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"Exploring ASEAN Economic Community Potential through Research of Computer, Environment, Social Science, Engineering and Technology"

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edited by

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STUDENTS’ PERCEPTION ABOUT LEARNING MOTIVATION; PSYCHOLOGICAL PERSPECTIVE

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ABSTRACT

This explorative research is conducted due to the phenomenon of drop out students or those who graduate longer than the expected time. Therefore, the purpose of this research is to identify the students’ perception about the definition, role, affecting factors, and strategies to grow learning motivation which is based on three perspectives in Educational Psychology. Those perspectives are humanistic, cognitive, and behavioral perspectives. The humanistic emphasizes on intrinsic motivation because of the need for self-growth, cognitive emphasizes on looking for an understanding and attribution of individual interpretation, while behavioral perspective tends to emphasize on extrinsic motivation. This research employed qualitative approach with qualitative descriptive analysis. The subjects were 57 students aged around 20-21 years old from various disciplines at Yogyakarta, Indonesia. The instrument used in this research was open questionnaire. The result shows that the majority of students’ perception refers to the humanistic perspectives (76%), cognitive (21%), and behavioral (3%). The implication of this study can be applied in providing psychological intervention related to developing the learning motivation, either individually or in groups.

Keywords: perception, learning motivation, university students, psychological perspective

INTRODUCTION

Motivation can be defined as an internal state that arouses, directs, and maintains behavior (Berk, 2012). Further, Berk also states that some psychologists assess and explain a motivation that is related to personal trait. However, on the other hand, some psychologists also discuss motivation as a state, a temporary situation that is related to various environmental factors that someone faces.

A lot of studies show the relationship between motivation and aspects of success in human’s life, such as achieving goals (Lunenburg, 2011), improving ability (physically and psychologically), individual performance in achieving something, and in the end, motivation influences the level of a person’s success in achieving his achievement (Adeyeye, Vipene, & Asak, 2013).

In education, motivation plays an important role in learning process because there is a strong relationship between motivation and student achievement (Amrai, Mottagh, Zalani, & Parhon, 2011). Kasurkar, Cate, Vos, Westers, and Croiset (2012) say that motivation positively affects academic achievement by using the strategies of better learning process. Some of the roles of motivation are to grow enthusiasm and to encourage and improve the spirit of learning. Motivation also plays role in maintaining the spirit of learning. It means that a person will enthusiastically learn by using the strong determination that he has. Motivation makes people focus on achieving the main goals of their lives. They will be aware about their needs as a human being.

Brooks, Brooks, and Goldstein (2012) say that mindset is one of the basic things that determine motivation. When someone’s mindset assumes that learning is a need, then he is going to do willingly. On the contrary, when he sees learning as an obligation, then he will consider it as a burden and will not do it sincerely. In other hand, curiosity also affects the growth of learning motivation. Curiosity is the significant factor that motivates someone to learn (Borowske, 2005), although it is not the only important component that affects the motivation (Kashdan, Rose, & Fincham, 2004). Someone who has strong curiosity will be much different from the one who does not. Therefore, people who have high curiosity will try to figure out things as best as they can.

However, motivation is still being a problem for students, for example the less awareness of the importance of motivation and lack of motivation in learning. The discrepancy between expectations and reality arises questions about how students’ perception about the definition, role, affecting factors, and strategies to grow learning motivation. In the level of theoretical study, those questions are assumed to be described in three approaches of psychological theory, which are humanistic, cognitive, and behavioral.
RESEARCH METHOD
This study employed qualitative approach with qualitative descriptive analysis. It was based on three perspectives in Educational Psychology; they were behavioral, humanistic, and cognitive. Behavioral perspective tended to emphasize on extrinsic motivation, humanistic emphasized on intrinsic motivation because of the need for self-growth, cognitive emphasized on looking for understanding and attribution of individual interpretation. The subjects of this research were 57 university students aged around 20-21 years old from various disciplines at Yogyakarta, Indonesia. The instrument used was open questionnaire.

RESULT AND DISCUSSION
The result shows that the majority of students’ perception refers to the humanistic perspectives (76%), cognitive (21%), and behavioral (3%).

A. Humanistic Perspective
The Definition of Motivation. Motivation is something that can make us do the best effort to fight for what we want. It can also be interpreted as an urge that comes from ourselves (within) to meet our various needs as a human being, for example self-esteem needs, the need for love and possessing and others.

