

**An Analysis of Dominant Factors that Motivate Junior High
School Students to Visit Borobudur Temple
(a case study at SMP President Cikarang)**



By
Debrita Bianca Sandra
005200700003

**A thesis presented to the
Faculty of Economics President University
in partial fulfillment of the requirements for
Bachelor Degree in Economics Major in Management**

October 2010

PANEL OF EXAMINERS APPROVAL SHEET

The Panel of Examiners declare that the thesis entitled “**An Analysis of Dominant Factors that Motivate Junior High School Students to Visit Borobudur Temple (a case study at SMP President Cikarang)**” that submitted by Debrita Bianca Sandra majoring in Marketing from the Faculty of Management was assessed and approved to have passed the Oral Examinations on 14 October 2010

T. Manivasugen, MBA

Purwanto, ST. MM

Iman Heru Wijayanto, MBA

DECLARATION OF ORIGINALITY

I declare that thesis entitled “An Analysis of Dominant Factors that Motivate Junior High School Students to Visit Borobudur Temple (a case study at SMP President Cikarang)” is, to the best of my knowledge and belief, an originality piece of work that has not been submitted, either in whole or in part, to another university to obtain a degree.

Cikarang, Indonesia, October 14, 2010

DEBRITA BIANCA SANDRA

DECLARATION OF ORIGINALITY

I declare that thesis entitled “An Analysis of Dominant Factors that Motivate Junior High School Students to Visit Borobudur Temple (a case study at SMP President Cikarang)” is, to the best of my knowledge and belief, an originality piece of work that has not been submitted, either in whole or in part, to another university to obtain a degree.

Cikarang, Indonesia, October 14, 2010

DEBRITA BIANCA SANDRA

TABLE OF CONTENT

PANEL OF EXAMINERS APPROVAL SHEET.....	i
DECLARATION OF ORIGINALITY.....	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENT.....	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
LIST OF ACRNONYMS.....	x
CHAPTERS	
I. INTRODUCTION.....	1-10
1.1. Background of Study.....	1
1.2. Company Profile.....	4
1.3. Problem Identification.....	6
1.4. Statement of Problem.....	7
1.5. Research Objective.....	7
1.6. Significant of the Study.....	7
1.7. Theoretical Framework.....	9
1.8. Scope and Limitation.....	10
II LITERATURE REVIEW.....	11-25
2.1. Definition of Motivation... ..	11
2.1.1 Motivation Theory by Marslow.....	11
2.1.2 Motivation Theory by Herzberg.....	13
2.1.3 Motivation Theory by Douglas McGregor.....	14
2.1.4 Motivation Theory by Vroom.....	15
2.1.5 Motivation Theory by Mc Clland.....	16
2.1.6 Motivation Theory by Lathan & Blades.....	18
2.1.7 Motivation Theory by Clayton Aldefer.....	18
2.2. Definition of Student.....	21

2.3. Study of Motivation Toward Student.....	22
2.3.1. Student Motivation, Cognition and Learning.....	22
2.3.2. Student Motivation and Attitudes	23
2.3.2.1 Make It Real.....	23
2.3.2.2 Provide Choices.....	23
2.3.2.3 Balance The Challenge.....	24
2.3.2.4 Seek Role Model.....	24
2.3.2.5 Use Peer Models.....	24
2.3.2.6 Establish a sense of Belonging.....	25
2.3.2.7 Adopt a Support Style.....	25
2.3.2.8 Strategies with Struggling Students.....	25
III RESEARCH METHOD.....	26-32
3.1. Research Method.....	26
3.2. Population and Sample.....	27
3.3 Data Collection Method.....	27
3.5. Data Collection Techniques and Instruments.....	28
3.6 Data Analysis Method.....	29
3.6.1. Likert Scale.....	29
3.6.2. Weighted Mean.....	30
IV DATA ANALYSIS.....	33-39
4.1. Analysis of Explanative Data.....	33
4.1.1 Pie Chart Analysis.....	33
4.2 Weighted Mean.....	34
4.3 Dominant Factors.....	37
V CONCLUSION AND RECOMMENDATION	39
5.1 Conclusion.....	39
5.2 Recommendation.....	39
5.2.1. Others Recommendation	40
REFERENCES.....	41
APPENDIX	42-52
APPENDIX 1. World Heritage Certificate.....	42
APPENDIX 2. Organization Chart.....	43

APPENDIX 3. Questioner.....	44
APPENDIX 4. Borobudur Temple Visitor.....	47
APPENDIX 5. Borobudur Temple Visitor chart.....	48
APPENDIX 6. Comparison 1 st Semester.....	49
APPENDIX 7. Borobudur Temple Visitor 2009.....	50
APPENDIX 8. Comparison 1 st Semester chart.....	51

LIST OF TABLES

Table 1.1 Data of Student who Came to Borobudur 1 st Semester.....	3
Table 2.1 Herzberg motivation Factor.....	14
Table 3.1 Likert Scale Value Weight.....	31
Table 4.1 Data of total Weighted Mean.....	35
Table 4.2 Questions Classified by theory.....	37
Table 4.3 Total Weighted Mean of Existence Theory per Question.....	38

LIST OF FIGURES

Figure 1.1 Borobudur Temple's Visitor 1 st Semester	2
Figure 1.2 Borobudur Temple's Visitor 1 st Semester Comparison)	2
Figure 2.1 Maslow's Pyramid	12
Figure 2.2 Vroom's Motivation	16
Figure 2.3 Goal Setting Theories.....	18
Figure 2.4 ERG Theory.....	19
Figure 4.1 Data Respondent.....	33
Figure 4.2 Characteristic of Respondents Based on Age.....	34

LIST OF ACRNONYMS

- **PT. TWCBPRB**
 - PT. Taman Wisata Candi Borobudur Prambanan dan Ratu Boko
- **TWC**
 - Taman Wisata Candi
- **UNESCO**
 - United Nations Educational, Scientific and Cultural Organization
- **WCH**
 - World Cultural Heritage

CHAPTER I INTRODUCTION

1.1. Background of Study

Located in Malang, Center of Java, 90-km southeast of Semarang, or 42-km northwest of Yogyakarta. The Borobudur is the biggest Buddhist temple in the ninth century measuring 123 x 123 meters was located. Borobudur is one of UNESCO World Culture Heritage number: 592 and it was one of 7 wonders. Borobudur has a historical story behind it that many people didn't know about it yet. Borobudur temple is the one of the best-preserved ancient monument in Indonesia that are most frequently visited by over a million domestic as well as foreign visitors. It also had been acclaimed by the world as a cultural heritage main kind. (www.wch.unesco.org)

The architectural style has no equal through out the world. It was completed centuries before Angkor Wat in Kamboja. Borobudur is one of the world's most famous temples; it stands majestically on a hilltop overlooking lush green fields and distant hills. Borobudur is built of gray *andesite* stone. It rises to seven terraces, each smaller than the one below it.

The top is the Great Stupa, standing 40 meters above the ground. The walls of the Borobudur are sculptured in bas-reliefs extending over a total length of six kilometers. It has been hailed as the largest and most complete ensemble of Buddhist relieves in the world, unsurpassed in artistic merit and each scene an individual masterpiece.

