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by Diah Pranitasari

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Intrinsic and Extrinsic Factors to Affect Students Learning Motivation (Case Study on The First Degree Students in STIE Indonesia)

Diah Pranitasari and Lina Noersanti

College of Economics Indonesia, Jl. Kayu Jati Raya 11A Jakarta Rawamangun
E-mails: nitadpranitasari@yahoo.com, linasanti49@gmail.com

Abstract: Student learning motivation is an important factor to produce high-quality graduates. It can grow from the inside of themselves (intrinsic) or occurs because of from outside the students (extrinsic). The aim of this research is to see the influence of intrinsic and extrinsic factor to affect student learning motivation. The research have done on 100 respondents consisting of students in management and accounting S1 for 3 upwards semesters. By data processing using 2.0 SmartPLS give a result that the intrinsic factor influence the student learning motivation by 28%. While the influence of extrinsic factor on student learning motivation up to 39.4%. Both of them between intrinsic and extrinsic factor influence learning motivation as much as 29.5%.

Keywords: intrinsic factor, extrinsic factor, learning motivation

1. BACKGROUND

In the era of globalization at this time, there is a strict competition for universities to produce high quality graduates. It so many facilities learning system is developed to get high quality graduates. Nowadays some universities have started to apply the learning process with e-learning. Qualified college graduate requires to be able of knowledge. Various effort to improve the facilities of learning process in college, become it doesn't mean anything if the student is lazy and unmotivate to learn. So, the wish to get high-quality graduates not be achieved. Often we find in student daily event say that "lazy to go to college" for many reasons. This is way how the role of university to give balancing of the learning process facility advance by improving learning motivation for their students. Because of to get more knowledge, the students have to learn. Motivation is an influential factor to achieve educational success.

Motivation can be defined as the driving force that has become active. It becomes active at the time, especially when the need for getting the goal is felt to achieve objectives or urgently. Strong motivation will grow passion, enthusiasm, and a sense of excitement for learning. Someone will show interest, attention,

concentration, high persistence and achievement-oriented regardless of ennui if he has the motivation to learn. Motivation to learn can grow from within the students themselves (intrinsic) or occur because of the encouragement that come from outside the student (extrinsic). Purwanto (2002) states that the factors that influence the motivation to learn is internal factors and external factors. Internal factors such as intelligence, aptitude, interests, emotional, and cognitive skills. The external factors include the environment (natural environment and social environment) and instrumental (curricula, teaching programs, facilities and infrastructure, teachers, administration and management).

Based on the above the need for analysis of the factors both intrinsic and extrinsic influence learning motivation of students, because the motivation of student learning has become the major determinant to produce college graduates are qualified, and universities can formulate policies that can be used to enhance learning motivation of students the. The variables that will be analyzed are intrinsic and extrinsic factors influence on student learning motivation.

2. THEORETICAL FRAMEWORK

2.1. The Last Results

Pujadi (2007) conducted a study of Factors Affecting Student Learning Motivation: A case study at the Faculty of Economics, University of Bunda Mulia). The sample was 129 students of the student class of 2003, 2004 and 2005. The results showed a significant correlation of variables intrinsic factor, the quality of lecturers, the weight of the course material, lecture method with the motivation to learn. Average variable conditions and atmosphere of the lecture hall, library facilities and variables do not have a significant relationship.

Another study conducted by Purnomo (2011) about the attractiveness Relations Lecturer Teaching Style and Interests Learning With Learning Achievement Student Administration Department of Education Faculty of Education, State University of Malang. The sampling technique proportional random sampling, with a total sample of 187 students. The results showed: 1. There is a positive and significant correlation between the attractiveness of the Style Teaching Lecturers and academic achievement of students. 2. There is a positive and significant correlation between interest in learning and academic achievement of students. 3. There is a positive and significant relation between the attractiveness of the lecturers teaching style with students' interests. And 4. There is a positive and significant correlation between the attractiveness of the lecturers teaching style and interests of student learning and academic achievement.

Research Institute of Education University of Indonesia (2010) conducted a research titled Learning Model Development Group Active Learning Methods For Improving Quality of Learning Process In Higher Education Case Study On Learning Strategies Course LPTK). The results of the study the model of learning which to improve the quality of the learning process in terms of the activity of the student is the active learning method with the model group. This model shows: 1. There is an increased quantity of students who are actively involved in the process of learning interactions. 2. There is an increase in the average value of student results. 3. Learning model produced superior in increasing the quantity of students who are actively involved in the learning process. And 4. The generated model that is superior in increasing the value of the average student results.