The Role of Motivation in Learning. Motivation plays an important role in maintaining the spirit of learning, encouraging ourselves to accomplish tasks well for meeting the needs, making dreams that have been planned to come true, arousing the spirit of learning, defining and developing the interest in learning as a need, and reinforcing ourselves in completing the tasks.

Factors Affecting the Growth of Motivation. Some factors that affect learning motivation are realizing that learning is a self-awareness for the future and to achieve the needs as a human being, motivation comes from ourselves in order to meet our needs, goal is a factor that influence the growth of self-motivation, interest arises naturally from within without any force from others, and learning is a responsibility and obligation of each student.

Ways to Regrow Learning Motivation. Some ways to grow learning motivation are remembering all goals and objectives that have been set, remembering the loved ones such as parents, family and friends, determining, maintaining, and redeveloping the previous purposes, watching inspirational movies that can raise spirit, realizing the importance of targets and goals that have been set, sharing with parents, close friend or others, and living with joy and happiness.

Strategies to Grow Motivation. Some strategies used to grow motivation are putting or sticking all targets and goals in a place that can always be remembering all goals to be achieved in the future, self-awareness that it needs effort to achieve goals and targets, maintaining good relationships with friends, believing in ourselves, setting a priority, doing everything sincerely, raising mood booster, needs to be achieved, always looking to the future, having strong commitment in achieving the targets, goals that have been set.

Discussion. This humanistic motivation is based on Abraham Maslow’s concept about human needs, talks about self-encouragement that arises from within in order to meet the needs of human being. Cashwell and Schweiger (2004) emphasize that humanistic counselor works with children to be able to grow and develop the motivation needed to make decisions and changes in their lives. Intrinsic motivation, an essential component of counseling, is defined and explicit, the idea was reviewed, and suggestion is made for counselors to try to grow intrinsic motivation in children. That this humanistic motivation emphasizes the individual consciousness aspect in fulfilling needs as a human. In other word, stimulus appeal makes and ourselves (intrinsic) in order to meet our needs as a human.

Based on the subjects, some factors influence the growth of the motivation are remembering the needs as self-awareness for the future and the needs as a human being, motivation comes from ourselves in order to fulfill the needs as a human being, goals to be achieved become one of the factors that the growth of self-motivation and intrinsic motivation naturally without any force from others, and having a responsibility and obligation of each statement is also supported by Watts, Cashwell, and Schweiger (2004) which explain that the factors in intrinsic motivation, they are determination, self-perceived competence, and perceived salience. These factors become an important aspect in measuring humanistic motivation of each person.

Practically, the subjects do want to grow their motivation, such as remembering their goals and targets that have been consciously set, remembering all goals and objectives, their loved ones such as parents, family and friends, determining, maintaining, and redeveloping the previous purposes, watching inspirational movies that can raise spirit, realizing the importance of targets and goals that have been set, sharing with parents, close friends or others, and living with joy and happiness. Cashwell, and Schweiger (2004) conclude that research that motivation requires good determination. As a consequence, each person choose its own needs because it will affect the growth of motivation. Someone with high motivation is easier to achieve his goal. Intrinsic motivation
Strategies to Enhance Learning Motivation. Some strategies that need to be done to enhance learning motivation are stating a clear vision, mission and goal of learning, writing and recalling the targets and goals that have been set, thinking positively in doing something, giving all focus and concentration to the goals and considering any consequences of every action, trying to make others happy, especially parents and closest people, avoiding complain, being confidence, putting all curiosity in the learning process, not postponing any task, trying to do new things, thinking about dreams and future, setting a priority, and being consistent with the things that have been planned.

Discussion. Cognitive motivation is an urge to do something that comes from someone’s own thought. In this case, these thoughts become a stimulus to do something or in other word it can be said as an attributive concept that someone believes. Weiner (2000) says that it is something that encourages students to have choice and believe that their success depend on their choices (locus of control). According to the cognitive point of view, motivation comes from within, to do everything that comes from our own thought. This cognitive motivation somehow links to behavioral motivation. It depends on how someone sees it. Cognitive sees that motivation comes from ourselves to be adopted into our everyday behavior. It is supported by Ryan and Deci’s concept (2000) which says that cognitive focuses on competence and autonomy, it is formulated to integrate a set of early research results on the effects of rewards, feedback, and other external moment on intrinsic motivation. It means that cognitive takes stimulus from outside in order that someone is able to make their own choice based on his own interpretation.

