the professional skills of lecturers as well as competence in teaching students or in other words the expertise and proficiency of lecturers in creating and managing the learning process to which they apply. The learning method is less precise, will make students complain way of learning that is not interesting, this is due to concoct ways of learning method is less precise, so the absence of a good adaptation in the learning process. Or it can be said that the better way to manage the classroom lecturer with the implementation of effective teaching skills during the learning process takes place, will make students become more focused receive the material provided. And conversely, if the professor is not concerned with the situation and the conditions in which learning takes place, then incurred minds of students is the state of monotony, boredom and tension in receiving lecture material.

In the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, Chapter I, Article 1, paragraph 2: "Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and the arts through education, research, and dedication to the community ". While in Chapter II, Article 3, paragraph 1 and 2 of the Law of the Republic of Indonesia Number 14 Year 2005 are: "(1) lecturer has a position as professional workers in higher education who are appointed in accordance with the legislation; (2) the recognition of the position of lecturers as professional as dimaksud in paragraph 1 evidenced by a certificate of education.

According to Abdul Rahman Masud at all (2001; 253), The above provisions provide clues increasingly clear that the lecturers as educators and teachers also act as: (1) Coach (guardians to help students overcome difficulties in his studies and issues other); (2) The leader, particularly in the lecture hall; (3) As a communicator with the public; (4) As an innovator (developer science). Competency-based learning requires expertise and hard work on the part of educators. But as we know though now a competency-based education curriculum, there are many professors who educate learners that lead to cognitive aspects, ideally competency-based learning should consider three aspects: cognitive, affective and psychomotor. This has an impact on student opinion that they feel bored with the learning methods given his teachers, but there are also students who feel mediocre with the method given lecturers.

According to a previous study conducted by M. Saefudin, regarding "Student Perceptions Toward Learning Methods in the Department of Tarbiyah STAIN Ponorogo Year 2006", is the research results prove that the method of teaching is good, it is proved that the lecturer before holding the lecture beforehand preparing lesson plans , which also structured learning methods. While the students' perceptions of learning methods has been good, with the variation in meode applied learning in the lecture ".

Meanwhile, according to the results of previous studies of Faisal Hendra titled "Perception of Students Against Learning Process Language Proficiency, in 2013", the results of these studies are material or teaching material used by the lecturer of the course proficiency in Arabic in Prodi Arabic Literature UAI is in conformity with the standards and can lead students to the language skills they want ". That is, the better way to manage the classroom lecturer with the implementation of effective teaching appearance during the learning process takes place, will make students become more focused receive the material provided. Conversely, if a lecturer is not concerned by the situation and the conditions in which learning takes place, then arising in the minds of students just boredom and tension. The attention is no longer focused to accept the material, but more focused on the time when it will end this learning process. Thus, each lecturer is required to be able to apply the skills to teach effectively.

However, the reality on the ground or in fact show that the factor of teaching skills, especially regarding the application of learning methods in the classroom, have not been felt directly by students as something that encourages or motivates students to improve learning outcomes. Based on the above

description, the researchers took the title of the study titled "Perception of Students Against Methods of Teaching in the Faculty of Economics and Business, University of Muhammadiyah Jakarta (UMJ FEB Student Case Study Force 2015)".

### ***Formulation of The Problem***

1. How is the implementation of learning methods at the Faculty of Economics and Business, University of Muhammadiyah Jakarta (UMJ FEB Student Case Study Force 2015)?
2. What about students' perceptions of learning methods in the Faculty of Economics and Business, University of Muhammadiyah Jakarta (UMJ FEB Student Case Study Force 2015)?

### ***Research Purposes***

1. To know the implementation method of learning in the Faculty of Economics and Business, University of Muhammadiyah Jakarta (UMJ FEB Student Case Study Force 2015).
2. To determine students' perceptions of learning methods in the Faculty of Economics and Business, University of Muhammadiyah Jakarta (UMJ FEB Student Case Study Force 2015).

## **LITERATURE REVIEW**

### **A. Perception**

#### ***Perception***

Definition of perception can be seen from the definition of etymologically as well as the definition given by some of the experts. According Sobur (2003: 445), Etymologically, perceptions are derived from the perception (English) comes from the Latin perception; of percipare which means to accept or take.

