

Determinant Factors of Willingness to Learn: Systematic Literature Review

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ABSTRACT

Willingness to learn is an important aspect for everyone associated with all changes and uncertainties. there are two determinants of the will to learn, namely internal and external factors. The purpose of this study is to review a systematic literature review on the concept of a willingness to learn and determinants of an individual's willingness to learn. The Literature search for 1999-2020 using the database, ScienceDirect, IPI / Portal Garuda, Emerald, and Ebsco Host using the keywords "willingness to learn", and "will to learn", read the search schedule starting in October 2019-April 2020. The data analysis method used a systematic literature review (SLR) consisting of five steps, namely defining inclusion and exclusion criteria, defining information sources, selecting literature (selecting keywords), collecting relevant article data, and selecting data items. Search articles are by criteria, which are then reviewed to conclude the concept of willingness to learn and determinants of a willingness to learn.

Keywords: willingness to learn, motivation, literature review

1. INTRODUCTION

Willingness to learn in developed countries has a fairly high average. Based on the results of a survey of 1407 students in China, 83% showed a high level of willingness to learn, while 27% were in the medium and low categories (Huang et al., 2016). In line with the results of the study (Gorges et al., 2013; Rainsbury, et al., 2001, 2002) shows that willingness to learn is the highest competency needed to adapt to situations that are full of change and uncertainty, as well as to assess professionalism in the context of the industrial world (Burchell et al., 1999).

The willingness to learn will encourage learning behavior, it will add new knowledge while opening a wider perspective of thinking, able to solve complex problems, increase self-confidence, become a flexible person (Carrillo, et.al., 2012), and have high learning achievements (Ishigoru, 2018). In the context of education, learners must have the willingness to learn in facing the challenges of an age filled with change and uncertainty. The sophistication of science and technology requires humans around them to have the ability to adapt.

When the learning tools generated by the sophistication are available, the next problem that arises is to foster a spirit of learning or known as the willingness to learn. Eekelen, et.al. (2006) explained that not all individuals have the willingness to learn, some of them feel satisfied with the existing conditions or feel unable to obtain information that is useful for themselves. An

organization or institution considers willingness to learn is very important. High willingness to learn can influence institutions more innovative, develop, and ready to accept change (Burchell et al., 1999; Rainsbury, et al., 2001, 2002; Carrillo, et al., 2012; Gorges, et al., 2013). The quality of an institution depends on the individuals in it. Before the institution can increase the willingness to learn individuals who are in it, it is necessary to understand the concept of willingness to learn.

In general, willingness to learn is an impulse or desire within yourself to continue to search for information and understand various things in the context of self-development (Baker et al., 2002; Wößmann, 2010). his article will explore the results of research on the concept of willingness to learn and the determinants of willingness to learn in an educational context. Articles that are searched are articles published in scientific journals. based on the study of concepts and influencing factors, it is expected to underlie future research about the willingness to learn the model of learners in improving their competence.

2. METHOD

The method used in this research is a systematic literature review using science direct, emerald, Eric, and IPI / Garuda database searches. Search for articles published in 1999-2020 with search duration from October 2019 to April 2020, using the keywords "willingness to learn" and "will to learn". There are 193

articles, after reviewing 58 articles were obtained under the specified inclusions. While other articles in the form of editorials, book parts, and book chapters.

Criteria for the inclusion of this study are: (1) articles discussing the concept of willingness to learn, (2) articles in the educational context, and (3) research articles. While the exclusion criteria are: (1) the concept of willingness to learn in the context of non-education (computers, biology, medical), and (2) articles of review and case reports. Based on the criteria, there were 15 articles relevant to the context of willingness to learn, while the other articles did not discuss the specific concept of willingness to learn.

Four articles did not meet the criteria, so only 11 articles were extracted. This data extraction is done by analyzing data based on research problems, research objectives, theoretical perspectives, variables and measurements, data analysis techniques, samples, findings, limitations, and suggestions for further research.

3. RESULT

Based on the search results with a search engine, 193 articles were found that fit the purpose of the study, then it was identified that the title of the article was relevant to the context sought, namely the willingness to learn in the face of complexity and novelty. The 193 articles are 58 research articles, 127 articles are book parts and editorials.

The next step was the eligibility process according to the inclusion criteria, 11 articles were obtained and several 47 articles were excluded because they did not discuss willingness to learn as variables. These 11 selected articles were then reviewed through data extraction. The strategies and stages of the literature search are illustrated in the following chart (Figure 1).