Cognitive motivation focuses on how a person is able to set goals through interpretation. Lunenburg (2011) explains that the goal setting is an explanation that underlying the social cognitive theory of Bandura (1986). Therefore, every person needs to set their goal. Subjects gave their opinions about the role of motivation in learning process. The roles of motivation in learning process are to increase confidence, to fasten the understanding of materials, to enhance the spirit of learning, to push ourselves to learn, to know and understand the knowledge, to increase concentration, to influence the learning process, to raise the desire to learn more seriously and full of concentration, to increase the passion to learn, to be aware of the goals to be achieved, to grow seriousness in learning, to determine an interest in learning, and to heat the unknowing thing in studying process.

Factors Affecting the Growth of Motivation. Some factors that affect the growth of learning motivation are the self-consciousness of the importance of learning, having a target of life achievement, dreams and expectations, mindset to always try to understand the knowledge, the desire and willingness to get something, knowing the exact purpose of learning, having curiosity to study, the desire and willingness to bring success into reality, and having a strong desire to make dreams come true.

Ways to Regrow Learning Motivation. Some ways to grow learning motivation are taking a short break, having autogenic conditions, remembering all important and fun moments in life, refreshing mind, preparing some reachable targets to get based on our own capacity, making targets as a mood buster, imagining about the future, being aware that there is always a consequence for everything we do, reading stories about inspirational characters, rethinking about the nature of learning (what it is for, what is its benefit), reevaluating the cause of losing motivation in learning, and evaluating ourselves and targets that have been planned.

II. Cognitive Perspective

The Definition of Motivation. Motivation is an urge that comes from ourselves. It comes from the thought to do something and become a strong reason to convince ourselves to do things. Motivation also means anything that gives us spirit, strength, and encouragement in doing something that comes from the strength of attribution and individual interpretation.

The Role of Motivation in Learning. The role of motivation in learning is to increase confidence, to listen the understanding of materials, to enhance the spirit of learning, to push ourselves to learn, to know and understand the knowledge, to increase concentration, to influence the learning process, to raise the desire to learn more seriously and full of concentration, to increase the passion to learn, to be aware of the goals to be achieved, to grow seriousness in learning, to determine an interest in learning, and to heat the unknowing thing in studying process.

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Discussion. Motivation plays an important role in learning process. Overall, students say that motivation is something they use to encourage themselves to achieve their goals, such as gift, inducement, or praise from the closest ones (parents, relatives, and family). As Ryan and Deci (2000) state that motivation is an urge to do something. Someone will do something when he has a strong willing and encouragement. It shows that motivation appears because of other people, gifts, or other inducement.

Motivation has various roles in stimulating students’ learning spirit and is able to arouse a strong boost for students to study well. Most important thing is that motivation directs people toward the goal they must achieve. Therefore, motivation can appear if a person has desire to achieve something. In this case, Ryan and Deci (2000) explain that there are few steps a person should know in order to possess his own goals. The steps are knowing about the goals to be achieved, able to define the self, and the existence of intrinsic role that influence behavior.

Perumal (2009) further asserts that there is a clear distinction between the humanistic, behavioral, cognitive and social learning motivation. However, they are interrelated each other in order to arouse the motivation behavior. It can be seen from students’ opinions about the way to grow learning motivation, such as thinking about the negative impact of not doing things so that they will be motivated to get the task done, asking for advice or suggestion from others, listening to people’s success stories, and finding something that can be used as motivation like reading a book or watching a movie. These ways can be the reasons to say that stimulus from outside is surely needed in order to have strong motivation. It is also in line with the concept of Perumal (2009) that the operant’s behavior is enhanced by rewards, incentives, and punishment. It shows that there is a connection between the concept given by Perumal (2009) and the data found in the field, that laziness and tendency to postpone the task can be overcome by remembering about parents’ words, realizing that the today’s effort can influence the future, and giving prize or reward to ourselves when we get success. Those are encouragement that come from outside in which contain rewards or inducement, incentives and punishment.

From previous explanation, it can be concluded that there is a fundamental difference between the behavioral, cognitive, humanistic, and social learning motivation. However, each of them has its own limit and role. In this case, the behavior refers to the operant’s behavior that is enhanced by the reward or inducement, incentive, and punishers.