Meanwhile, according to Salih (2009; 110) Perception is defined as a process that combines and organizes the data of our senses (sensing) to be developed in such a way that we can realize all around us, including ourselves aware of.

#### ***The Nature of Perception***

Man in her life is always in contact with various objects, events, both real (material) or intangible (immaterial) for example: emotion, attention, love and so forth as an object that can be seen, felt, observed by the five senses. Of the sensing process that gives meaning to human then, ratings and impressions, and this is called perception.

Someone who has a perception will perform an action in accordance with the awareness that arises in him and this perception has always had links with the situation. Relationships are not the same in every person dependent perceptual and environmental acceptance that there should be understood in that perception as a process, meaning there can be owned only be experienced in the activities which led to the perception is always the potential for change. Opinion Siameto reinforce earlier suggestions that perception is relative and not absolute, which means that the perception of an order that can be influenced by the hope or desire of a person or society.

### **B. Learning Methods**

The main task of the teachers (lecturers) are creating an atmosphere of learning in the classroom to motivate students to learn well and are always excited, because it can positively impact student achievement.

#### ***Understanding Learning Methods***

Method basically refers to the "how" of learning. According Moh.Uzer Usman and Lilian (1993; 120), the method of teaching is a way of teaching that serves as a tool to achieve the goal of teaching. How to teach professors (lecturers) Different methods or delivery of content to students.

According to Ahmadi (1997: 52), the learning method is a knowledge of the ways of teaching used by teachers or instructors. The learning method is often confused with learning techniques, which can be interpreted as a variation or modification of or addition to one of the key methods.

### ***Various Learning Methods***

According Jogianto (2006; 23), the learning method can be divided into two kinds, namely:

a. methods passively

That is one way of learning methods. For example, only from professors to students, or often referred to traditional learning methods called "lecturing".

b. Active methods

That learning methods that encourage students to be active in learning or student-centered or called by the Student Centre Learning (SCL).

That is one way of learning methods. For example, only from professors to students, or often referred to traditional learning methods called "lecturing".

### ***Active Mode***

That learning methods that encourage students to be active in learning or student-centered or called by the Student Centre Learning (SCL).

According to Anju Dwivedi (2006; 85), aspects of the learning method based on the objectives of education can be divided into three kinds, namely:

a. Cognitive methods

b. method Affective

c. Methods Skills (Psychomotor)

## **C. Students**

### ***Students Mean***

According to the Indonesian big dictionary, the definition of a student is a term for people who are studying higher education at a college consisting of high school, college, and the most common is the university.

Students are students or adult learners, both in terms of physical, emotional, psychological, and independence. They are better known to potential young intellectuals and scholars, this is because they studied at a university, and menyebutnya as a student. Students are also always in contact with the life of society, nation and state.

### ***Students Characteristic***

According to Kartini Kartono (2001: 250), students as intellectuals must have tradition and academic freedom that have the following characteristics:

a. Scientific Society, which has characteristics:

1) Critical

2) Objective

3) Analytical

4) Creative and constructive

5) Open to accept criticism

6) Respect time and academic achievement

7) Non prejudiced

8) The partnership between the academic community

9) Dialogic

10) Have and uphold the norms and moral academic and scientific tradition

11) Dynamic and future-oriented

- b. Tradition and academic freedom, characterized by:
- 1) Never felt himself to be the most correct and clever.
  - 2) The research is always open to criticism and further research.
  - 3) The learning process is always in an atmosphere of dialogue

### ***Students Classification***

The role of students is very important in the renewal conditions of a country. So that the activity is not only active students in the classroom at the time to follow the lectures, but also to be active in activities that will promote the progress of development. According to Zainul Ahmad Hamdi (2002: 39).

there are two types or classifications of students, namely:

a. Students are selfish.

Students who are busy with activities other than lecture, but remains concerned with the surrounding environment.

## **D. Lecturer**

### ***Lecturer Mean***

According to the great dictionary Indonesian, lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and the arts through education, research, and community service.