Today, the business environment is constantly changing and the demand for adaptability among tourism site tend to increase. demand from customer, technological development , satiation value.

Based on data and facts in this study, more than 30 years, Borobudur positioning less enthusiastic and yet make a significant contribution for tourism and culture in

Number of Students	15, 220	15,150	10,120	11,114	158, 346	160,702	124,563
Percent	6.61%	11.10%	5,21%	8,22%	49,99%	33,41	37%

Source: PT. Taman Wisata Candi Borobudur, Prambanan & Ratu Boko

From those tables above, the data shown that the influx of students visiting from January to July 2010 appears to be increasing. However, the data also shows the number of student visitor is not close enough to 50% of total visitor. Like in January number of total visitor is 230. 115 but number of students who came to Borobudur is only cover for 6.61% of total number of total visitor and in May 2010 only cover 49,99% of total visitor.

When it come talk about teenagers nowadays, with modern lifestyle and high demand, shopping malls around them become their tourism attraction. Lack of enthusiasm for their heritages, like museums and temples, especially Borobudur. Base on Data from PT. Taman Wisata Candi Borobudur, Prambanan & Ratu Boko, numbers of Student that came to visit Borobudur still low and under their target.

PT. Taman Wisata Candi Borobudur, Prambanan & Ratu Boko has created many programs to attract students from all around Indonesia, but still doesn't make big different numbers.

Many kind of many motivation factors that make students want to go to Borobudur. Motivation is part of marketing because Philip Kotler in his book Principles of Marketing said that marketing is part of managerial process whereby individuals and groups obtain what they need and want through creating and exchanging products and value with others, created by motivation.

1.2. Company Profile

PT. Taman wisata Candi Borobudur & Prambanan is a state-owned enterprises (SOEs) engaged in tourism management, established on July 15th 1980, according to Notary Public Statement Soelaman Ardjasamita, SH. No.19. Physical development of both parks was completed by mid 1989. For legal certainty in its management, the government published KEPRES No.1 Year 1992, on January 2nd 1992 about Park management Tourism Borobudur and Prambanan Temple Park, as well as environmental management.

In the beginning PT. TWCBP assigned to manage Borobudur park (2nd ring) and Prambanan park (2nd ring), but as time goes by on October 25th 1991, PT. TWCBP trusted to manage Ratu Boko Palace region as tourism object same as like Borobudur and Prambanan. With the increasing object tourism to manage, the name of company changed to PT. Taman Wisata candi Borobudur, Prambanan & Ratu Boko (PT. TWCBPRB).

Marketing action from PT, TWCBPRB carried out continuously, in addition to accomplish company's vision which is to make Borobudur, Prambanan and Ratu Boko into world class cultural and tourism destinations. Their mission is to create a warm atmosphere of hospitality for visitors and to always tries to exceed tourist expectations and can compete globally.

Because of that, as one of tourism manager in Indonesia, aspires to make the Borobudur,, Prambanan and Ratu Boko, as one of the main object for the domestic tourists visiting Yogyakarta

PT. Taman Wisata Candi Borobudur, Prambanan & Ratu Boko as Management Park recently had a new management in organization in the year 2009, with the support from the Ministry of State Owned Enterprises (BUMN) and the Ministry of Culture and Tourism, Republic of Indonesia was given responsibility to implement the professional tourism management, preservation & conservation in support of the following tasks in brief:

Management Control of planning, land usage and monitoring of its environment of Borobudur, Prambanan and Ratu Boko. Management of operation, utilization, organization, division, maintenance, monitoring, development, and collection of commercial of Tourism Park and/or of its facilities. Management control of visitor flows, rules and regulation for the visitor management. Management control of the rights for film shooting and the use of the world cultural heritage for special events development of the required facilities for the visitor intake. Management of financial sources and future tourism investments.

The business activity of the company covers the management of the archeological park, Ramayana Ballet and other related tourism businesses. In doing so, five work units have been established, namely:

1. Unit of the Archeological Park of Borobudur Temple
 - a. The Archeological park of Borobudur Temple
 - b. Manohara Hotel
2. Unit of the Archeological Park of Prambanan Temple
3. Unit of the Archeological Park of Ratu Boko Temple
4. Unit of Theater and Stage
5. Transportation Service



PT. TAMAN WISATA CANDI
BOROBUDUR, PRAMBANAN &

RATU BOKO [Persero]

PT.Taman Wisata Candi Borobudur, Prambanan & Ratu Boko's logo contains of Borobudur Temple and Prambanan Temple.

1.3 Problem identification

Many reasons came up for this study's problem, because nowadays lack of cultural appreciation for Borobudur still embedded in society and also lack of belongingness for Borobudur still being a problem for Borobudur. Those reasons made the number of visitor are up and down as seasonal, make it not stable.

Due to those reasons: Borobudur management is trying to improve the public's awareness. One of these groups is students. They may attend or visit Borobudur as part of the school program, but as the researcher observed there are also students visited Borobudur because they are curious to know more about Borobudur.

Borobudur management aware about the motivations that influence students to visit Borobudur, because the high demand of lifestyle that affects them. They make attractive programs for student collaborate with many of schools.

Borobudur management wants to make Borobudur friendly to visit by student and their friends and their groups, because they are aware of influence of group and society in students' life. Borobudur management realizes that Borobudur one of Indonesia's heritage that has to be saved and take care. Many students with high eager to preserve their heritage come to visit Borobudur to fulfill their passion about culture.

Many motivation factors motivated students visit Borobudur, Borobudur management have to find out what the most dominant factors that motivate students to visit Borobudur.

1.4 Statement of Problem

This thesis is to determine about: “What are the dominant factors that would motivate junior high school student of SMP President to visit Borobudur?”

1.5 Research Objective

Base of the problem identification, this thesis actually with no doubt is to determine dominant factors that would motivate high school student of SMP President to visit Borobudur.

1.6 Significance of the Study

From this research the writer hope that she can give contribution for:

1. Our nation, writer hope that she can help make more student to realize and respect to our lovely heritage, world heritage. Because Borobudur is one of UNESCO World Heritage that located in Indonesia
2. PT. TWCBPRB, She hope that she can help PT. TWCBPRB to find an appropriate marketing strategies to promote Borobudur and to increase the number student to visit Borobudur
3. Writer, She hope after finish her thesis can help her carrer in marketing to find our the motivation from buyer, so she can manage the knowledge that she gained all years in President University

1.8 Scope and limitation

This Research will limit its discussion in motivation factors that could influence President Junior High School student to visit Borobudur temple.

This study will conduct quantitatively with President Junior High School as the sample. The researcher will take 62 samples with batch 2010 and age range 13-15 years old.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of Motivation

According to book “Theories of motivation” by Akhmad Sudrajat, M.Pd. Motivation is the driving force of the heart a person to perform or achieve a goal. Motivation can also be said as a plan or desire for success and avoid failure of life. In other words, motivation is a process for the achievement of a goal. Someone who has motivation means he already has the power to gain success in life.

