

DEVELOPMENT OF STUDENT LEARNING MOTIVATION

Try Aztika Azis¹, Babang Robandi²

¹ Universitas Pendidikan Indonesia, Bandung, Indonesia

² Universitas Pendidikan Indonesia, Bandung, Indonesia
tryztikaazis@gmail.com, robandib@gmail.com

Abstract: Motivation is one of the things that influence the success of student learning activities. Without motivation, the learning process will be difficult to achieve optimum success. Cultivating student learning motivation is one of the techniques in developing learning abilities and willingness. One logical way to motivate students in learning is to link learning experiences with student motivation. As a teacher and parents as much as possible should always strive to be able to increase learning motivation, especially for students who have difficulty in learning.

Keywords: Learning Motivation

1. Introduction

a. Rationale

Education is a conscious effort to develop the potential of human resources through teaching activities. National Education System Law No. 20 of 2003, states that the aim of national education is to educate the lives of the nation and develop Indonesian people as a whole, that is humans who fear God Almighty and have noble character, possess knowledge and skills, physical and spiritual health, a strong and independent personality and responsibility answer to society and nationality.

In the learning process each student must have a goal that must be achieved in it, both short goals and long term goals that can make themselves have a change that occurs after they follow an educational process provided by their teacher. A teacher should give an encouragement that must be able to motivate themselves to improve their learning achievement.

Motivation and learning are two things that influence each other. Learning is a change in behavior that is relatively permanent and potentially occurs as a result of practice or reinforcement based on the goal to achieve certain goals. Motivation is the overall driving force in the self that gives rise to learning activities that ensure the continuity of learning activities. Motivation plays an important role in the learning process. All parties involved in it, both principals, teachers, counselors, students, other officers and parents of students expect the optimal teaching and learning process.

The optimal learning process is expected, students are expected to be able to achieve high performance. For that reason, in addition to always perfecting the teaching system, schools also strive for learning motivation. If teachers and parents can provide good motivation for students or their children, then in students or children there will be encouragement and desire to learn better. Providing good and appropriate motivation, the child can be aware of the benefits of learning and the goals to be achieved by learning. Learning motivation is also expected to be able to arouse the spirit of learning, especially for students who are lazy to learn as a result of negative influences from outside the student. Furthermore, it can shape the habits of students happy to learn, so that their learning achievements can increase.

b. Scope

The scope of learning motivation includes (a) understanding of learning motivation (b) factors that influence learning motivation (c) learning motivation function (d) forms of learning motivation.

2. Theoretical Review

a. Understanding Of Learning Motivation

Ormrood (2008) Motivation comes from the Latin *motivium*, which means something that moves (Dworetzky, 1985). Motivation is something that is alive (*energeze*), directing and maintaining behavior; motivation makes students move, places them in a certain direction, and keeps them moving. We often see student motivation reflected in personal investment and in cognitive, emotional and behavioral involvement in various school activities. (Fredricks, Blumenfeld, & Paris 2004; Maehr & Meyer 2004, Reeve 2006). Motivation is a process that empowers, directs, and maintains behavior (Santrock, 2013). Motivated behavior is a behavior that is full of energy, directed, and lasting.

Another definition states that motivation is a condition that initiates, guides, and maintains behavior so that goals are achieved, or responses are rebuilt (Witting, 1977). Motivation is also defined as a tested hypothesis that is used to explain the initial direction of the intensity and sincerity of certain behavioral goals. Woolfolk defines motivation as an internal state that raises, influences and controls behavior (Woolfolk, 2006).

Motivational theories (in Khoe Yao Tung, 2015) according to David McClelland (1953), motivation can be distinguished according to one's needs to achieve their goals. He said there were three motivations, namely the need for achievement, affiliated needs, and the need for power. Victor H. Vroom's theory of Yale University developed a theory of motivation known as the "theory of hope". According to him, motivation is a result of the results that someone wants to achieve. If someone really wants something, and there is an opportunity or hope to get it, then he will try to get it.

