

# Factors Influencing Learning Motivation in the Learning Process

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# Factors Influencing Learning Motivation in the Learning Process

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**Abstract:** Student learning ability greatly determines the success in the learning process. In the learning process, many factors influence it, including motivation, attitude, interest, study habit, and self-concept. The following outlines five factors that influence learning. In connection with the needs of human life that underlies the emergence of motivation, Maslow revealed that the basic needs of human life are divided into five levels, namely physiological need, security need, social need, the need for self-esteem, and the need for self-actualization. Physiological need is a basic need that must be fulfilled immediately such as the need to eat, to drink, to dress, and to live. Security need is the need of a person to obtain safety, security, guarantee or protection from threats that endanger survival and life in all aspects. Social need is the need of someone to be liked and to like, to be loved and to love, to get along, to be in group, to socialize, to have nation and state. The need for self-esteem is the need for someone to gain honor, respect, praise, appreciation, and recognition. The need for self-actualization is the need for someone to gain pride, admiration, and fame as a person who is able and successful in realizing the potential of talents with extraordinary achievements.

**Keywords:** Learning, Motivation, Learning Process

## I. Introduction

Motivation, according to Sumadi Suryabrata, is a condition that is found in a person that motivates to do certain activities in order to achieve a goal. Meanwhile, Gates and colleagues suggest that motivation is a physiological and psychological condition found in a person who takes action in a certain way. As for Greenberg mentioned and established the direction of a goal behavior. From those three definitions, it can be concluded that motivation is a physiological and psychological condition found in a person that motivates to do certain activities in order to achieve a goal (necessary).

According to Maslow, human is creature that never feels one hundred percent satisfied. For human, satisfaction is temporary. If a need has been fulfilled, people no longer want to meet those needs, but try to meet other needs of a higher level. So, the basic physiological needs are the first priority need to be satisfied. After those needs are fulfilled, people will be motivated to fulfill other needs of a higher level, such as security need, social need, achievement need, and so on. It means to be able to perform well, people must first fulfill the basic physiological need and safety need. Or in other words, people may not be able to perform well if their stomach is hungry and their safety is disturbed.

Meanwhile, McClelland argues that among the needs of human life there are three kinds of needs, namely the need for achievement, the need for affiliation, and the need for food.

Because this description is related to factors that influence learning, the appropriate motivation context is achievement motivation. Thus, achievement motivation is a physiological and psychological condition (the need

to excel) found in students which motivate them to carry out certain activities in order to achieve a certain goal (achieving as high as possible).

McClelland in *The Encyclopedia Dictionary of Psychology* compiled by Hare and Lamb revealed that achievement motivation is motivation that is related to achieving some intelligence or skill standards. Meanwhile, Heckhausen stated that achievement motivation is an encouragement found in students who are always trying or struggling to improve or maintain their abilities as high as possible in all activities by using excellence standards.

This excellence standard, according to Heckhausen, is divided into three components, namely the task excellence standard, the self-excellence standard, and the excellence standard of other students. The task excellence standard is the standard that is related to the best achievement of the task. Self-excellence standard is the standard related to higher achievements that have been achieved. The excellence standard of other students is the excellence standard related to the higher achievement compared to the achievements of other students (for example classmates). This standard is more aimed at the students' motivation to become first place in every competition.

Meanwhile, Ausubel quoted by Howe stated that achievement motivation consists of three components, namely cognitive motivation, an ego-enhancing one, and affiliation component. Cognitive motivation is the students' motivation to have competence in their subjects and the motivation to complete the task with the best result. An ego-enhancing one means the students' motivation to improve their status and self-esteem, for example by achieving many achievements in all fields, while the affiliation component is the students' motivation to always be affiliated with other students.

The role of motivation in learning a person's behavior is huge. According to Wisnubroto Hendro Juwono, it is because motivation is needed for rein-reinforcement (stimulus that reinforces and maintains desirable behavior) which is an absolute condition for the learning process, motivation causes various behaviors to arise, where one of them may be desirable behavior.

Eysenck and colleagues in the *Encyclopedia of Psychology* explained that motivational functions include explaining and controlling behavior. Explaining behavior means by learning motivation, it can be seen why students do a job diligently, while other students are indifferent to the work. Controlling behavior means by studying motivation, it can be seen why someone likes the object so much and less likes the other objects.

If it is associated with teaching and learning activities, students will try to always approach things that are fun. For teachers, this is an important principle, which is to create a stimulus atmosphere that always pleases students, so students always motivate to learn.