### ***Lecturer Job***

In the teaching and learning activities, the task of a teacher is:

- a. Creating an atmosphere or climate of the learning process that can motivate
- b. Having a diverse task to implement in the form of devotion. The task of covering the fields of profession, the field of humanitarian and social matters.
- c. Common tasks include educating the faculty as a profession, teaching and training.
- d. Developing science and technology.
- e. Plan and execute the teaching.
- f. Implement education, research and community service.
- g. Plan, implement the learning process, as well as assess and evaluate learning outcomes.
- h. Improving and developing the academic qualifications and competence on an ongoing basis in line with developments in science, technology and art.

## **E. Research First**

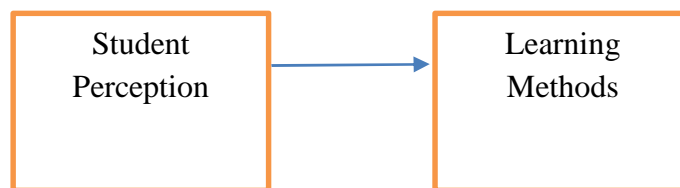
Under this previous research that are relevant to the research to be conducted.

Tabel 2.1

		Previous Research	
No	Researchers Name	Research Titles	Research Result
1	M.Saefudin, Year 2006	Student Perceptions Toward Learning Methods in the Department of Tarbiyah STAIN Ponorogo	Research results prove that the method of teaching is good, it is proved that the lecturer before holding the lecture beforehand preparing lesson plans, which also structured learning methods. While the students' perceptions of learning methods are already well

2	Faisal Hendra, Year 2013	Student Perceptions Of Learning Process Language Proficiency	The result is a teaching material used by the lecturer of Arabic language proficiency courses in Arabic Literature UAI is in conformity with the standards and could lead students to the language skills they want.
3	Resmawan, Year 2014	Relationship Between Perception of Students Against Skills Lecturer in Managing Class With Student Learning Outcomes Department of Mathematics Education.	The result is a positive relationship between students' perceptions of faculty skills in managing the class with the learning outcomes of students majoring in mathematics education.

## F. Framework



Picture 2.1  
Framework

## RESEARCH METHODS

### *Place and Time of the Research*

The object of research taken by researchers at the Faculty of Economics and Business, University of Muhammadiyah Jakarta, at Jl. KH. Ahmad Dahlan, Cirendeuh. Ciputat - South Tangerang. And the time of the research is for 4 months, from the start to take the data up to the final report of the study.

### *Data Source*

According Suharsimi Arikunto (2010), the source of the data in the study is the subject of where the data can be obtained. When the researchers used questionnaires or interviews in the collection of data, then the data source is called the respondent, that is, those who respond or answering the questions researchers in both written and unwritten questions (oral). To make it easier to identify the source of the data, then abbreviated "3 P" to identify where data is attached, namely :

1. Person,
2. Paper ,
3. Place,

Meanwhile, according Sugiyono (2008), the data source can be divided into two, namely:

1. Primary Source, which direct data sources provide data to researchers.

2. Primary Source, which is the source not directly provide data to researchers, for example, through other people, documents, and so forth.

### ***Methods of Data Collection***

In obtaining accurate data and be credible and relevant to the issues examined. According Mudpa Rahardjo (2001: 134) the method of data collection is done by several methods:

1. Interview
2. Documentation
3. Questionnaire

### ***Population and Sample***

1. Population

The population is the subject of research. According Sugiyono (2010: 117) population is generalization region consisting of the objects / subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn conclusions. The population in this study were students of the Faculty of Economics and Business, University of Muhammadiyah Jakarta Force 2015-2016 as many as 800 students.

2. Sample

According to Bambang Juanda (2009: 110), the samples are some of the members of the population were observed. In determining the required sample a proper sampling method in order to obtain a representative sample and to describe the state of the population to the fullest. In this study, the sample is a student of the Faculty of Economics and Business, University of Muhammadiyah Jakarta Force 2015-2016 as many as 260 students

### ***Mechanical Sample***

The sampling technique used in this study is simple random sampling (simple random sampling), is a technique to take people to a sample of a population by random, samples obtained will be random sampling if each individual is given the opportunity the same to be members of the sample.

Sampling was done by using the theory and calculation tables of Krejcie and Morgan (1970) in Uma Sekaran (1992). Sampling at 260 students out of 800 students of the Faculty of Economics and Business, University of Muhammadiyah Jakarta Force 2015 which has overrun of 5% according to krejcie table.