Motivation can be intrinsic motivation and extrinsic. The motivation is intrinsic when the nature of work itself that makes a motivated, these people get satisfaction by doing the job not just because of other stimuli such as status or money but it could be said to a make his hobby. While extrinsic motivation is to work outside elements inherent in the job becomes the main factor that makes a motivated, such as status or compensation.

Many motivational theories put forward by the experts that are intended to provide a narrative that led to what is actually human, and humans will be able to be like.

2.1.1 Motivation Theory of Abraham Maslow

Abraham Maslow suggests that basically all humans have basic needs. He showed it in a 5-level pyramid-shaped, people start impulse from the lowest levels. The five levels of needs were known as Maslow's Hierarchy of Needs, starting from basic biological needs to a more complex psychological motives, which will only be important after basic needs are met. Needs at least one rank must be met in part before the needs of the next rank to be an important determinant of action.

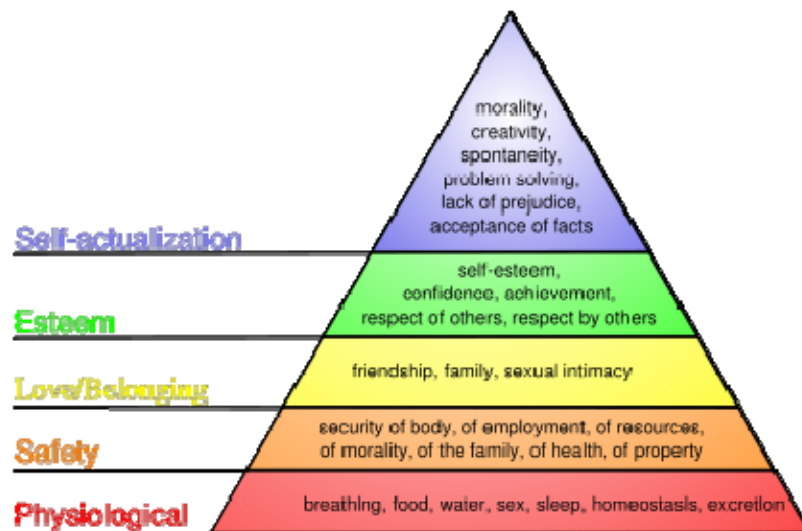


Figure 2.1 Maslow's Pyramid

Source: Alan Chapman 2001- Based on Maslow's Theory of Needs

Maslow's Theory explain about 5 basic needs:

1. Biological and Physiological needs

Food, clothing and shelter are the most obvious example of physiological needs. Everything is a fundamental requirement that must be met for survival. In urgent circumstances, you may even be able to kill to get the satisfaction of those needs.

2. Safety needs

This not only covers the security needs but also psychological needs, which can be obtained from a reasonable job security, and other things like that.

3. Belongness and Love needs

If your current job does not include giving social satisfaction, according to Maslow you will try to fulfill your social needs in other places with other relationships as well.

4. Esteem needs

This is often referred to as ego needs, and all the people that have it. They need to experience their own feelings about identity, struggle, achievement, self esteem and value. Not surprisingly, a job will meet this need with a degree of satisfaction with different on every job.

5. Self-Actualization needs

When you reach this level, it means you're reaching what can you accomplish the most wonderful experience called life. Maslow described that only ten percent of the population throughout the world who really feel the success in the same period.

When food and security is difficult to obtain, the fulfillment of these needs will dominate one's actions and motives of the higher will be less significant. People will only have the time and energy to pursue the aesthetic and intellectual interests, if their basic needs have to be met with ease. Works of art and scientific work will not thrive in a society whose members still have trouble looking for food, protection, and security.

2.1.2 Motivation Theory of Herzberg (1966)

According to Herzberg (1966), there are two types of factors that encourage someone to try to achieve satisfaction and keep away from dissatisfaction. Two factors were called faktorhigiene (extrinsic factor) and factor motivator (intrinsic factor). Hygiene factors motivate someone to come out of dissatisfaction, including the relationship between human beings, benefits, environmental conditions, etc. (extrinsic factor), while the motivation factor to motivate someone to try to achieve satisfaction, which includes the achievement, recognition, advancement level of life, etc. (intrinsic factor)

Table 2.1 Motivation Theory of Herzberg

Table 2.1 Herzberg Motivation Factors

Motivator Factors	Hygiene Factors
Achievement	Pay and Benefits
Recognition	Company Policy and Administration
Work Itself	Relationships with co-workers
Responsibility	Supervision
Promotion	Status
Growth	Job Security
	Working Conditions
	Personal life

Source: Herzberg (1966), *Motivator Factors*

2.1.3 Motivation Theory of Douglas McGregor

Douglas McGregor, an American social psychologist, proposed his famous X-Y theory in his 1960 book 'The Human Side Of Enterprise'. Theory x and theory y are still referred to commonly in the field of management and motivation, and whilst more recent studies have questioned the rigidity of the model, Mcgregor's X-Y Theory remains a valid basic principle from which to develop positive management style and techniques. McGregor's XY Theory remains central to organizational development, and to improving organizational culture.

McGregor's X-Y theory is a salutary and simple reminder of the natural rules for managing people, which under the pressure of day-to-day business are all too easily forgotten.

McGregor's ideas suggest that there are two fundamental approaches to managing people. Many managers tend towards theory x, and generally get poor results. Enlightened managers use theory y, which produces better performance and results, and allows people to grow and develop.

McGregor's ideas significantly relate to modern understanding of the Psychological Contract, which provides many ways to appreciate the unhelpful nature of X-Theory leadership, and the useful constructive beneficial nature of Y-Theory leadership.

2.1.4 Motivation Theory of Vroom (1964)

The theory of Vroom (1964) on the cognitive theory of motivation explains why a person would not do something that he believed he could not do, even if the results of the work were very reliable and he wanted. Whereas Maslow and Herzberg look at the relationship between internal needs and the resulting effort expended to fulfill them, Vroom separates effort (which arises from motivation), performance, and outcomes.

According to Vroom, high and low motivation of a person is determined by three components, namely:

1. Expectancy is the belief that increased effort will lead to increased performance i.e. if I work harder then this will be better. This is affected by such things as:
 1. Having the right resources available (e.g. raw materials, time)
 2. Having the right skills to do the job
 3. Having the necessary support to get the job done (e.g. supervisor support, or correct information on the job)
2. Instrumentality is the belief that if you perform well that a valued outcome will be received i.e. if I do a good job, there is something in it for me. This is affected by such things as:
 1. Clear understanding of the relationship between performance and outcomes – e.g. the rules of the reward ‘game’
 2. Trust in the people who will take the decisions on who gets what outcome
 3. Transparency of the process that decides who gets what outcome

3. Valence is the importance that the individual places upon the expected outcome. For example, if I am mainly motivated by money, I might not value offers of additional time off.



Figure 2.2 Vroom's Motivation Theory

Source: Work motivation: history, theory, research, and practice (Gary P. Latham)

2.1.5 Achievement Theory of Mc Clelland (1961)

American David Clarence McClelland (1917-98) achieved his doctorate in psychology at Yale in 1941 and became professor at Wesleyan University. He then taught and lectured, including a spell at Harvard from 1956, where with colleagues for twenty years he studied particularly motivation and the achievement need. He began his McBer consultancy in 1963, helping industry assess and train staff, and later taught at Boston University, from 1987 until his death.

