

The Role of Learning Motivation (Extrinsic and Intrinsic) and its Implications in the Learning Process

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ABSTRACT

Learning is a process that is conducted so that the changes of behavior, learning is an important process of educational activities at school, a good education is education that is able to deliver students in achieving the goals of education. One of the things that influence the achievement of educational goals is learning motivation, motivation is one of the factors that will support students in following the learning process, the motivation will determine the level of activities and behavior of students in achieving learning goals. Judging from the source, motivation is divided into two, namely extrinsic and intrinsic motivation, extrinsic motivation is an impulse that originates from outside the individual to be able to master a competence to solve a problem. While intrinsic motivation is a strong encouragement sourced from within someone, the greater the motivation or encouragement that comes from within a person, the higher the ability to master a competence.

Keywords: Motivation, Extrinsic and Intrinsic, Learning Process



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INTRODUCTION

Education is a process of learning and teaching that aims to develop the abilities that exist in students to have intelligence, noble, spiritual intelligence, or have the skills needed by themselves and the community (Smith, 2014). Learning is a process that involves everyone in his life. The learning process can take place anywhere (Lave, 1996). Learning can take place if there is an interaction between individuals and their environment, such as the state of the environment, nature, humans, and other learning sources, besides that in the most influential learning process is an educator, because educators can determine successful whether or not the learning process is held in the classroom. Because in the learning process the teacher's duty is not only to transfer knowledge to students, but the teacher has the responsibility in developing the personality that exists in students.

One teacher's responsibility in developing student personality is to foster student motivation in learning. This is in line with Annurraman's opinion which says that one of the teacher's duties and responsibilities in the learning process is to provide and encourage and guide students to realize the achievement of the goals of learning. In addition, the teacher's responsibility is also able to see things that occur in the learning process such as the classroom environment to help with the development of students. In this case, the duty of the teacher is to provide motivation and provide direction to students to achieve the goals of learning, both goals in the short term and long term goals, the teacher must also be able to facilitate students in learning through good learning experiences, the teacher must also be able to help the development of personality that exists in students (Aunurrahman, 2017).

From above it is clear that the teacher has a great role in the development of students' personalities, especially in terms of fostering student learning motivation. Because if students lack motivation in learning, of course, the learning process in class will not run optimally. Therefore the encouragement and motivation of the teacher given to students can help students be more active and balanced so that students will be involved in learning. In this matter, the teacher has a role as a motivator for students in learning in class.

Apart from the role of the teacher as a motivator in learning, the motivation that comes from the students themselves determines to learn whether maximum or not. Motivation is an impulse that comes from within a person who can direct someone in behaving or learning behavior. In educational psychology, there is learning motivation. In learning motivation, there is encouragement and desire to be able to move and distribute and provide direction to the attitudes and behavior of students to learn. This learning motivation comes from within students (intrinsic) and motivation comes from outside the self (extrinsic).

Learning motivation intrinsic or extrinsic motivation is a factor that determines the learning process, and one of them determines the activity of students in learning. This learning motivation will determine the behavior of students in class. Students will learn seriously if they have high learning motivation, the higher the learning motivation possessed by students, the greater encouragement to achieve what is desired even though in the process there are many obstacles or challenges they face.

Students who have learning motivation are characterized by active attitudes and behavior in learning, persistent and never give up, and diligently reading books that will support their learning and improve their achievements, that if the learning motivation of students is less, certainly the students will not be excited and being indifferent in-class learning, these students will also experience difficulties in learning. This is in line with Syarif's opinion in Kusumah, which stated that "motivation is not everything, but everything does require and determined by motivation" (Khadijah, 2014). This opinion means that motivation is very instrumental in someone's life, it is called student's motivation, Student learning motivation is the basis for conducting their activities in learning in class because learning will not run and be conducted without motivation. Based on the source, motivation is divided into two, namely extrinsic and intrinsic motivation. Extrinsic motivation is an encouragement that is influenced from outside the students, while intrinsic motivation is a booster to conduct learning that is sourced from within students (Slameto, 2003). Therefore in learning in class educators must stimulate students so that learning motivation can increase, both motivation from outside and motivation that comes from within the students themselves.

METHODS

The method used in compiling this article is a literature study, a literature study is a way to explore various sources, from books, articles, and various references related to learning motivation and its implications in the learning process, the same research review is also conducted so that the writer gets the valid and accurate conclusions.