### ***Technical analysis of the Data***

Technical analysis of research data using two methods of data analysis that is both quantitative and qualitative data. According to Bambang Juanda (2009; 76), namely:

1. Analysis of qualitative data, ie data that is not shaped figure but the form of words or actions. Qualitative data analysis methods used was deductive and inductive methods.
2. Analysis of quantitative data, the data in the form of numbers. Because this study is qualitative, the researchers also used a quantitative method. The quantitative data analysis methods used in this research is to use a percentage formula according to Anas Sudjiono (2003; 40), namely:

$$P = \frac{F}{N} \times 100 \%$$

Information :

P = angka prosentase

F = Frekuensi yang sedang dicari prosentasenya

N = jumlah frekuensi / banyaknya individu

## RESULT AND DISCUSSION

### Result

#### *History of the Faculty of Economics and Business, University of Muhammadiyah Jakarta.*

Faculty of Economics, University of Muhammadiyah Jakarta established on June 18, 1963 along with several other faculties of which the Faculty of Law and Faculty of Engineering, and for the first time appointed Mr. Suroto Kartosudarmo as dean and Drs. Muchri Sjahid, as Secretary.

In 1966 Mr. Suroto Kartosudarmo appointed as Rector of the University of Muhammadiyah Jakarta, replacing Major General Soecipto, SH which at that time had been appointed Minister of Agriculture, then HMS Mintaredja, SH appointed as Dean of the Faculty of Economics, University of Muhammadiyah Jakarta. Position HMS Mintaredja as Dean of the Faculty of Economics, University of Muhammadiyah Jakarta submitted to U.Hutagalung, SH up to 1969, while at the same time Secretary of the Vice Dean for Academic Affairs, Finance BidangAdministrasi, Student Affairs until 1966 concurrently performed entirely by Drs. MuchriSjahid. The composition of the Dean at the end of 1966 consisted of:

Dekan	: HMS Mintaredja, SH
Sekretaris	: Drs. Sarjono IN
Pembantu Dekan I	: Drs. Ahmad Fuadi
Pembantu Dekan II	: Drs. Muchri Sjahid
Pembantu Dekan III	: Drs. Arselan Hasan
Ketua Jurusan	: Drs. Basyaruddin

### Vision, Mission and Goals

#### *Vision :*

Being Faculty of Economics superior and innovative as producing scholars who have intellectual, emotional and spiritual Islamic.

#### *Mission :*

Provide education and teaching, research, community service as well as Al-Islam and Kemuhammadiyah.

- a) Carrying out institutional-based Faculty of good governance and is based Qaida Muhammadiyah University.
- b) Developing human resources that have High Integrity.
- c) Develop networks (Networking) are useful and effective.
- d) Develop infrastructure learning process in accordance with technological development.
- e) Develop a competency-based curriculum (KBK) and clicking Integrate Islamic values.
- f) Develop a learning methodology based learning student center.

## 1. Organization

### *Lecturer in the faculty of economics*

#### *Permanent lecturer*

- 1) Prof. Dr. Ir. Suhendar Sulaeman, MS
- 2) Prof. Dr. H. Irwan Prayitno, MSc



- 3) Dr. Haris Sarwoko, SE , M.Si
- 4) Dr. H. Fadhilah Izhari, SE. MM
- 5) Dr. M. Riduan, SE. MM
- 6) Dr. Hj. Riyanti, SE. MM
- 7) Dr. M. Nur A. Birton, SE Ak. M.Si
- 8) Dr. Dyarini, SE, M.Si
- 9) Andry Priharta, SE, MM
- 10) Sabaruddin, SE, MM
- 11) Iskandar Zulkarnain, SE. MM
- 12) Nazifah Husainah, SE. MM
- 13) Azimah Hanifah, SE. MSi
- 14) Cecep Haryoto, SE
- 15) Hasanah, SE. MM
- 16) Imam Muhtadin, SE. MM
- 17) M. Yusuf, SE. MM
- 18) Siti Hafnidar Harun, SE. MM
- 19) Hj. Cholidah, SE. MM
- 20) Lukman Hadi, SE. MM
- 21) Liza Nora, SE. MM
- 22) Maswanto, SE. MM
- 23) H. Nasrullah, SE. MM
- 24) Rifzaldi Nasri, SE. MM
- 25) Drs. H. AzmiYahya
- 26) Hairul Triwanti, SE Ak., MM
- 27) Septemberrizal, SE Ak, MM
- 28) Sulhendri, SE.,Ak.
- 29) H. Gatot Permadi, SE Ak MM
- 30) H. Hasnil, SE MM
- 31) Siti Asmanah. SE Ak, M. Si
- 32) M. Dawud Arief Khan, SE. Ak, BAP, CPA
- 33) M. Irfan Tarmizi, SE. Ak, MBA
- 34) Hertanto, SE,MAk
- 35) Muhammad Adrian, SE. Ak, M. Si
- 36) Eva Herianti, SE, MAk
- 37) Luqman Hakim, SE, M.Si
- 38) Titik Agus Setiyaningsih, S.Sos.,M.Si.
- 39) Joko Hananto, S.T., M.M.
- 40) AdiMansah, Lc., M.H.
- 41) Jaharuddin, S.E., M.E.