McClelland is chiefly known for his work on achievement motivation, but his research interests extended to personality and consciousness. David McClelland pioneered workplace motivational thinking, developing achievement-based motivational theory and models, and promoted improvements in employee assessment methods, advocating competency-based assessments and tests, arguing them to be better than traditional IQ and personality-based tests. His ideas have since been widely adopted in many organizations, and relate closely to the theory of Frederick Herzberg.

David McClelland is most noted for describing three types of motivational need, which he identified in his 1961 book, *The Achieving Society*:

1. Achievement motivation (n-ach) :

The n-ach person is 'achievement motivated' and therefore seeks achievement, attainment of realistic but challenging goals, and advancement in the job. There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment.

2. Authority/power motivation (n-pow):

The n-pow person is 'authority motivated'. This driver produces a need to be influential, effective and to make an impact. There is a strong need to lead and for their ideas to prevail. There is also motivation and need towards increasing personal status and prestige.

3. Affiliation motivation (n-affil):

The n-affil person is 'affiliation motivated', and has a need for friendly relationships and is motivated towards interaction with other people. The affiliation driver produces motivation and need to be liked and held in popular regard. These people are team players.

2.1.6 Motivation theory Lathan & Blades (Goal Setting Theory)

Edwin Locke proposed that in setting the goal to have four different motivational mechanisms namely: (a) the objectives to direct attention, (b) the objectives set effort, (c) the objectives to increase persistence, and (d) support the strategic objectives - strategy and plans of activities. The following chart presents the instructive model of goal setting.

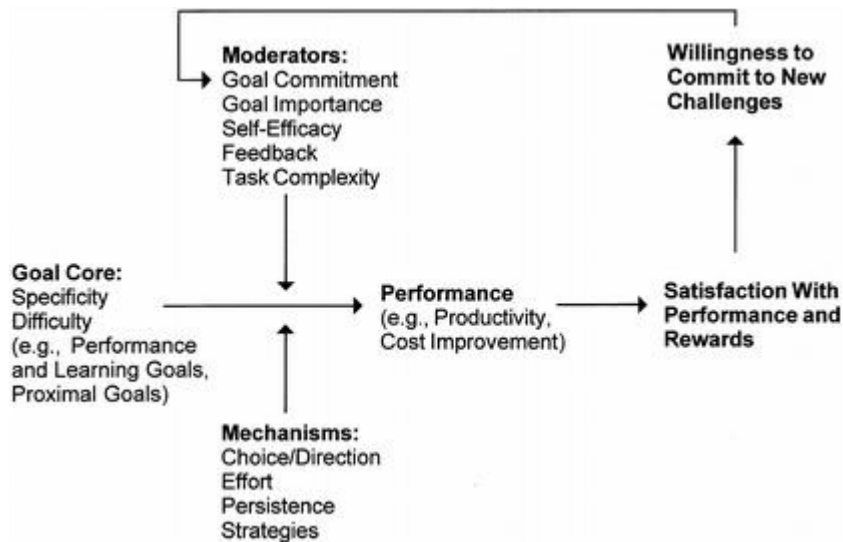


Figure 2.3 Goal Setting Theory

Source: Building a Practically Useful Theory of Goal Setting and Task Motivation, *Edwin A. Locke, Gary P. Latham*

2.1.7 Motivation Theory by Clayton Alderfer

In 1969, Clayton Alderfer's revision of Abraham Maslow's Hierarchy of Needs, called the **ERG Theory** appeared in Psychological Review in an article titled "An Empirical Test of a New Theory of Human Need." Alderfer's contribution to organizational behavior was dubbed the ERG theory (Existence, Relatedness, and Growth), and was created to align Maslow's motivation theory more closely with empirical research.

Clayton Alderfer's ERG Theory

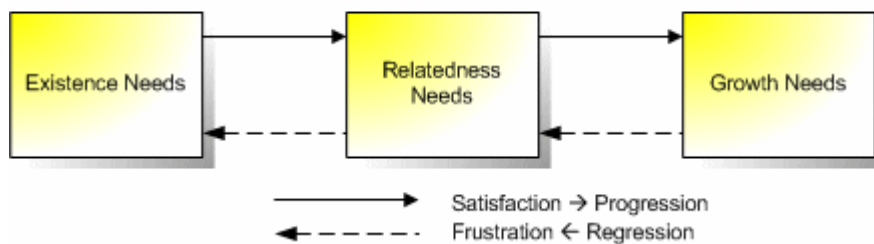


Figure 2.3 ERG Theory

Source: Work motivation: history, theory, research, and practice (Gary P. Latham)

To address some of the limitation of Maslow's Hierarchy as a theory of motivation, the letter ERG stand for three levels of needs : Existence, Relatedness and Growth.

The ERG is based on the work of Maslow, so it has much in common with it but also differs in some important aspects.

These ERG Theory categories are:

Existence Needs: physiological and safety needs (such as hunger, thirst, house); Maslow's first two levels)

Relatedness Needs: Social and external esteem (involvement with family, friends, co-workers); Maslow's third levels

Growth Needs: internal esteem and self actualization (desires to be creative, productive and to compete meaningful tasks); Maslow's fourth and fifth levels)

If the meaning of these three terms will be explored were two important things. First, conceptually there are similarities between the theories or models developed by Maslow and Alderfer. Because of "Existence" can be said is identical to the first and second hierarchy in the theory of Maslow, "Relatedness" in line with the third and fourth hierarchy of needs according to Maslow's concept and "Growth" meaning the same as "self actualization" according to Maslow. Second, Alderfer theory stresses that different kinds of human need fulfillment was cultivated simultaneously. If the theory of Alderfer listened further it would appear that:

1. The more non-fulfillment of a specific requirement, the greater the desire to satisfy it;
2. The strong desire to satisfy the needs of a "higher" increases if the lower needs have been satisfied;
3. Conversely, the more difficult to satisfy the needs of higher level, the greater the desire to satisfy more basic needs.

In addition to the reduction in the number of levels, the ERG theory differs from Maslow's in the following three ways:

1. Unlike Maslow's hierarchy, the ERG theory allows for different levels of needs be pursued simultaneously. Maslow's
2. The ERG theory allows the order of the needs be different for different people
3. The ERG Theory acknowledges that if a higher level need remains unfulfilled, person may regress to lower level need that appear easier to satisfy. This is known as the frustration – regression principle.

Thus, while the ERG theory presents a model of progressive needs, the hierarchy aspect is not rigid. This flexibility allows the ERG theory to account for wider range of observe behaviors.

It seems that this view is based on pragmatism by human nature. That is, recognizing its limitations, one can adjust themselves to the objective conditions faced by, among others, focused attention to matters that may be achieved.

In this study, ERG Theory is implemented to students of SMP President. the ERG theory will cover and determine dominant motivation for student to go to Borobudur. Relationship between the Existence, Relatedness and Growth Theory with students' motivation to Borobudur.

1. Existence Needs:

In this theory the motivation that use by students to visit Borobudur are need due to an obligation or necessity.