Meanwhile, according to John M. Keller, the concept of motivation is grouped into four categories, namely attention, relevance, confidence, and satisfaction.

According to Dimiyati (2006) "Motivation is seen as a mental impulse that drives and directs human behavior including learning behavior". Supriyono Widodo said that "Motivation is a driving force, driving and strengthening behavior".

From some of the above understanding it can be said that motivation has 3 components, namely: a) needs, needs occur when individuals feel there is an imbalance between what they have from what they expect; b) encouragement, is a mental activity to do something; and c) goals, goals are things that individuals want to achieve. Someone who has a specific purpose in doing a job, then he will do the job with enthusiasm.

b. Learning Motivation Function

Hamalik (2003: 161) presents three motivational functions, namely;

- 1) Encouraging the emergence of behavior or something without motivation, there will not be an act like learning.
- 2) Motivation functions as a director. This means moving actions towards achieving the desired goals.
- 3) Motivation functions drive. This motivation functions as a machine, the size of motivation will determine the sooner or later a job or deed. So the motivation function in general is as a driving force that encourages someone to do certain actions to achieve the expected goals.

Learning Motivation Functions According to Sardiman (2000: 83) there are three learning motivation functions, as follows:

- 1) Encourage humans to act as movers or motors that release energy. Motivation in this case is the driving force of every activity that will be carried out.
- 2) Determine the direction of action, which is towards the goal to be achieved. Thus motivation can provide direction and activities that must be done in accordance with the formulation of the objectives.
- 3) Selecting actions, namely determining what actions must be done that are harmonious in order to achieve goals, by setting aside actions that are not useful for that purpose.

In this case Sardiman (2000) argues that there are several forms and ways that teachers can do to foster student learning motivation at school, including:

- 1) Giving Numbers
Numbers in this case are symbols of student activities. The numbers that are good for students are very strong motivation, but also many students work or study just want to go up the class.
- 2) Gift
Gifts can also be said to be motivational, but it is not always so because gifts for a job may not be attractive to someone who is not happy and not talented for the job.
- 3) Competition or competition
Competition or competition can be used as a means of student learning motivation. Competition between individuals and groups can improve student learning achievement.
- 4) Give a Test or Test
Students will become active when learning that there will be a test. What should be remembered by the teacher do not give too many tests, if you want to repeat, you must be notified in advance.
- 5) Knowing the results
The more knowing the graph of learning outcomes increases, then there is motivation for students to continue learning, in the hope that the results will continue to increase.
- 6) Praise

If there are students who are successful or successfully complete the task well, need to be given praise. Praise is a positive form of motivation.

- 7) Punishment
Punishment is a form of negative motivation, but if given wisely it can be a good motivational tool.
- 8) Desire to learn
The desire to learn means there is an element of intent on the students so that the results will be better too.
- 9) Interest
Interest arises because there is a need. The learning process will run smoothly if accompanied by strong interest.
- 10) Followed Goal
Formulations that are followed and accepted by students are very important motivational tools. By understanding the goals to be achieved, there will be a passion for learning.

c. Factors Affecting Learning Motivation

Motivation has several influences on student learning and behavior (Ormrod, 2008), namely:

- 1) Motivation directs behavior to certain goals. Motivation determines the specific objectives that are the direction of the student's effort (Maehr & Meyer 1997; Pintrich at. Al., 1993). So motivation affects the choices students make.
- 2) Motivation increases effort and energy. Motivation increases the number of attempts to pursue business and the energy expended by students in various activities that are directly related to their needs and goals (Csikszentmihalyi and Nakamura, 1989; Maehr 1984; Pintrich at. Al., 1993). Motivation determines whether they pursue an assignment enthusiastically and wholeheartedly or in an apathetic and lazy manner.
- 3) Motivation increases initiative (initiation) and persistence in various activities. Students are more likely to start a task they really want. They are also more likely to continue the desired work until they finish it even though sometimes it is disturbed or frustrated while working on it (Larson 2000, Maehr 1984, Wigfield 1994). In general, motivation increases time on task, an important factor that influences their learning and achievement (Brophy, 1998; Larson 2000; Wigfield 1994).
- 4) Motivation affects cognitive processes. Motivation influences what students pay attention to and how effectively they process it (Eccles & Wingfield 1985; Pintrich and Schunk 2002; Pugh & Bergin 2006).
- 5) Motivation determines which consequences give strength and punishment. The greater the motivation of students to achieve academic success, the more likely they are to be proud of the value of A or disappointed with low scores.
- 6) Motivation often improves performance. Because of the directional influence on goals, effort and energy, initiative and persistence, cognitive processing, and the consequences of motivational consequences often result in improved performance. Students who are most motivated to learn and excel in various classroom activities tend to be the most successful students.