2.2. Learning Motivation

Furchan (2009) suggests there are two kinds of motivation: extrinsic and intrinsic. Extrinsic motivation is motivation caused by external factors, such as gifts, high-value, award, praise others, and so forth. Intrinsic motivation is motivation caused by factors from within, as if to get a personal satisfaction, want to have the knowledge or ability to do anything, and so forth. Intrinsic motivation is more powerful effect on a person's success as it emerges from itself and does not need outside help to make it appear.

Grouping motivation to learn the other is learning motivation comes from internal factors and motivation to learn from external factors. Learning motivation comes from internal factors are the factors that influence the success of learning that comes from within the students themselves. Factors of these include:

- a) Physiological conditions, is a condition associated with a person's physical condition, such as health, the condition of the five senses, physical disability. This physiological conditions generally affect the success of one's learning.
- b) Psychological conditions, a condition related to a psychological or psychiatric. The main psychological factors that can affect the learning process and results are as follows: intelligence, aptitude, interest, motivation, emotion, cognitive maturity.

While the motivation to learn comes from external factors such as motivation to learn the students come from outside itself as:

- a) Motivation comes from a family environment, such as the support of family members, family income, family communication, etc.
- b) Motivation comes from the school environment such as teaching methods and curriculum, faculty, a comparison of learners with teachers, discipline, teaching equipment and the division of time, course materials, as well as the conditions of the buildings and ways of learning.
- c) The motivation of the community, such as the support of community leaders.

2.3. Lecturers Quality

Quality is an important construct in the business world, including in the education services business. Definition quality with a variety of contexts is described in a variety of definitions. The notion of quality in management research should be conceptualized with an operational definition that can be measured with an instrument made for that purpose. The quality of services according to Kotler (2000) is the whole nature of a product or service that affect its ability to satisfy stated or implied needs.

In college, professors holds a very important role for the progress of the institution. It has long been recognized by the faculty itself so that lecturers always perform a variety of personal efforts to make itself have competence and expertise in accordance with the interests and the occupied areas. Thus he became known in the community about their expertise, to be a presenter at various seminars continued to show their expertise so widely known in the community. Is there such a lecturer contribution to the quality of learning at the college where the professor shelter? The answer, no, because the college where lecturers from becoming more widely known by the public, students also feel proud taught by professors who are

well known and widely known. Finally, students are motivated by lecturers of the college is always full, there was discussion in the classroom, and students are actively involved in the classroom.

2.4. Lecturer Teaching Style

In practice, there are differences in how to teach each lecturer, of course it's all determined by culture. No one else can enjoy being taught by teachers who do not teach to the fullest. Many lecturers are smart but not good in public speaking problems. The lecturers have a style or monotonous teaching so that students feel bored and unmotivated until learn in class. Being a lecturer or teacher in college is an achievement well as a challenge for the experienced. Ranging from how to dress, teach, spoken word, attitude runs, discipline, the ability to master classes and even a haircut can be a particular concern for students who sometimes do not realize.

Being a professional lecturer is the dream of every faculty. The question now is how the characteristics of the ideal professor? Milton Hildebrand and Kenneth Feldman in Furchan (2009) describes the ten characteristics of the good professor, the style of teaching that stimulate learning, the ability to communicate clearly, mastering the course material, prepared and organized, has the enthusiasm of a dynamic, has a personal concern of the students, skills interact, flexibility, creativity, openness, has a strong personality, and commitment.

2.5. Learning model

The core process of learning is a change in the individual in the aspects of knowledge, attitudes, skills, and habits as a product and its interaction with the environment. The learning process can be said to be successful when the individual forms of knowledge, attitudes, skills, or a new habit that is qualitatively better than before. The learning process can occur because of the interaction between the individual and the learning environment autonomously or intentionally designed. There are various models of learning in the process of learning that can be applied. The learning model in higher education needs to put students at the center of learning (student center) who are actively in class convey the idea or ideas and arguments, to comment on a topic or course material is delivered. But in daily practice still found many lecturers still dominate in the learning process and evaluation of learning is determined by the final result.

2.6. Lecture Room atmosphere

The classroom is a room in the school building, which serves as a venue for activities face to face in the process of teaching and learning activities (KBM). Furniture in the lecture hall consists of a seat that doubles as a desk for students, faculty desks and chairs, blackboards, and other room accessories that suit your needs. Common size is 9m x 8m. Lecture halls have specific eligibility requirements and standards, such as the size, lighting, air circulation, and other requirements that have been standardized by the relevant authorities. The class position there are 2 classes move (moving class) and class remain (remaining class).