2. Relatedness Needs:

In this theory the motivation that use by students to visit Borobudur is relate to social group or influence as part of society or organization, the need to belonging, the need to be recognized

3. Growth Needs:

In this theory the motivation that use by students to visit Borobudur is to grow as part of maturity or learning process

In this study the author will be use ERG's Theory by Clayton Alderfer to analysis the dominant factor that motivated students to go to Borobudur.

2.2 Definition of Students

A student is a learner, or someone who attends an educational institution. In some nations the term is reserved for those who attend university, while a schoolchild under the age of eighteen is called a pupil (*Wikipedia.com*)

The word student is etymologically derived through middle English from the Latin second-type conjugation verb *studēre*, meaning "to direct one's zeal at"; hence a student could be described as "one who directs zeal at a subject". In its widest use, *student* is used for anyone who is learning. (*Wikipedia.com*)

2.2.1 Psychological Needs of Adolescents

Erickson and Gardner on their book “Developmentally Appropriate Practice.” argued that the typical needs of adolescents. one of them is a real need for achievement has the following components: needs for inclusion, self-esteem, self actualization and a strong desire to know and understand something,

From this it can be concluded take a silver lining that ERG's Theory really take a part from teenager decision. Self-esteem and self actualization is *Existence theory*, need for inclusion and pride is *Relatedness theory* and strong desire to know and understand something is *Growth Theory*.

2.3 Study of Motivation toward Students

2.3.1 Student Motivation, Cognition and Learning

This Study made by Paul R. Pintrich in hono of Wilbert J. McKeachie . His research the past five to eight years has focused on self-regulated learning in students and has been conducted in close collaboration with Bill McKeachie on a number of different grants and research projects. The first project that brought Paul Pintrich and Bill McKeachie together was a National Science Foundation grant to develop and research a Learning to Learn course (see McKeachie, Pintrich, & Lin, 1985; Pintrich, McKeachie, & Lin, 1987). From this early collaboration on how to teach college students learning strategies and improve their motivation, then moved on to a program of research on college student learning in general, funded through a five- year OERI grant to the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL).

It was then that Teresa Garcia joined the research team as a graduate student and has since been an active collaborator throughout these studies of college student learning. We did a number of correlational field studies of college student learning during this program of research (see Pintrich, 1989; Pintrich & Garcia, 1991), as well as developed a general model of college student motivation and self-regulated learning.

2.3.2 Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning

Based on Phillips, E., & Pugh, D. S. (2000). *How to get a PhD: A handbook for students and their supervisors*, Third edition. Buckingham: Open University Press. Educational psychology has identified two basic classifications of motivation - intrinsic and extrinsic. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, for self-fulfillment, enjoyment and to achieve a mastery of the subject. On the other hand, extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very grade-oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated.

Here are some recurring themes about student motivation, drawn from the educational literature

2.3.2.1 Make it real

In order to foster intrinsic motivation, try to create learning activities that are based on topics that are relevant to your students' lives. Strategies include using local examples, teaching with events in the news, using pop culture technology (iPods, cell phones, YouTube videos) to teach, or connecting the subject with your students' culture, outside interests or social lives. (Brozo, 2005 ; McMahon and Kelly, 1996)

2.3.2.2 Provide choices

Students can have increased motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class structure. Giving your students options can be as simple as letting them pick their lab partners or select from alternate assignments, or as complex as "contract teaching" wherein students can determine their own grading scale, due dates and assignments. Kurvink, 1993 Reeve and Hyungshim, 2006 (Perkins 2002, GSA Abstract).

2.3.2.3 Balance the challenge

Students perform best when the level of difficulty is slightly above their current ability level. If the task is too easy, it promotes boredom and may communicate a message of low expectations or a sense that the teacher believes the student is not capable of better work. A task that is too difficult may be seen as unattainable, may undermine self-efficacy, and may create anxiety. Scaffolding is one instructional technique where the challenge level is gradually raised as students are capable of more complex tasks. (Margolis and McCabe, 2006) (Adams, 1998)

2.3.2.4 Seek role models

If students can identify with role models they may be more likely to see the relevance in the subject matter. For example, Weins et al (2003) found that female students were more likely to cite a positive influence with a teacher as a factor for becoming interested in science [Wiens et al, 2003]. In some cases, you can be a role model but it's unlikely that you will connect on that level with everyone in the class due to differences in gender, age and social circles. However there can be many sources of role models, such as invited guest speakers, fellow students or other peers.

2.3.2.5 Use peer models

Students can learn by watching a peer succeed at a task. In this context, a peer means someone who the student identifies with, not necessarily any other student. Peers may be drawn from groups as defined by gender, ethnicity, social circles, interests, achievement level, clothing, or age. [Margolis and McCabe, 2006]

2.3.2.6 Establish a sense of belonging

People have a fundamental need to feel connected or related to other people. In an academic environment, research shows that students who feel they 'belong' have a higher degree of intrinsic motivation and academic confidence. According to students, their sense of belonging is fostered by an instructor that demonstrates warmth and openness, encourages student participation, is enthusiastic, friendly and helpful, and is organized and prepared for class. [Freeman, Anderman and Jensen, 2007] [Anderman and Leake, 2005]

2.3.2.7 Adopt a supportive style

A supportive teaching style that allows for student autonomy can foster increased student interest, enjoyment, engagement and performance. Supportive teacher behaviors include listening, giving hints and encouragement, being responsive to student questions and showing empathy for students. (Reeve and Hyungshim, 2006)

Also see how immediacy in the classroom can be part of a supportive style of teaching.

2.3.2.8 Strategize with struggling students

When students are struggling with poor academic performance, low self-efficacy or low motivation, one strategy that may help is to teach them *how* to learn. That is, to outline specific strategies for completing an assignment, note-taking or reviewing for an exam. [Tuckerman 2003] [Margolis and McCabe, 2006]

CHAPTER III

RESEARCH METHOD

3.1 Research Method

There are two types of research methodology Qualitative and Quantitative According to Hunter, Laura and Erin Leahey. 2008. "Collaborative Research in Sociology: Trends and Contributing Factors". Qualitative research is a method of inquiry appropriated in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the *why* and *how* of decision making, not just *what, where, when*. Hence, smaller but focused samples are more often needed, rather than large samples.

Quantitative research in the social sciences, refers to the systematic empirical investigation of quantitative properties and phenomena and their relationships. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships.

The research methodology used in this research is quantitative. While the research methods or techniques used to research the survey, which uses a questionnaire as an instrument of data collection. The writer use simple statistic to find what the dominant factor that make student visit Borobudur.

3.2 Population and Sample

The objects will study about student of President junior high school that visited Borobudur, range age 13 – 15 years.

Systematic sampling is a sampling method whereby it is only the first element of a randomly selected sample, while the next element is selected systematically according to a certain pattern.