d. Forms Of Learning Motivation

There are three forms of motivation (Omrood, 2008), namely:

- 1) Extrinsic motivation, namely motivation caused by individual external factors and not related to the task being carried out.
- 2) Intrinsic motivation, which is motivation that is caused by factors within or inherent in the task at hand.
- 3) Flow (flow) forms a high (intense) intrinsic motivation level, which involves high interest and concentration on a challenging task.

Djamarah (2002) explains that motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motives that become active or function do not need to be stimulated from the outside, because in each individual there is an urge to do things individually. While extrinsic motivation is active motives and functions because of external stimuli. Latifah (2012) states that motivation derived from stimulation comes from within the individual doing something because of reasons — external reasons are called extrinsic motivation.

3. Discussion

Talking about the notion of motivation is very much the definition put forward by experts. Motive, comes from motion which means "movement" or "something that moves". So the term motif is closely related to motion, namely the movement carried out by humans or also called actions or behavior. Motives in psychology mean stimulation, encouragement, or power generation for the occurrence of behavior. Actually, the motivation is a more general term that refers to the entire process, including situations that encourage movement, the impulse that arises from within the individual, the resulting behavior, and the goal or end of the movement or action.

Basically motivation is a conscious effort to move, direct and maintain one's behavior so that he is motivated to act to do something so as to achieve certain results or goals. Efforts that can cause a person or group of people to move to do something you want to achieve the desired goal.

From the above understanding motivation can be divided into two types, namely, the motivation that comes from within a person and the motivation that comes from the outside in the form of forming another person's self. Learning motivation is a psychic factor that is non-intellectual, its distinctive role is in terms of passion growth, feeling happy and passion for learning. Students who have strong motivation will have a lot of energy to do learning activities. Learning outcomes will be optimal if there is strong motivation. It is the duty of the teacher and parents to encourage students and their children to grow their motivation.

Motivation can also be a driver of business and achievement. Someone does something because of motivation. The existence of good motivation in learning will show good results. In other words, that with the existence of diligent effort and primarily based on the existence of motivation, then someone who studies it will be able to produce good achievements. The motivation of a student will greatly determine the level of learning achievement.

The learning process will succeed when students have motivation in learning. Therefore, teachers need to foster student learning motivation. To obtain optimal learning outcomes, teachers are required to creatively generate student learning motivation. The factors that influence student motivation are two factors, namely internal factors and external factors.

Which includes internal factors, namely (1) ideals and aspirations. Ideas are encouraging factors that can increase morale while providing clear goals in learning. While aspiration is a person's hope or desire for a certain achievement or achievement. (2) Students' ability will influence learning motivation. The ability in question is all potential related to intellectual or intelligence. Psychomotor ability will also strengthen motivation. And (3) Conditions that affect students' learning motivation are physiological and psychological conditions, where physiological conditions are health and sensory

Meanwhile, external factors include social environment and non-social environment. (1) The social environment has a school social environment, where the social environment of schools such as lecturers, administration and friends can influence the learning process. A harmonious relationship between the three can be a motivation to learn better in school and (2) a nonsocial environment has a natural environment. Natural environment such as cool air conditions, not hot, calm atmosphere will affect learning motivation.