## **2. Program Studi**

- a. Program Studi Manajemen
- b. Program Studi Akuntansi
- c. Program Studi Ekonomi Islam

### ***1. Lecturer and Student Data***

Data lecturer at the Faculty of Economics and Business, University of Muhammadiyah Jakarta. Number of permanent lecturer who teaches at the Faculty of Economics and Business UMJ, totaling 55 lecturers.

Tabel 4.1  
 the number of lecturers in FEB UMJ

No	Program Studi	S1	S2	S3	Jumlah
1	Manajemen	-	18	5	23
2	Akuntansi	-	23	2	25
3	Ekonomi Islam	-	6	1	7
	total	-	47	8	55

- a. Data Student Faculty of Economics and Business, University of Muhammadiyah Jakarta.

Tabel 4.2  
 Active Student Data  
 Fakultas Ekonomi dan Bisnis UMJ

Angkatan Tahun	Tahun Akademik	
	2014/2015	2015/2016
2012	196	205
2013	287	455
2014	381	603
2015	661	695
Jumlah	1.525	1.958

## DISCUSSION

### *The implementation of learning methods at the Faculty of Economics and Business, University of Muhammadiyah Jakarta.*

In this study, using interviews, investigators interviewed some of the Faculty of Economics and Business, University of Muhammadiyah Jakarta on the preparation they did before starting to teach. Lecturer teaching preparation such as creating lesson plans in accordance with the material that will be given in class, because the learning plan, the learning method given faculty to students will be in accordance with a predetermined corridor and did not deviate and in accordance with the planned program.

According to the mother Azimah Hanifah, SE.MSi, implementation methods of learning in the Faculty of Economics and Business, University of Muhammadiyah Jakarta has been implemented by the lecturer. Each lecturer every start of classes will prepare a lesson plan in advance and prepare a learning method that will they apply. Where each course is different application method of learning with other subjects such as lectures, discussions, exercises, question and answer. As lecture teaching methods may be more suitable for subjects or qualitative theory and student Centre Learning (SCL) may be made for the student Centre Learning (SCL) students should be more active while the lecturer

is the facilitator. As for quantitative subjects may use more methods of learning exercises, questions and answers, tasks, although also used the lecture method. In the Faculty of Economics and Business, Student Centre Learning (SCL) has been done by several professors that are tailored to the subjects which they ampu. Therefore, the learning method used to achieve domains / cognitive, affective, and psychomotor makes the lecture to be optimal.

Meanwhile, according to the father. Dr. Fadhilah Izhari, SE.MM regarding the implementation of learning methods at the Faculty of Economics and Business, University of Muhammadiyah Jakarta. In fact already applied the model Student Centre Learning (SCL) that is based on the competence of each of the subjects taught. Student Centre Learning (SCL) is actually more to the effectiveness of the important role of students as active in seeking and making the course materials either from the Internet or literature-literature found in libraries. While the professor is a mediator or intermediary who briefed the main points of discussion is the target on each target achievements of each course. From these results then presented, to explain what has been obtained and prepared as well known by every student and lecturer. The materials that have been made by the students and then do the appropriate explanation or clarification of the scientific capabilities of the lecturers.