Atkinson quoted by Houston stated that among the needs of human life, there was a need for achievement, namely the motivation to overcome obstacle, strength training, and try to do a difficult job in a good and fast way, or in other words someone's effort to find or exceed the excellence standard. According to Atkinson, a person's motivation is determined by two factors, namely the expectation of a subject and the value of the object. The greater the person's expectation of an object and the higher the value of the object for that person, then it is the greater the motivation.

The relationship between motivation, expectations and value by Atkinson is formulated as follows: (motivation = expectation x value). This means that if one of the two factors above does not exist (expectation or value does not exist), then there will be no motivation in a person.

Atkinson further argues that within each individual there is always a conflict between expectation of success that causes a person to be motivated to seek or approach the goal achievement, while the fear of failure causes people to be motivated to stay away or avoid achieving the goal. Motivation that occurs in a person according to Atkinson is the result of the interaction between expectation of success and fear of failure. If both of those conditions occur in a person at the same time, then the motivation that arises in that person is the resultant of both conditions, where the dominant condition will win. This means that if the expectation for success is greater than the fear of failure, then people will be motivated to achieve their goals. Conversely, if the fear of failure is more dominant than the expectation of success, then people will be motivated to stay away or avoid the goal achievement. According to Atkinson, people who have high achievement motivation in general, hope success will always overcome the fear of failure. They always feel optimistic in doing everything they faces, so they always motivate to achieve their goals at all times.

Regarding the relationship between achievement motivation and student achievement, Bruner suggested that students with high achievement motivation level tend to be smarter when they become adults.

Johnson defines this motif as follows ... achievement motive can be defined as impetus to do well relative to some standard of excellence.

Fremont E. Kast and James E. Roseinzeig defines motivation is an impulse that comes from within a person to take certain actions. Buchari Zainun said, motivation is a fundamental part of management activities, so it can be aimed at mobilizing human potential and power by generating and fostering high desire, togetherness in carrying out task. Because the topic title is the factors that influence learning, this description will be more focused on learning motivation, in this case achievement motivation.

Achievement motivation can be interpreted as the urge to do a task properly based on excellence standard. Achievement motivation is not just an impulse to do, but it refers to measure of success based on an assessment of someone's work task.

To understand the concept of achievement motivation, it is first necessary to explain the definition of motive and achievement terms.

## **II. Achievement Motivation**

Achievement motivation always involves names such as McClelland, Atkinson, Clark and Lowell, because they are experts first composed and developed this theory. The motivational theory developed was called The Affective Arousal Model because in their concept, motive originates from change in affection.

McClelland et al. defines motivation as: ... the redintegration by a cue of a change in an affective situation.

The three important terms here are redintegration, cue, and affective situation. Etymologically, redintegration means re-rounding or creating a new entity. In this context, redintegration means re-rounding the psychological process in consciousness as a result of the stimulation of an event in its environment. Cue is the cause of affection arousal in the individual. For example, if a student sees a teacher who has been separated for a long time, then the perception of the teacher will work as a sign that inspires the student's feeling (affective feelings) and the whole psychological process is restored (reinstated). Affective situation (also called affective state), McClelland's assumption that everyone has an affective situation that is the basis of all motive situations. This affection can be called primary affect which is not studied. This situation originates from the gap between expectation (also called adaptation level) and reality. Affection situation is called positive if the deviation is small, while negative affection if the deviation is greater.

So, if a signal in the environment accompanies or pairs with the situation of affection in an individual, then the affection will change. Because of the changing situation of affection, motives arise.

In the course of life, each person will experience many events, where expectations are not always fulfilled. This results in various gaps between expectation and reality. Therefore, within a person there will be various primary affects which are the source of various motives. Each person will also experience many events, in which various cues accompany various affection situations. This means, in the process of its development it learns (and thus obtains) various motives. Therefore, according to McClelland and colleagues, all human motives are the result of learning, as stated:

... from our point of view all drives (motives) are learned. Affective arousal, on which motive are based, is essentially primary (unlearned), although the adaptation levels which govern it can obviously be changed by experience. So the traditional distinction between primary (biological need) motives and secondary (learned or social) motive are disappeared. Instead we may speak of primary affect and secondary motives if we like.

## **III. The Definition of Achievement**

Achievement is closely related to expectation. This is what distinguishes achievement motivation from other motivations such as hunger, thirst, and other biological motives.

A person's expectation is formed through learning in their environment. An expectation always contains excellence standard. This standard may come from the demands of parents or the cultural environment which a person was raised. Therefore, the excellence standard is a frame of reference for someone when learns to do a task, solve problems and learn other skills. All deviations from term of reference can generate affection, both positive and negative. One of the most convincing clues about such a frame of reference is an evaluation of an action type, for example students have completed a task well.