Several ways can be done so students have the motivation to learn, namely (1) accepting students as they are. Students are human beings who are young and need to be guided to become adult humans. Each student has different characters and talents. Therefore, each student is a unique person, which makes it different from the others. The teacher must accept each student as they are, with all the shortcomings and strengths. (2) Creating a sense of security and fun for students to explore and express their full potential. Students are creatures who have curiosity. To fulfill his curiosity, he will explore the surrounding environment. (3) Recognize all the potential students have. From the beginning, teach students to make choices and make decisions for themselves. The goals chosen and

determined themselves contain stronger motivation than the goals set by others. Moreover, certain goals or potential are too much determined by other people, it could be that the goal is not in accordance with the ability of students. (4) Communicate with students about what they want to achieve and what are the obstacles. This can be done openly between teachers, parents and students.

In the process of interaction between teaching and learning, both intrinsic motivation and extrinsic motivation, is needed to encourage students to study diligently. Extrinsic motivation is very necessary if there are students who are less interested in taking part in a certain period of time. The role of extrinsic motivation is large enough to guide students in learning. This needs to be realized by the teacher. For this reason a teacher usually utilizes extrinsic motivation to increase the interest of students to be more passionate about learning even though sometimes it is not appropriate.

There are several forms of motivation that can be used in order to direct student learning in class, as follows:

- a. Giving Numbers. Good numbers or values have great potential to motivate students to study harder. However, the teacher must realize that numbers / values are not true learning outcomes, meaningful learning outcomes, because learning outcomes like that are more touching cognitive aspects.
- b. In the world of education, gifts can be used as motivation. Prizes can be given to students who have high achievers, rank one, two or three from other students. In modern education, students with the highest achievers are named as exemplary students and for universities, universities are referred to as exemplary students
- c. Competition. Can be used as a motivational tool to encourage students to be passionate about learning. Competition, both in the form of individuals and groups is needed in education. This condition can be used to make the process of teaching and learning interaction conducive.
- d. Growing awareness of students to feel the importance of the task and accepting it as a challenge so that working hard by risking self-esteem is one of the important forms of motivation. A person will strive with all his energy to achieve good performance by maintaining his pride. Finishing tasks well is a symbol of pride and self-esteem. Likewise with students as subjects of learning. Students will study hard can be because of their pride
- e. Give Deuteronomy. Repetition can be used as a motivational tool. Students usually prepare themselves by learning long ago to face a test. Various ways and techniques to be able to master all the learning materials of students do as early as possible so that it is easier for them to answer each item of the question that was asked when the implementation of the test took place in accordance with the given time interval.
- f. Knowing Results. Knowing learning outcomes can be used as a motivational tool. By knowing the results, students are encouraged to study harder.
- g. Praise. A person who likes to be praised for the results of the work they have completed, with the praise given will increase one's soul. He will be more passionate about doing it. Likewise with students, they will be more passionate about learning if the results of their work are praised and cared for.
- h. Punishment. Sanctions in the form of punishment given to students who violate regulations or school rules can be a motivational tool in order to improve learning achievement. Provided that punishment is educational and in accordance with the severity of the violation.
- i. Desire for Learning. The desire to learn is the potential available in students. That potential must be thrived by providing a creative learning environment as its main support. Extrinsic motivation is needed here, so that the desire to learn becomes transformed into learning behavior.
- j. Interest. Great interest in learning activities. Students who are interested in a subject will study it seriously, because there is an attraction for him. Students easily memorize lessons that interest them. The learning process will run smoothly when accompanied by interest. Interest is the main motivational tool that can arouse students' excitement in a certain time span. Therefore, the teacher needs to raise the interest of students so that the lessons given are easy for students to understand.

The following are some research results on developing learning motivation:

- a. Dian Fitri Nur Aini, Fattah Hanurawan, and Hariyono (2016). This research is about the Development of Student Learning Motivation for Child Achievement of Indonesian Workers

(Case Study on Primary School Students in Blitar Regency). In this elementary school there are several outstanding students who are children of parents who work as Indonesian workers. The condition of the absence of the role of one parent's role does not result in students having low motivation to learn and achieve good performance. So the purpose of this research is to reveal the development of learning motivation of students with high achievement in Indonesian workers in elementary schools in Blitar Regency. This study used a qualitative approach with case study design. Based on the analysis of data collected through interviews, observation, and document review, learning motivation of high achieving students tends to be good. The tendency is due to the fulfillment of needs related to learning activities both at home and at school.