In applying the learning method selected lecturers, the need for student involvement because without the involvement of the students, the teaching system given by a teacher becomes monotonous and will make the student so bored and tired, so it will affect the outcome achievement. For example, if a teacher gives a learning system by means of the system in one direction only, then the student will feel bored and they will be a lot of talking, joking or not the focus of the teaching given by lecturers. Another case when professors leave or apply the varied learning methods, where students actively in the classroom so that students will not feel bored and tired in following the lectures, so achieving the goal of cognitive, affective and psychomotor can be achieved. In the application of learning methods, can not be separated from the means or facility or learning media. Regarding class facilities in a need to increase because during this method of learning is done by lecture method. A lecturer should be more creative and varied in designing learning methods, do not dwell only by using infokus alone, but must make the method more attractive and to improve the quality of student learning, so that students will be attracted to come to school to learn.

Learning methods are designed in such a way by the faculty in teaching a lesson plan or preparation other than to achieve the goal of learning which includes cognitive, affective, and psychomotor. The achievement of these three things is because of the demands of our curriculum CBC (competency-based curriculum) that involves students, so students should be more active, as in active learning, a professor acting as mediator or facilitator as well as lure students to be more active argued issued his mind, so that learning is student learning center. So the lecture method is used only as an introductory course lecturer.

Achieving the three domains or aspects of the learning method, it is rather difficult to do. The cognitive aspect is an aspect of scalable, meaning measured by a test such as the presence of midterms or final exams, so it can be seen the extent to which they are able to capture what has been delivered lecturer during lectures take place. Affective aspect is an aspect of attitude measurement is not in writing, where the professors judging from daily attitude, the attitude in the face of the lessons in the classroom. While the psychomotor aspect is an aspect that the measurement is not in writing. Affective and psychomotor aspects requires a process, so the evaluation of the methods we use are successful or not, it can be seen in the future.

From the above description, that the implementation of learning methods at the Faculty of Economics and Business, University of Muhammadiyah Jakarta already implemented by the lecturers that administer the courses in accordance with their respective subjects. A variety of learning methods, can create conditions that are not monotonous and boring for students and encourage or motivate students to follow diligently in learning in the classroom. And thus can achieve the purpose of implementation of good teaching methods

***Perception of Students to Study Method in the Faculty of Economics and Business, University of Muhammadiyah Jakarta Force, 2015.***

Tabel 4.3

**Grating instrument on Learning Methods  
 In the Faculty of Economics and Business UMJ**

The application of learning methods	measured Components
	1. Submission of materials
	2. Convenience
	3. Achievement: cognitive, affective, and psychomotor
	4. Facility
	5. The involvement of students
	6. Good Feeling
	7. Feeling bored at college
	8. Type the method used in the lecture

Information :  
 Each item in question consists of three possible answers, except for item no. 8.  
 The answer options are:

- a. Always
- b. Sometimes
- c. Never

As for the question no.8, the learning method used had the following reply:

- a. Lecture
- b. Discussion
- c. problem solving
- d. demonstrator
- e. sociodramas
- f. Game
- g. Drill / exercise
- h. Question and answer
- i. Recitation / task

The result of the acquisition of a questionnaire distributed to students of the Faculty of Economics and Business, University of Muhammadiyah Jakarta Forces 2015/2016 as many as 260 of the 800 students on students' perceptions of learning methods, are as follows:

**Tabel 4.4**  
**The calculation results of questionnaires**  
**Regarding Learning Method in the Faculty of Economics and Business UMJ**

No	Question Item	Answer			TOTAL
		a	b	c	
1	Whether in delivering lectures, lecturers using a variety of learning methods?	54	183	23	260
2	Whether in each lecture, a lecturer in the use of learning methods can make it convenient?	48	198	14	260
3	What learning methods are used by lecturers leading to the achievement of cognitive, affective, and psychomotor.	97	156	7	260
4	Are the existing facilities to support the application of learning methods used?	27	228	5	260
5	Whether in the application of learning methods lecturers always provide opportunities to students?	98	135	27	260
6	Do students feel happy during lectures take place?	74	183	3	260
7	Do students feel bored in a lecture?	116	136	8	260

8	What methods are frequently used lecturer in the lecture?	
	) Lecture	131
	) Discussion	63
	) Problem solving	6
	) Demonstration	7
	) Sosiodrama	-
	) Game	-
	) Drill/latihan	18
	) Question and answer	14
	) Resitasi/tugas	21

## Analisis Data

### *Implementation Analysis Method of Learning in the Faculty of Economics and Business, University of Muhammadiyah Jakarta Force from 2015 to 2016.*

Based on the results of interviews conducted to the lecturers. Preparation of program learning is done is a device Teaching and Learning Activities (KBM), as a condition of their teaching and learning interactions are optimal. Before professors give lectures to the students, each lecturer should prepare a lesson plan is necessary, so that learning will be more focused. The teaching program is the implementation plan appropriate teaching and learning process and based on considerations of the objectives to be achieved, so that students master the learning process optimally.