Determining sample size::

$$n = N / (Ne^2 + 1)$$

$$n = 73 / (73 \cdot 0.05 \cdot 0.05 + 1)$$

$$n = 73 / (73 \cdot 0.0025 + 1)$$

$$n = 61.7 \text{ (62)}$$

Description

N = Population size

n = Sample size

e = The sampling error in percentage (error rate 5%, 95% confidence level)

3.3 Data Collection Method

There are two kinds of data collection methods:

1. Primary Data

Primary data is data obtained from the first source either from individuals or individuals as a result of the interview or the questionnaire the usual charge made by the researcher. (Omar, 2004: 42)

2. Secondary Data

Secondary data is a primary data that has been further processed and presented both by the primary data collector and by another party, for example in the form of tables or diagrams. (Omar, 2004: 42)

This study use primary data for data collection method, because use Questionnaire to get the data from student of SMP President.

3. 5. Data Collection Techniques and Instruments

Questionnaire is a collection of data by providing or distributing a list of questions to the respondents in the hope of providing a response to the question list. (Umar, 2004: 49)

Question Closed (Closed End Items), is a questionnaire where the questions have been provided written answers to selection, so that the respondent has selected one of the answers provided.

In this study the writer chose to wear the types of questions that are closed or also called the Closed End Items distributed to local tourist of Borobudur. The writer selected respondents who we were headed, more specifically distributed to local tourist that entered from main gate. Closed End Items writer chose to hope it can shorten the charging time of the questionnaire but as researchers can still obtain results in quality and that can be processed again.

Questionnaire or the questions that are closed and have their own advantages. Advantages of closed questions divided in two. For the researchers themselves and for the respondents, are:

1. For researcher. It help to make it easy to process the data that has been signed and made time used in classifying the answers became shorter
2. For respondents. It help to make it easy to start the answer. Time used to be more short answer questions

3.6 Data Analysis Method

Methods of data analysis is to describe, explain and make estimations.(Purwanto and Sulistyastuti, 2007:94). For this study data analysis that used by writer is Weighted Mean to find dominant factor that motivated student to go to Borobudur.

3.6.1 Likert Scale

Likert scale using only items that are definitely good and definitely bad, a somewhat good, somewhat less, neutral, and another ranking between two attitudes are definitely over, are not entered. The items that must be loved, liked, the good, given the negative sign (-). Scores of respondents summed and this number represents the total score and total score is interpreted as the position of the respondents in Likert Scale. Likert scale using ordinal measures, therefore, can only make the rankings but can not be known how many times a single respondent is better or worse than other respondents in the Scale (Nazir, 2002:338)

This is called the Likert scale, because it was first developed by Rensis Likert, and often referred to as Method Of Summated Ratings, which means the rating scores for any answers or responses were summed so as to achieve total value. Likert scale contains questions that systematically to show the attitude of a respondent to the statement. (Prasetyo, 2005:110).

Likert Scale in general using a five-point rating assessment, namely: (a) highly agree, (b) agree, (c) Average, (d) does not agree, and (e)highly disagree. Agree or disagree sequence can be reversed in sequence. (Prasetyo, 2005:110).

The writer uses five rating in this assessment, ie strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD).

In accordance with the goal of her research is to know whether the advertising affecting the number of local tourists, the researchers used a Likert scale of measurement. Likert scale used to use a five weight values, that is, as can be seen on the following:

Table 3.1 Likert Scale Value Weight

Categories	Value
SA: Highly Agree	5
A : Agree	4
N : Neither agree nor disagree	3
D : Disagree	2
SD: Highly Disagree	1

3.6.2 Weighted Mean

To analysis the most dominant factor motivated students to go to Borobudur, used a weighted mean technique for this study.

An average in which each quantity to be averaged is assigned a weight. These weightings determine the relative importance of each quantity on the average. Weightings are the equivalent of having that many like items with the same value involved in the average.

General equation for weighted mean:

Formally, the weighted mean of a non-empty set of data

$$[x_1, x_2, \dots, x_n],$$

with non-negative weights

$$[w_1, w_2, \dots, w_n],$$

is the quantity

$$\bar{x} = \frac{\sum_{i=1}^n w_i x_i}{\sum_{i=1}^n w_i},$$

which means:

$$\bar{x} = \frac{w_1 x_1 + w_2 x_2 + \dots + w_n x_n}{w_1 + w_2 + \dots + w_n}.$$

Therefore data elements with a high weight contribute more to the weighted mean than do elements with a low weight. The weights cannot be negative. Some may be zero, but not all of them (since division by zero is not allowed).

The formulas are simplified when the weights are normalized such that they sum up

$$\sum_{i=1}^n w_i = 1$$

to 1, i.e.

$$\bar{x} = \sum_{i=1}^n w_i x_i$$

For such normalized weights the weighted mean is simply

The common mean $\frac{1}{n} \sum_{i=1}^n x_i$ is a special case of the weighted mean where all data have equal weights, $w_i = w$.

Source: Bevington, Philip. *Data Reduction and Error Analysis for the Physical Sciences*.

Example of Weighted mean case:

Given two school classes, one with 20 students, and one with 30 students, the grades in each class on a test were:

Morning class = 62, 67, 71, 74, 76, 77, 78, 79, 79, 80, 80, 81, 81, 82, 83, 84, 86, 89, 93, 98

Afternoon class = 81, 82, 83, 84, 85, 86, 87, 87, 88, 88, 89, 89, 89, 90, 90, 90, 90, 91, 91, 91, 92, 92, 93, 93, 94, 95, 96, 97, 98, 99

The straight average for the morning class is 80 and the straight average of the afternoon class is 90. The straight average of 80 and 90 is 85, the mean of the two class means. However, this does not account for the difference in number of students in each class, and the value of 85 does not reflect the average student grade (independent of class). The average student grade can be obtained by averaging all the grades, without regard to classes:

$$\bar{x} = \frac{4300}{50} = 86.$$

Or, this can be accomplished by weighting the class means by the number of students in each class (using a weighted mean of the class means):

$$\bar{x} = \frac{(20)80 + (30)90}{20 + 30} = 86.$$

Thus, the weighted mean makes it possible to find the average student grade in the case where only the class means and the number of students in each class are available.

CHAPTER IV

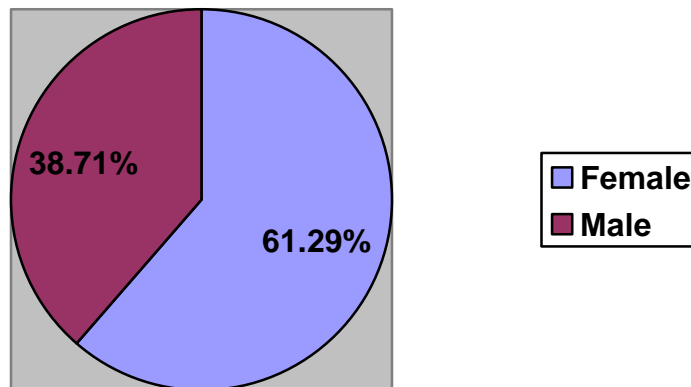
DATA ANALYSIS

4.1 Analysis of Explanative Data

4.1.1 Pie Chart Analysis

Based on the description on the image characteristic data about the respondents, can be seen that out of 62 respondents, there were two respondents (38.71%) 24 are male sex and 38 respondents (61.29%) were female. The above results illustrate that both men and women equally have the perception that advertising influenced their decision to go to Borobudur. However, the most affected are the respondents with female sex, this is due to their positive perception of Borobudur.