- b. Ghullam Hamdu and Lisa Agustina (2011). This study discusses the effect of student learning motivation on science learning achievement in elementary school. In terms of learning students will succeed if in themselves there is a willingness to learn and a desire or drive to learn, because with an increase in learning motivation students will be moved, directed attitudes and behavior of students in learning, in this case learning science. There are a total of 26 fourth grade students from the elementary school of the Tawang sub-district Tarumanagara, Tasikmalaya who were sampled in this study. The data were collected through instrument questions from learning motivation variables and also student test results as an average variable of student achievement. The results of this study also inform that there is a significant influence between motivation on student learning achievement. This means that if students have motivation in learning, then their learning achievements will be good (high). Conversely, if students have bad habits in learning, then their learning achievements will be bad (low).
- c. Keke T. Aritonang (2008). This study discusses interest and motivation in improving student learning outcomes. The purpose of the study was to find out how much interest and motivation of the eighth grade students of SMPK 1 BPK PENABUR towards subjects given by the teacher based on the opinions of students. The observation of the authors in the field shows that the problems that occur in the teaching and learning process, especially those related to the interest and motivation of learning at SMPK 1 BPK PENABUR, students are not interested in certain subjects, such as Mathematics and Natural Sciences which are proven by the many scores in the report cards. Another fact shows that the teacher in the teaching-learning process only provides course material. Teachers rarely give motivation to students in teaching. This is due to the large number of subjects that must be taught so that teachers tend to only give material without trying to arouse interest and motivation to learn students. To get an idea of how big the dimensions of interest and sharpness of attention in learning with indicators of enthusiasm in following PBM on subjects given by the teacher the author distributed questionnaires at SMPK 1 BPK PENABUR Jakarta in 2008. Based on the survey results students were only interested in three subjects. This is very unfortunate because all subjects in school are very necessary in determining whether or not students move to the next level and achieve good learning outcomes so that it is useful for their future. The most important factor that determines whether students will be interested and motivated to learn is a factor of the teacher himself. Because the teacher as a facilitator must be able to choose and process teaching methods, strategies and motives that can increase the interest and motivation of learning for students and teachers to be directly involved in the teaching and learning process.

Based on some research results on the development of learning motivation can be understood that parents and teachers are very influential on learning motivation. The teaching-learning process and student learning outcomes are largely determined by the role of teacher and parent competencies. Competent teachers will be better able to create an effective learning environment and will be better able to manage their class so that student learning outcomes will be better able to manage their class so that student learning outcomes are at an optimal level. While parents can understand a variety of student learning needs in order to improve their learning motivation so that they can achieve good learning achievement.

4. Conclusions and Implications

a. Conclusions

Motivation plays an important role in the learning process. If teachers and parents can provide good motivation for students or their children, then in students or children there will be encouragement and desire to learn better. Providing good and appropriate motivation, the child can be aware of the benefits of learning and the goals to be achieved by learning. Learning motivation is also expected to be able to arouse the spirit of learning, especially for students who are lazy to learn as a result of negative influences from outside the student. Based on the definitions of experts, the motivation to learn is the desire or desire to carry out learning activities in order to achieve goals.

b. Implications

1) For Research

Implications for research can be used as understanding, and knowledge, especially for pedagogics who must solve the problems in the field in the world of education and science in educating. After deepening the study of motivation, we can develop the rules of motivation as new hopes and innovations for improving the quality of education in Indonesia.

2) For Practice

For a Pedagogic, this writing will provide a successful performance of educators and must pay attention to the performance and understanding of the studies that occur in the educational environment. The failure of students will provide a contributing factor so that educators know the weaknesses in their learning activities and provide the best reflection to achieve success.

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