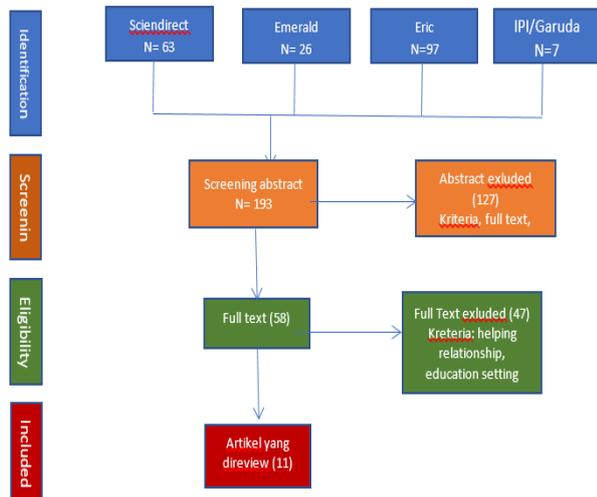


Figure 1 Chart of the Literature Search Strategy

The results of the screening obtained 11 articles that meet the criteria. Analysis of the 11 articles shows that 3 (three) journals with quantitative research designs, 3 (three) journals with experimental designs, 4 (four) journals with qualitative research designs, one of them with an ethnographic approach, and one journal with development design.

4. DISCUSSION

4.1 The Concept of Willingness to Learn

The concept of willingness was originally defined as a Psychological state which shows that individuals have a desire, willingness to learn new things (Bolhuis & Simons, 1999; Baker et al., 2002). The same definition is also that a willingness to learn is defined as an impulse, desire, or readiness to acquire new and developing knowledge (Eekelen et al., 2006). This means that someone who has the willingness to learn, does not want to stagnate, wants to change, and is more qualified and follows more modern trends and tendencies.

This context also refers to professional competence and general education. This psychological state is a prerequisite for continuous learning in the workplace (Bolhuis & Simons, 1999; Baker et al., 2002; Wößmann, 2010). According to Oosterheert and Vermunt (2001) failure in teaching and guiding is caused because knowledge is taken for granted and there is no desire to see phenomena with new perspectives. Conversely, a clear willingness to continue learning can lead to innovative practices.

The willingness to learn underlies each type of individual activity. The desire to learn is not the same as learning ability. Important aspects of the ability to learn are a reflection on a situation, making the moment of learning explicit, generalizing, transferring, formulating goals and direction of learning, and utilizing learning resources (Onstenk, 1997). The ability to learn also involves directing goals and intentions to learn, which is different from the openness of psychological conditions associated with the concept of a willingness to learn (Zakay, Ellis, & Shevalsky, 2004).

Interest and motivation are important concepts in learning but are not synonymous with the desire to learn. Both of these concepts refer to the fact that someone tends to be more alert, more responsive, and exert greater effort when someone is interested and motivated and can improve their performance (Carillo, 2012). According to Hidi (2000), there are psychological states that involve focused attention, cognitive enhancement, functioning, perseverance, and affective involvement in cases of personal or situational interests. Huang et. al. (2016) individuals who have the desire to learn, will show a cautious and attentive attitude and at the same time increase self-confidence.

Individuals who have the willingness to learn, generally have a high motivation that directs their behavior to be active in learning (Huang, et.al, 2016); shows a high effort (Hamade, et.al., 20110, and tends to begin the learning process (Zakay, et.al., 2004). Kivinen (1997) in the process of motivation is a factor of willingness to learn that directs the behavior of individuals.

4.2 The Component of Willingness to Learn

Willingness to learn has a role in individual learning behavior. The willingness to learn is related to other

learning factors such as motivation, independent learning, self-concept, self-esteem, and others that affect one's success in learning (Eekelen, 2006; Carrillo, 2013). Individual thoughts and attitudes have three components namely cognitive, affective, and conative (Hurlock, 2003). Cognitive refers to understanding something and relating to one's knowledge of something. Affective refers to individual attitudes and feelings towards something. Whereas conative refers to the relationship between cognitive and affective behavior. Conative is an aspect of behavior that is personal, directed, planned, intentional, proactive, and goal-oriented.