In this method of learning, there are three aspects: Cognitive, Affective aspects, and aspects of Psychomotor. However, the most prominent cognitive aspects of other aspects, because the cognitive aspect is easy to measure. Meanwhile, affective and psychomotor aspects requires a long process to determine the success of the learning methods. A lecturer may choose and implement the methods of what is suitable to be applied to the students. Due to achieve cognitive, affective, and psychomotor have each method, so the teacher must master the methods to be applied in teaching and learning.

The conclusion that can be obtained from the above analysis is to produce an optimal learning process, the need for the application of learning methods are varied and suitable for the course of teaching a lecturer. To achieve cognitive, affective, and psychomotor aspects are its own methods and sundry. Therefore lecturers should really capable of and know the methods of learning how to be applied in the learning process, so that the goal of learning can be achieved optimally.

### *Analysis of Student Perceptions Toward Learning Method in the Faculty of Economics and Business, University of Muhammadiyah Jakarta Force 2015-2016.*

In analyzing the data that has been obtained by researchers through distributing questionnaires to the student of 2015/2016 Faculty of Economics and Business, University of Muhammadiyah Jakarta as many as 260 students, researchers used a formula percentage:

$$P = \frac{F}{N} \times 100 \%$$

Keterangan :  
 P = prosentase  
 F = Frekuensi  
 N = banyaknya responden

Tabel 4.5

Hasil perhitungan dengan prosentase  
 Mengenai Metode Pembelajaran di Fakultas Ekonomi dan Bisnis UMJ

No	Pertanyaan	Alternatif Jawaban	F	N	P (%)
1	Apakah dalam menyampaikan perkuliahan, dosen menggunakan metode pembelajaran yang bervariasi?	a. Selalu	54	260	20,77
		b. Kadang-kadang	183		70,38
		c. Tidak pernah	23		8,85
					100 %

2	Apakah dalam setiap perkuliahan, seorang dosen dalam menggunakan metode pembelajarannya dapat membuat nyaman mahasiswa?	a. Selalu	48	260	18,46
		b. Kadang-kadang	198		76,15
		c. Tidak pernah	14		5,39
					100 %
3	Apakah metode pembelajaran yang digunakan oleh dosen mengarah pada pencapaian aspek kognitif, afektif, dan psikomotorik ?	a. Selalu	97	260	37,31
		b. Kadang-kadang	156		60,00
		c. Tidak pernah	7		2,69
					100 %
4	Apakah fasilitas yang ada mendukung penerapan metode pembelajaran yang digunakan?	a. Selalu	27	260	10,39
		b. Kadang-kadang	228		87,69
		c. Tidak pernah	5		1,92
					100 %
5	Apakah dalam penerapan metode pembelajaran dosen memberikan kesempatan kepada mahasiswa ?	a. Selalu	98	260	37,69
		b. Kadang-kadang	135		51,93
		c. Tidak pernah	27		10,38
					100 %
6	Apakah mahasiswa merasa senang saat perkuliahan berlangsung ?	a. Selalu	74	260	28,46
		b. Kadang-kadang	183		70,38
		c. Tidak pernah	3		1,16
					100 %
7	Apakah mahasiswa merasa bosan dalam perkuliahan ?	a. Selalu	116	260	44,62
		b. Kadang-kadang	136		52,31
		c. Tidak pernah	8		3,07
					100 %
8	Metode apa yang sering digunakan dosen dalam perkuliahan ?			260	
		) Ceramah	131		50,38
		) Diskusi	63		24,23
		) Problem solving	6		2,31
		) Demonstrasi	7		2,69
		) Sosiodrama	-		-
		) Permainan	-		-
		) Drill/latihan	18		6,92
		) Tanya jawab	14		5,39
		) Resitasi/tugas	21		8,08