According to McClelland, the term of reference is very important, but not the motivation itself. The function of the frame of reference as a standard that can enable the affection arising. Thus, the notion of achievement motivation developed by McClelland and colleagues is based on affection related to the action being evaluated. Therefore, achievement motivation can be interpreted as the urge to do the job as well as possible which refers to the excellence standard.

### **1. Individual Characteristics with High Achievement Motivation**

Books that discuss those characteristics are Johnson and Schwitzgebel & Kalb. From their description, it can be concluded that individual who has high achievement motivation has the following characteristics.

1. Like a situation or task that demands personal responsibility for its results and not on the basis of benefits, fate, or coincidence
2. Choose realistic but challenging goals from goals that are too easy to achieve or too big the risk.
3. Look for situation or job where people can get immediate and real feedback to determine whether the result of their work is good or not.
4. Happy to work alone and compete to surpass others.
5. Be able to delay gratification of the desire for a better future.
6. Not moved to just get money, status, or other benefits, they will look for it if those are a symbol of achievement and a measure of success.

### **2. Achievement Motivation and Learning Achievement**

Achievement motivation is one of the factors that will determine success in learning. The size of the influence depends on its intensity. Klausmeier states that the difference in the intensity of achievement motivation (need to achieve) is shown in various levels of achievement achieved by various individuals. The effect of achievement motivation on learning achievement depends on condition in the environment and individual condition. In this relation Johnson states as follows.

The theory of achievement motivation ... does not say that there should be a general relationship between achievement motivation and academic performance. On the contrary, it states that under certain conditions, there will be a strong relationship, under other conditions there will be no relationship.

Students with high achievement motivation will only achieve high academic achievement if:

1. Students' fear of failure is lower than their desire to succeed;
2. The assignments in the class are quite challenging, not too easy but also not too difficult, so they give a chance to success.

### **3. Implementation in the Field of Educational Administration**

Here will be given three examples, namely career motivation, service motivation, and work motivation.

#### **3.1 Career motivation**

A career is to work and to develop self-improvement in work. According to Thelma G. Alper, this motivation is very specific part of work motivation, so it can be separated from one another. So, a career means it can also be associated with expectation in which there are certain excellence standards, the implication can also be interpreted in career motivation.

Besides Thelma who discussed the concept of work motivation, Crites O. John who said that self-guidance and the environment can improve vocational selection.

From the theory above, it can be concluded that people with good career motivation are indicated by:

1. Like work situation that requires personal responsibility as a challenge for better progress;
2. Choosing realistic goal as an effort to develop the career;
3. Skillful in completing work by expecting quick feedback;
4. Happy to work alone and to compete to show the progress of achievement;
5. Be able to suspend temporary gratification, for the sake of better career advancement.

#### **3.2 Service Motivation**

The implication of motivation for other fields of education administration is in term of service motivation. The service here is the process of giving sincere assistance to consumers by taking the time to understand others and care about their feelings.

This theory was developed by many experts, one of them is Patricia Patton who said that sincere service is emotional intelligence focused on humanizing human. Fred Luthan Organization Behavior quoted by Moenir HAS states that service is the process of fulfilling need through other people's activities directly, and requires harmonious interaction on both sides. Bob Woworuntu said that service is a form of reflection of someone's whole approach to the community.

From the opinion above, someone who has good service motivation has characteristics as follows:

1. Loving sincerity in the form of passionate to serve consumer;
2. Happy to create new and interesting ways to improve services (progressive);
3. Having a proactive attitude, namely taking the right initiatives;
4. Welcoming consumer warmly with the belief that service is able to find a positive solution;
5. Not only do and complete the job, but also involve love, pride and provide positive experiences for consumer.

#### **IV. Conclusion**

Another application of the motivation concept is work motivation. From some of the definitions above, it can be concluded that motivation is a physiological and psychological condition found in a person which motivates that person to carry out certain activities in order to achieve a goal. The intended activity can be in the form of activities of worker, employee, leader, and others. Thus, the motivation concept can be applied in the field of education administration, such as for work motivation and job motivation.

In fact, various activities always occur in human life. One of the activities is shown in a movement called work.

Work implies carrying out task that produce a creation or product. Wexley said, a person works because work is a natural condition like playing or resting to be active and to do something. So, work is a form of activity that aims to get satisfaction.

If the concept of motivation is applied to the context of work, then a person with high work motivation is indicated by:

1. Like office duty that demands personal responsibility;
2. Look for situation where workers get immediate feedback from both the leader and colleagues;
3. Happy to work alone, so the self-ability can be prioritized;
4. Happy to compete to excel other people's work performance and achievement;
5. Has the ability to suspend gratification of self-desire for the sake of the job;
6. Not be moved just to get money, status, or other benefits.

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