Atmospheric or environmental lecture hall is a supporting factor of the learning process. Lecture hall atmosphere is composed of:

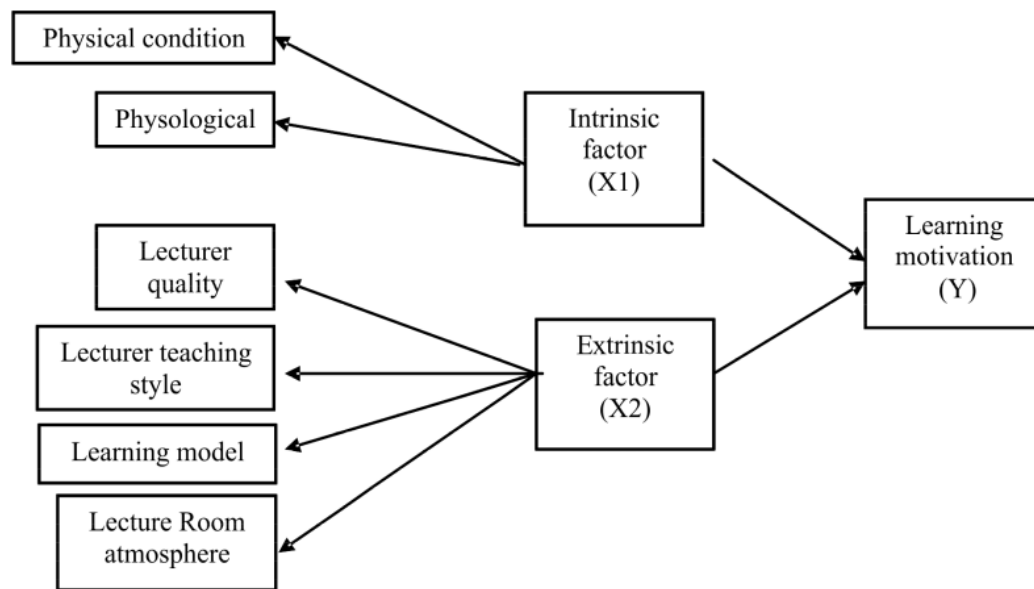
- Layout (layout) representative lecture hall to learn.
- The classroom atmosphere is comfortable and enjoyable

- There is a wifi facilities that support ease of access to sources of learning
- Design an interesting lecture hall
- Use of the LCD which facilitates the learning process.
- The level of the hubbub that is in class such as the inclusion of noise from outside the lecture hall because it was close to where college students waiting time.

3. RESEARCH METHODS

The study was conducted in STIE Indonesia Jalan Kayu Jati Raya No. 11 A Rawamangun Jakarta East. The study was conducted in February 2016 to June 2016. In this research, the population all over undergraduate students at the High School of Economics (STIE) Indonesia Jakarta totaling 4834. The sample of 100 respondents, with purposive sampling that the sample selected by certain considerations, considerations used is selected respondents are students of the third semester and above.

The analytical method used in this research is the analysis of the path with a model of the lines to be processed by the program smart PLS 2.0. Model research as follows:

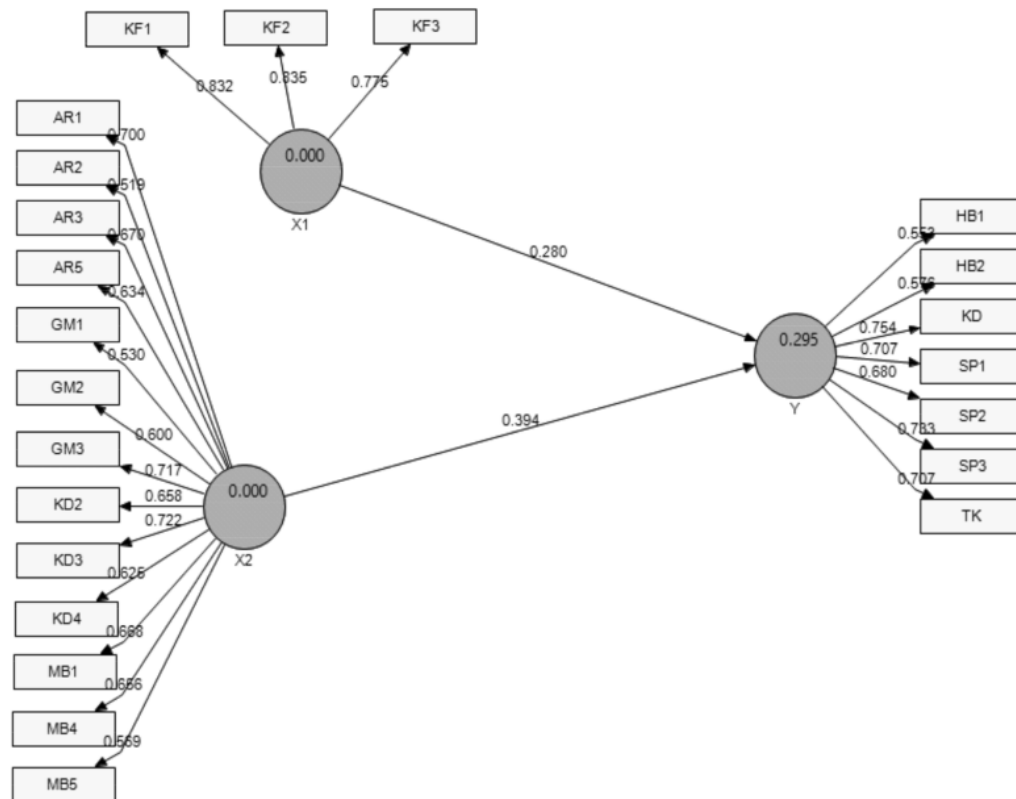


The hypotheses are H1: there is positive intrinsic factor to student learning motivation, H2: there is a positive effect of extrinsic factors on student learning motivation, there is positive H3: Intrinsic and Extrinsic factors together to motivate student learning.

4. RESULTS

The results of the 100 respondents, based on the male sex that is numbered 32, while women numbered 68 people. From the class of 2013 of 50 respondents were from the army in 2014 as many as 50 respondents.

Judging from the direction taken 50 respondents from the accounting department, was of the management department of 50 respondents. The results of data processing using 2.0 smartPLS to have eliminated some of the indicators that are invalid or below 0.5 (Yamin, 2009) can be seen in the picture below.



From the above picture can be seen, the direct influence of factors intrinsic to the learning motivation of students is 0.28. This means that the intrinsic factors affecting student learning motivation (assuming constant extrinsic factor) by 28%. That is, the motivation of students can be explained by the intrinsic factor as much as 28% coming from the physical condition of the students themselves. Healthy physical condition and does not have a disability is an indicator of dominant intrinsic factor.

The direct effect of extrinsic factors on learning motivation of students amounted to 0.394. This shows the influence of extrinsic factors on student learning motivation (assuming constant intrinsic factor) of 39.4%. This means that extrinsic factors contribute to students' learning motivation by 39.4%. Lecturer comprehensive insight so as to deliver the course material with good indicators of dominant extrinsic factors.

In the students' learning motivation variables, indicators craft students in doing a given task is an indicator of the dominant lecturers.

The results of the intrinsic and extrinsic factors that affect student learning motivation, extrinsic factors turned out to be the dominant influence. It can be seen from the influence of extrinsic factors to

greater student learning motivation. This means factors that come from outside the student more dominant influence in motivating students to learn.

The direct effect of the independent variable factors intrinsic and extrinsic factors together to motivate student learning is at 0.295. It shows the contributions of intrinsic and extrinsic factors on the motivation of students to learn as much as 29.5%. This means that the increased intrinsic and extrinsic motivation factor will increase student motivation to learn.

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Hypothesis testing results indicate that partially a positive influence on the intrinsic motivation to learn students. This means that the partial proved significant influence of factors intrinsic to the students' learning motivation.

Hypothesis testing results partially show a positive influence of factors extrinsic motivation to learn students. This means that the partial proved significant influence of extrinsic motivation to learn students.

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Simultaneous hypothesis testing results indicate a positive influence of intrinsic and extrinsic factors student learning motivation. This means evident that simultaneously (together) there is a significant influence of factors intrinsic and extrinsic factors on student learning motivation.

5. CONCLUSIONS AND RECOMMENDATIONS

Effect of intrinsic factor to motivate students to learn by 28%. The most dominant factor of intrinsic factor is the physical condition of the physical health and do not have a disability. While the influence of extrinsic factors on student learning motivation by 39.4%. The dominant factor derived from extrinsic factors are insights lecturer in conveying the material in class. While jointly intrinsic and extrinsic factors influence the motivation to learn as much as 29.5% with the most dominant indicator is the frequent student about the task of lecturers.

From these results, it is suggested that we submit is the universities need to give attention to the intrinsic factors particular physical health of students, quality of lecturers possessed, especially in the knowledge of lecturers in terms of presenting the material so it is necessary to develop insight lecturers either through training, research and education and should further optimize the function of the faculty in the learning process of students through the provision of duty and guidance provided lecturers for the learning process in the provision and guidance tasks are things deemed important for students to be able to better understand the lecture material and provide motivation for students to learn.

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