Based on the above data and the calculation of the percentage of the teaching methods can be explained as follows:

1. On the first question, the result that the lecturers were "always" using a variety of learning methods as much as 20.77%. Who answered "sometimes" as much as 70.38%, and who answered "never" as much as 8.85%.
2. On the second question, the students who answered "always" comfortable amounted to 18.46%, and the students who answered "sometimes" uncomfortable amounted to

- 76.15%. While students who answered "never" comfortable amounted to 5.39%.
3. On the third question, the students who answered "always" the achievement of these three aspects (cognitive, affective, and psychomotor) amounted to 37.31%. Students who answered "sometimes" the achievement of these three aspects is 60%. While students who answered "never" achieved those three aspects amounted to 2.69%.
  4. On the fourth question, about the facilities in the Faculty of Economics and Business, University of Muhammadiyah Jakarta supportive learning method is, of 10.39% of the students answered "always" available facilities. And amounted to 87.69% of the students answered "sometimes" available facilities. Whereas by 1.92% of the students answered "never" available facilities.
  5. On the fifth question, the lecturer gives opportunities to students. Amounting to 37.69% of the students answered "always" be given the opportunity by the lecturer. And amounted to 51.93% of the students answered "sometimes" be given the opportunity by the lecturer. Meanwhile, 10.38% of students answered "never" be given a chance by the lecturer.
  6. On the sixth question, as to whether students feel happy in lectures. Amounting to 28.46% of the students answered "always" happy in lectures. And amounted to 70.38% of the students answered "sometimes" happy in lectures. While of 1.16% of the students answered "never" happy in lectures.
  7. On the seventh question, the student boredom. Amounting to 44.62% of the students answered "always" feel bored. And amounted to 52.31% of the students answered "sometimes" feel bored. While 3.07% of students answered "never" bored.
  8. On the question of learning methods are frequently used lecturer. Based on the above percentage, the lecture method is the method most frequently used by lecturers in the amount of 50.38%. Discussion methods of 24.23%, the method of problem solving by 2.31%, method demonstrations amounted to 2,69%, 6,92% of training methods, methods FAQ by 5.39%, and the method of recitation / duty of 8, 08%.

## CONCLUSION

Based on the results of research and discussion that has been obtained by researchers as well as the analysis, then the conclusion is as follows:

1. The implementation of learning methods at the Faculty of Economics and Business, University of Muhammadiyah Jakarta (UMJ FEB student case studies force in 2015) is already good. Based on interviews that have been conducted by researchers to some faculty, that faculty before starting the course beforehand prepare lesson plans in accordance with the Learning Plan that has been prepared for each course. This should be done in order to apply the learning method that matches the subject of teaching. Methods applied learning with faculty lecturers sometimes differ from the other, because of the difference of his courses. So that each teacher must apply a variety of learning methods in the process of learning and teaching, thus learning objectives have been planned to be achieved in the realm or cognitive, affective, and psychomotor.
2. The perception of students toward learning methods in the Faculty of Economics and Business, University of Muhammadiyah Jakarta (UMJ FEB student case studies force in 2015), is that it still has not varied learning method conducted by a lecturer. In applying this method of learning, the lecturer is not maximized to provide comfort to the students. Achievement of objectives in the realm or cognitive, affective, and psychomotor by lecturers is not optimal. Availability of facilities that support in the application of learning methods need to be improved, so that the learning process can be accomplished smoothly.

## Suggestions

Based on the above conclusions, the suggestions in this study are as follows:

1. In the course of learning methods at the Faculty of Economics and Business, University of Muhammadiyah Jakarta (UMJ FEB student case study class 2015), a lecturer should pay attention and consideration in applying a variety of learning methods and appropriate uses in the classroom. So that the learning objectives can be achieved in the cognitive, affective, and psychomotor aspects to students.
2. Based on students' perceptions of learning methods in the Faculty of Economics and Business, University of Muhammadiyah Jakarta (UMJ FEB student case studies force in 2015), should be on the increase again about supervision in the use of learning methods to make students feel comfortable, happy, active, not bored, facilities available, and so forth, so that students can actively in class by means of the student Centre Learning can run well.

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