FINDINGS

3.1 Motivation

Motivation is a psychiatric condition of someone who can encourage students to do the learning process. Another opinion explains that motivation is a mental encouragement that can move and provide guidance and direction for human behavior in this case including learning attitudes or behavior (Dimiyati & Mudjiono, 1994). Based on this opinion, it can be concluded that motivation is an impulse that comes and arises from within the student in learning, this motivation will provide direction so that there is a change in the behavior of students in the learning process.

Motivation functions as a booster of business and realizing the results of the expected goals, with the motivation of learning will make students more excited and more active in the learning process. Motivation is also a booster for students to reach their achievements because in making an effort it is necessary to be based on the encouragement of a strong desire, thus with the motivation of learning, students can determine the attitudes and behaviors that are useful to achieve the goals. This is in line with Winarsih's opinion that explains three functions of motivation: 1) Motivation can encourage individuals to behave because motivation is a boosting that will release energy that exists within, in this case, motivation is called a booster in every behavior; 2) Motivation functions to provide direction to the goals to be achieved, therefore motivation can provide the direction and behavior to be conducted based on its goals; and 3) Motivation functions to select individual actions, by the motivation students will be able to determine what attitudes must be done to achieve goals (Winarsih, 2009). Prayitno (1989) explained that there are two types of motivation, namely extrinsic motivation and intrinsic motivation.

Extrinsic motivation

Extrinsic motivation is encouragement that is obtained through self-observation, or through the suggestions and recommendations that come from others (Gunarsa, 2008). Extrinsic motivation is an impulse that originates from outside the individual to be able to master a competence to solve a problem while (Haris, 2007) explains extrinsic motivation arises because there are stimuli and encouragement from outside the individual, for example in learning that is marked with the existence of positive interests from the learning activities that arise because of seeing the benefits (Uno, 2016). Based on the above opinion it can be concluded that it is called extrinsic motivation because the encouragement that comes from outside the individual, in this case, what is said to be an encouragement that comes from outside who can move student learning activities is sourced from the teacher, later on, the teacher can motivate and encourage students through several things that can be done in the learning process.

This learning motivation is called extrinsic if students learn because there is a desire to achieve goals that are located beyond what is learned, this extrinsic motivation is one of the most important in learning in class, because extrinsic motivation makes children want and eager to learn. Various ways can be done so that students are willing and enthusiastic about learning. This is where the role of extrinsic motivation is sourced from the teacher, where the successful teacher in teaching students is a teacher who can arouse students' interest in learning by utilizing extrinsic motivation in various forms. The mistakes in extrinsic motivation will cause laziness in students in learning. Therefore the teacher must certainly be able and clever in increasing extrinsic motivation correctly to support the process of learning interactions in the classroom between the teacher and students.

Extrinsic learning motivation indicators can be classified as follows: There is an award in learning, interesting learning, a conducive learning environment, good interaction between teacher and student, and interaction between students (Prayitno, 1989). 1) There is an award in learning. In learning the teacher must reward the behavior and achievements achieved by students. Praise and appreciation are very effective ways that can be done by teachers to foster students learning extrinsic motivation. Awards can be like "great", "smart" and others. Especially if the appreciation and verbal praise are done in front of many people so that it can increase the motivation of students in learning; 2) Interesting learning, in addition to the appreciation of other factors that arouse student's learning motivation is by organizing interesting and varied learning, both variations in using learning methods and models. This can be conducted by the teacher by holding a game in learning so that it can generate a student's spirit in learning. This interesting learning will make the learning process more meaningful, something that means will always be remembered by students, and learning material will be quickly understood as well; 3) Safe learning environment: Learning environments can realize student's motivation, so the teacher should create a safe learning environment for the student to study; 4) Good interaction between teacher and student; and 5) Good interaction between student and student.

Intrinsic Motivation

Intrinsic motivation is the desire to behave and act that is sourced and caused from within (internal) individuals. When an individual in conducting an activity and behavior is moved by the instruction motivation, the individual will feel satisfied and very easy to achieve the expected goals (Prayitno, 1989). Based on this opinion, it can be concluded that this intrinsic motivation is a strong impulse from within someone, the greater the motivation or encouragement that comes from within a person, the more individuals will be able to show strong behavior to achieve the expected goals. In this case, the intrinsic motivation for learning is certainly sourced from within the students themselves. In learning this intrinsic motivation is very necessary, because with the motivation students will be easy to achieve goals in learning, in addition to the encouragement from within students, student learning outcomes will also be better. This is in line with the opinion that explains that intrinsic motivation is an encouragement that comes from within the individual to master a competence to solve existing problems (Haris, 2007). This intrinsic motivation is a motive that naturally comes from within a person without needing to be stimulated from outside (Sardiman, 2020).