CONCLUSION

1. Humanistic Perspective. Motivation is an urge that comes from within in order to fulfill various needs as a human being such as self-esteem needs, the need for love and possessing and others. Motivation plays a role in maintaining the spirit of
learning, accomplishing tasks well in order to fulfill the needs, making dreams come true, growing the spirit of learning, growing interest in learning as a need, and forcing ourselves in completing the tasks. Factors that affect the growth of the motivation are realizing that learning is for our own sake in the future to fulfill the needs as a human, motivation comes from within to fulfill the needs as a human, goals to be achieved is one of the factors that affect the growth of motivation and interest that comes naturally without any force from others and make learning as the responsibility and obligation to ourselves. Many ways used to grow learning motivation are remembering the goals and targets that have been prepared consciously, remembering the loved ones such as parents, family and friends, determining, defining, and redeveloping the purposes, watching inspirational movies, realizing the importance of targets and goals that have been set, sharing with parent, close friend or others, and living with joy and happiness. Strategies to grow motivation are writing goals and target in an easily-seen place, remembering the goals to be achieved in the future, self-awareness to do effort and struggle to achieve the goals and targets, maintaining good relationship with friends, believing in ourselves, setting a priority scale, doing everything seriously, mood booster, writing all needs to be achieved, aiming to the future, and having a strong commitment in achieving targets or goals that have been set.

2. Cognitive Perspective. Motivation is an urge that comes from within. It comes from the thoughts to do something and also a strong reason to convince ourselves to do something. The role of motivation in learning is to increase confidence, understand the material more quickly, increase the spirit of learning, force ourselves to learn, know and understand the knowledge, improve concentration, influence the learning process, raise the willingness to learn to be more focus, increase the passion to learn, capable of realizing the goals to be achieved, grow seriousness in learning, determine interest in learning, and overcome the unknown. Factors affecting the growth of learning motivation are the self-awareness of the importance of learning, having a target of life achievement, dreams, mindset to always try to understand the knowledge, the desire and willingness to get something, having a clear purpose in learning, curiosity of a knowledge, the willingness to make dream comes true, and a strong will in to make dreams come true. Ways used to grow learning motivation are taking a short break, remembering all important and happy moments in life, refreshing mind, setting targets based own own ability, making targets as a mood buster, imagining the future, realizing that there is always a consequence in everything we do, reading the story of inspirational figures, rethinking about the nature of learning (what is it for), rethinking about the cause of losing the motivation in learning, and evaluating targets that have been set. The strategy needs to be done in growing learning motivation are determining a clear vision and mission, writing and recall targets and goals that have been set, thinking positively in doing something, staying focus to the targets and considering the effect that may be come, thinking of making others happy, especially parents and closest people, avoiding complain, believing in ourselves, increasing the curiosity in the learning process, not postponing task, trying something new, thinking about ideas or dreams of the future, setting a priority scale for something important, and being consistent with the things that have been planned.

3. Behavioral Perspective. Motivation is a natural urge that comes from within and is caused by various things come from outside. The role of motivation makes learning process done as perfect as it could and aims to get the best, growing high desire to learn, and reducing laziness and postponing jobs or tasks. Factors that affect the growth learning motivation come from outside (external), such as parents, family, friends, relative, as well as pleasant, clean, neat and comfortable surroundings. Many ways used to grow learning motivation are thinking about negative impact of doing nothing so that so we can be motivated to get it over, asking for advice or suggestion from others, listening to the success stories of others, and looking for something motivating such as reading a book or watching a movie. The strategies used are giving a positive punishment when doing nothing, remembering all parents’ words when getting lazy or postponing tasks, realizing that today’s effort is for our own future, and giving a reward to ourselves when we succeed in doing something.

NOTES
*Dr. Rita Eka Izzaty, M.Si is a psychologist, researcher, and lecturer working at the State University of Yogyakarta, Indonesia. As a psychologist, she focuses her practice on dealing with problems on early childhood development, and consultancies on program development for early childhood education. She teaches developmental psychology, behavior modification, and personality at the Department of Psychology, the State University of Yogyakarta. Her research mainly focused on developmental psychology and early childhood education. She has published her researches in national journals, and presented her paper on seminars and conferences. In 2014, she is appointed as a member the team of expert for the Board of National Education Standard for Early Childhood Education.
BIBLIOGRAPHY