Figure 4.1 Data Respondent

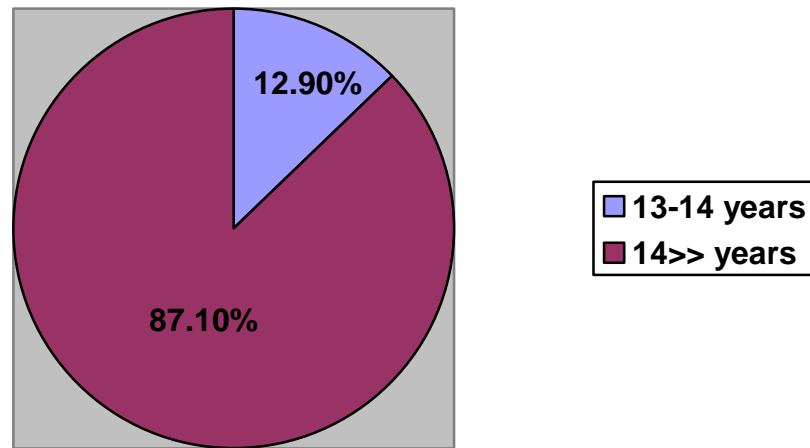


Source: Researcher

Based on the description on the image characteristic data about the respondents, can be seen that out of 62 respondents, there were eight respondents (12.9%) aged 13 years - 14 years, 54 respondents (87.1) is more than 14 years old. However, the most

affected are ages more than 14 years old, this is due also because of differences in their thought patterns in determining the factors of motivation that motivated them to go to Borobudur.

Figure 4.2 Characteristics of Respondents Based on Age



Source: Researcher

4.2 Weighted Mean

Once we know what the most dominant theory, the questionnaire can generate data that will be processed to determine the most dominant factor that motivates the students had gone to Borobudur.

Table 4.1 Data of Total Weighted Mean

Question Number	Question	Likert Scale Calculation	Weighted Mean
1	I want to go to Borobudur to learn the history of Siddhartha Gautama which is depicted in the panels of the Borobudur temple	1: 9 respondents 2: 14 respondents 3: 13 respondents 4: 14 respondents 5: 12 respondents	3.097
2	I want go to Borobudur because all of my friends have been into Borobudur	1: 7 respondents 2: 14 respondents 3: 17 respondents 4: 15 respondents 5: 9 respondents	3.080
3	3 I want to go to Borobudur because I want to see the new Borobudur after earthquake on May 2006	1: 11 respondents 2: 22 respondents 3: 20 respondents 4: 6 respondents 5: 3 respondents	2.484
4	I only want to go to Borobudur because its one of school program (Study tour)	1: 2 respondents 2: 4 respondents 3: 18 respondents 4: 22 respondents 5: 16 respondents	3.742
5	I want go to Borobudur because most of my friends say that it is cool to go to Borobudur	1: 3 respondents 2: 16 respondents 3: 19 respondents 4: 2 respondents 5: 1 respondents	3.016
6	I want to go to Borobudur to learn more about Buddhism	1: 14 respondents 2: 26 respondents 3: 19 respondents 4: 2 respondents 5: 1 respondents	2.193
7	The only reason why I want to go to Borobudur is because it is the academic obligation from my school	1: 0 respondents 2: 2 respondents 3: 17 respondents 4: 28 respondents 5: 15 respondents	3.903
8	If I haven't gone to Borobudur, I feel ashamed in front of my friends	1: 1 respondents 2: 20 respondents 3: 29 respondents 4: 10 respondents 5: 2 respondents	2.871
9	I want to go to Borobudur because I feel at peace when visiting there	1: 16 respondents 2: 21 respondents 3: 20 respondents	2.258

		4: 3 respondents 5: 2 respondents	
10	I want to go to Borobudur because as an Indonesia citizen, I have to visit Indonesia's national heritage and tourism attractions	1: 1 respondents 2: 21 respondents 3: 22 respondents 4: 16 respondents 5: 2 respondents	2.952
11	I am instructed to by my parents and I have to obey	1: 2 respondents 2: 15 respondents 3: 23 respondents 4: 18 respondents 5: 4 respondents	3.113
12	I want to go to Borobudur to learn more about Borobudur as one of the Indonesia national heritage	1:12 respondents 2: 24 respondents 3: 19 respondents 4: 4 respondents 5:3 respondents	2.387
13	I want to go to Borobudur, because my family plan to visit Borobudur for vacation	1: 3 respondents 2: 15 respondents 3: 28 respondents 4: 14 respondents 5: 2 respondents	2.951
14	I want to go to Borobudur because I must complete assignment given by my teacher on history and social studies (PKN)	1: 3 respondents 2: 2 respondents 3: 17 respondents 4: 28 respondents 5: 12 respondents	3.710
15	I want to go to Borobudur because it's one of my extra curricular program requirement	1: 0 respondents 2: 4 respondents 3: 19 respondents 4: 25 respondents 5:14 respondents	3.790

Based on the table above, bold numbers are the factors that occupy the highest numbers in decision Likert scale, from the bold numbers, question number seven was the one who get the greatest number. Question number seven is "The only reason why I want to go to Borobudur is because it is the academic obligation from my school".

From the data it can be concluded that based on the question, social contribution can impact their decision. The relatedness from their friends, parents and other social environment, can help them to make their own decision. On question number five we can see that the reason student to go to Borobudur, because their friends said so. So the student can be on social circle like their friends that have been to Borobudur.

4.3 Dominant Factors.

After processing the data from the questionnaire, the authors separate the questions based on the basic theory underlying question.

Table 4.2 Questions Classified by Theory

Theory	Question Number
Existence	4, 7, 11, 14, 15
Relatedness	2, 5, 8, 10, 13
Growth	1, 3, 6, 9, 12

Source: Researcher

On questions number that based on existence theory, the questions tends to prove the need for students to finish school, because it is something mandatory. In the questions based on Relatedness theory, students contribute a lot in this question because on their physiological development, social involvement has an impact on their decision. In a questions based on growth theory, still not yet have a large impact on their life to realize the desire to see the Borobudur of their own.

For existence theory which have big number on likert scale, the table below will explain the number by number.

Table 4.3 Total Weighted Mean of Existence Theory per Questions

Question Number	Question	Weighted Mean
4	I only want to go to Borobudur because its one of school program (Study tour)	3.742
7	The only reason why I want to go to Borobudur is because it is the academic obligation from my school	3.903

11	I am instructed to by my parents and I have to obey	3.113
14	I want to go to Borobudur because I must complete assignment given by my teacher on history and social studies (PKN)	3.710
15	I want to go to Borobudur because it's one of my extra curricular program requirement	3.790
TOTAL		18.258

Source: Researcher

So, based on the data dominant factors get from Existence theory that explain that motivation use by students to visit Borobudur are need due to an obligation or necessity. Because they have to, not because they want to go to Borobudur of his own wish.