When individuals have this intrinsic motivation in themselves, the individual will feel very easy and consciously conduct activities that do not require motivation that is sourced from outside themselves. In the learning process, this intrinsic motivation is very necessary especially to foster the spirit of self-learning, and individuals who do not have intrinsic motivation will certainly experience difficulties in sustainable learning. Individuals who have intrinsic motivation have a strong spirit to always learn. Intrinsic motivation in the learning process is an internal encouragement, this is because a person already has intrinsic motivation within himself. Usually, several indicators or elements are supporting the intrinsic indicator.

This learning motivation of learning can be distinguished as follows: the desire to succeed, encouragement and learning needs, hopes, and ideals (Uno, 2016). 1) Desire to succeed. The desire and motivation to succeed in learning is a motive for obtaining success or perfection, this is a natural motive that is an element of human personality from within each individual. So it can be called a successful motive. This successful encouragement is a motive that can be learned and can certainly be developed in the learning process in the

classroom. Students who have the urge to succeed naturally will be able to try to do learning tasks thoroughly and work continuously, this behavior does not originate from the encouragement that comes from outside but purely comes from the desire of individuals to succeed; 2) Encouragement and needs in learning. Apart from the motive in the point above, especially in completing assignments because of the encouragement and needs in learning, where individuals are encouraged to avoid failures in the activities they do; and 3) Goals and hopes. The goals and hopes are based on the beliefs that exist in a person who is influenced by his feelings about the results of the actions that are done at present. For example, students who will get the best grades at the end of the term will show good attitudes and behavior and also be marked with an attitude of enthusiasm for learning.

This intrinsic has the function of encouraging students to make it easier to learn and improve learning outcomes. This intrinsic motivation is very important in determining the perseverance of students in learning, the high motivation will increase their perseverance. So that even if the great obstacles and challenges encountered in the learning process will not reduce the enthusiasm of students in learning. So this motivation has a very strategic role in learning, starting from the activities of students at the beginning of learning, core learning activities and at the end of learning hours in class. Intrinsic motivation also gives direction to action toward the goal that will be achieved by students.

3.2 Study and Learning

Study

Learning in the narrow sense has the meaning of efforts to master science to shape and develop a complete personality. While learning in broad meaning means a personality development effort that is aimed and guidelines in interacting, both explicitly and implicitly or hidden. In the learning process, there are several domains, namely knowledge (cognitive), attitude (affective), and skills (psychomotor). All of these domains must be implemented in learning so that these three domains can be realized, one way the teacher can do this is to foster student motivation so that learning runs effectively (Sardiman, 2014). Based on the opinion above, the authors conclude that the learning process can change human behavior, the learning process can take place anywhere because learning can be obtained through interactions that occur in the family environment of the community and school. And with learning individuals can change personalities for the better and character.

Learning Process

Learning according to the Law of the Republic of Indonesia No. 20/2003 about the National Education System states the process of interaction of students with educators and learning resources in a learning environment. In this case, the educator is a teacher and the learner is a student. In the learning process, the teacher and students interact with each other to form interactive communication to achieve the learning goals.

According to Gagne and Briggs in Djamarah, the purpose of learning is to help the learning process of students who have been arranged so that the learning process of students who are internal (Djamarah, 2010). Whereas Siregar and Nara explained that learning is an educational process conducted in a planned manner, and the learning objectives that have been formulated at the beginning of learning are conducted in learning systematically. Based on the above, it can be concluded that learning is an educational process that is planned and conducted intentionally by the teacher, in this case, the teacher designs learning and sets learning objectives at the beginning, and after that, the learning plan is implemented in the learning process in the classroom so that the learning goals can be achieved.

CONCLUSIONS

Extrinsic Motivation is an encouragement that originates from outside the individual to be able to master a competence to solve a problem, this extrinsic motivation can be stimulated by the teacher through several factors in the learning process in the classroom, such as the existence of appreciation in learning, interesting learning, environment conducive learning, good interaction between teacher and student, the interaction between students and students. Intrinsic Motivation is a strong impulse from within someone, the greater the motivation or encouragement that comes from within a person, the individual will be able to show strong behavior to achieve the expected goals. In this case, the intrinsic motivation for learning is certainly sourced from within the students themselves.

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