On question number seven, its show that this question grasp more attention from another question, its proved that many of students chose to go to Borobudur because the obligation from their school. Therefore, the dominant factor that motivated student to go to Borobudur is Existence because it academic obligation from their school which is necessity.

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

5.1 Conclusion

Based on the analysis of the data that has been done, the authors are able to obtain the conclusions as well as answering basic problems and a goal of this study is:

Based on the study the lowest factors that motivate students to visit Borobudur is growth theory, their learning process still don't have a big impact for make a decision on their life and the second lowest theory is relatedness, because in this range of age, junior high school student intend to visit Borobudur just because influence and affected by their friends.

Conclusion by the result of each question can be conclude, that President junior high school student prefer to go to Borobudur because many its one of school program or study tour, instructed to by their parents and they have to obey, complete history assignment or its because extra curricular program, but most of it because they want to go to Borobudur, it can be seen at question number seven : The only reason why I want to go to Borobudur is because it is the academic obligation from my school

That explain that he dominant factor motivate student to go to Borobudur is existence because President junior high school student intends to go to visit Borobudur because it is the academic obligation from their school.

5.2 Recommendations

Given the research that would explain the dominant factor that can increase number of tourist. This would explain that many programs that PT. TWC made with many school has been great in helping the park management to establish and build a positive image of Borobudur for student to visit Borobudur. From this fact, it is hoped the research and this paper is able to add knowledge and enrich the insight the students of President University.

5.2.1 Others Recommendation

View of existing conditions, the author wants to give some recommendations to be considered to increase the number of student visitors:

1. PT. TWC should do many programs (explain) with more school
2. PT. TWC should give more facilities (breakdown)for support students demand
3. For Government, will be nice that Ministry of education can make Borobudur as a must tourism place visited by school.

REFEENCES

Books:

Akhmad Sudrajat, M.Pd. Theories of Motivations (2009), 1st edition, Jakarta:
Gramedia Penerbit Utama

C. N. Cofer and M. H. Appley, (1953). *Motivation: Theories and Research*, New
York: Schuman

David McClelland (2000) *Theory of achieving*, 6th edition, USA: Sage Publication

Herbert L. Petri, John M. Govern (2003) **Motivation:** theory, research, and
applications, New York: Prentice Hall

Hunter, Laura and Erin Leahey. 2008. *Collaborative Research in Sociology:
Trends and Contributing Factors*. New York: Prentice Hall

Sugiyono,(2007), *Metode Penelitian Data*, Bandung: Alfabeta

Philip Kotler & Gary Armstrong (2004). *Principles of Marketing*, 6th edition, New
York: Parson, Prentice Hall

Journal:

Paul R. Pintrich, (1994), *STUDENT MOTIVATION, COGNITION, AND
LEARNING*, New Jersey Hove: UK

Website:

www.wikipedia.com

www.wch.unesco.org

<http://www.learning.ox.ac.uk>

APPENDIX 1

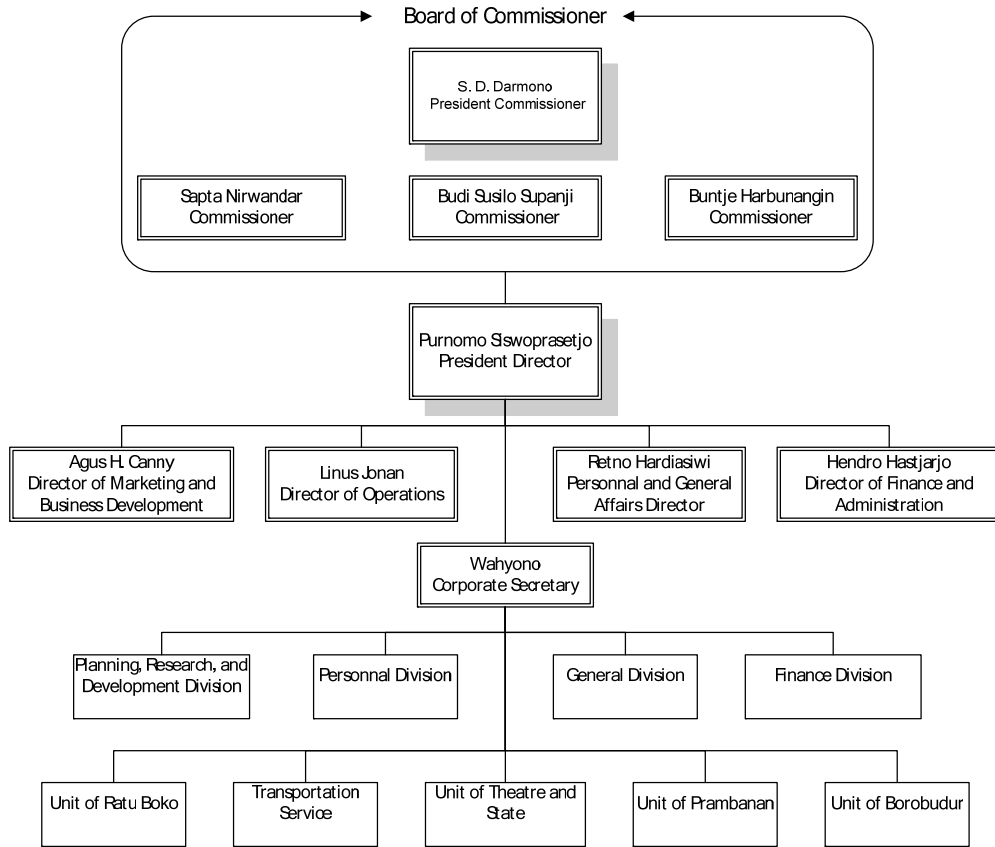


Date of Inscription: 1991

Regency of Magelang, Province of Central Java, Indonesia

Ref: 592

APPENDIX II



New Management of PT. Taman Wisata Candi Borobudur Prambanan dan Ratu Boko

3 I want to go to Borobudur because I want to see the new Borobudur after earthquake on May 2006	5	4	3	2	1
4. I only want to go to Borobudur because its one of school program (Study tour)	5	4	3	2	1
5. I want go to Borobudur because most of my friends say that it is cool to go to Borobudur	5	4	3	2	1
6. I want to go to Borobudur to learn more about Buddhism	5	4	3	2	1
7. The only reason why I want to go to Borobudur is because it is the academic obligation from my school	5	4	3	2	1
8. If I haven't gone to Borobudur, I feel ashamed in front of my friends	5	4	3	2	1
9 I want to go to Borobudur because I feel at peace when visiting there	5	4	3	2	1
10 I want to go to Borobudur because as an Indonesia citizen, I have to visit Indonesia's national heritage and tourism attractions	5	4	3	2	1
11. I am instructed to by my parents and I have to obey	5	4	3	2	1
12. I want to go to Borobudur to learn more about Borobudur as one of the Indonesia national heritage	5	4	3	2	1
13. I want to go to Borobudur, because my family					

plan to visit Borobudur for vacation 5 4 3 2 1

14. I want to go to Borobudur because I must complete assignment given by my teacher on history and social studies (PKN) 5 4 3 2 1

15. I want to go to Borobudur because it's one of my extra curricular programs requirement 5 4 3 2 1