The concept of conative is correlated with the concept of willingness. Mischel & Kane (in Huitt, 1999) explain that the use of will, or the freedom to make choices about what to do. This concept is an important factor in understanding the success of individuals in self-directed learning and self-regulation. The process of willingness is part of a system of self-regulation that includes motivation related to cognition and emotion. Willingness is part of the conative component. It can be concluded that the conative component is a combination of motivation and willingness. Willingness helps someone to direct and control cognition, motivation, and emotions (Kivinen, 1997).

Corno (in Huitt, 1999) has divided willingness into two sub-components, namely sub-components that are covert and sub-components that are overt. Sub-components that do not appear refer to someone's control of their behavior, while sub-components that appear to refer to controls over the environment that can affect one's behavior. The sub-components appear to indicate that will can be trained, even though will develops since childhood.

As part of conative, willingness is one aspect of direction, which is a sub-component of conative. Huitt (1999) divides three sub-components of the conation related to motivation, namely direction, energizing, and persistence. Based on the theory of conation, the direction sub-component has five aspects, namely (1) being aware of our human needs (to become aware of our human needs); (2) being aware of one's ability; (3) willingness to make choices; (4) setting goals; and (5) making learning plans (Huitt, 1999; Eekelen, 2006; Zakay, 2004).

Willingness to learn is the transformation from motivation into learning behavior which is the result of training. The exercise in willingness to learn is a process when someone makes a choice, whether to follow up on their motivation to learn with learning activities or not to follow up on these motivations by choosing activities other than learning (Hamade et al., 2011).

The second factor is energizing. This is a learning goal that is following one's interests or beliefs, giving effect to him. Another factor of energizing behavior is the need for self-development and self-determination. Both of these needs can be increased by two factors, namely self-concept and self-esteem (McCombs and Whisler (in Huitt, 1999), and self-confidence (Hamade, 2011).

The success of the third willingness process is persistence. Persistence is one's self-endurance in carrying out initial commitments. Persistence is

influenced by a person's characteristics (achievement motivation, hope, self-esteem, the experience of failure, and so on) (Zakay, 2004). Persistence of individuals is characterized by having learning goals, a desire to achieve a better future, a desire to please the teacher or influential parties, and to be able to see the possibility of a better future (Eekelen, et al., 2006; Hamade, 2010).

Based on the discussion above, it can be concluded that willingness to learn is an individual's willingness to stick to an agreed learning commitment. There is a link between motivation, initial commitment, practice, willingness to learn, and the behavior shown is related to learning behavior. The underlying factor of willingness to learn is the conative factor which consists of three sub-components namely direction, energizing, and persistence. Based on the findings, some research relevant to the willingness to learn proves that willingness to learn is a psychological state that determines how the behavior is formed.

4.3. Determinant Factor of Willingness to Learn

The results of the study can be concluded that willingness to learn is determined by internal and external factors. Internal factors are factors of the individual, namely individual characteristics, attitudes, and personality. While external factors are determined by environmental factors, both family and school environment (Jespersen and Echols, 2018; Baker et al. (2002) and Wößmann (2010). In detail, the differences of each expert can be seen in the following Table 1.

The development of research in exploring determinants of learning will tend to be constant. Some research published from 1999 to 2018 can be concluded that the determinants of willingness to learn in some contexts consist of internal and external factors.

4.4. Internal Factors

Some research articles explain that willingness to learn is determined by internal factors. Bolhuis & Simons (1999) willingness to learn is determined by psychological states where students have a desire to learn. The willingness to learn from the teacher is determined by having the ambition to try new things, openness to experience and others, being proactive, attributing successes and errors to internal factors, questioning after the performance, taking action to learn, and respecting the learning process and outcomes (Eekelen, Vermunt, & Boshuizen, 2006); personality characteristics (Baker et al., 2002; Wößmann, 2010); internal motivation (Gorges, Schwinger & Kandler, 2013); attitude (Anghelache, 2013). In the context of higher education, the determinants of the willingness to learn are determined by student performance (Osma et al., 2015). Ishiguro (2018) explains the determinants of willingness to learn from internal aspects are factors of individual learners themselves. Learner factors consist of the age of the learner, the age of registration, the frequency of completion of homework, and the number of questions asked in class.

Table 1 The Differences of Each Expert

No	Reference	Definition
1	Bolhuis & Simons, 1999	Willingness to learn refers to a psychological state where students have a desire to learn. This study does not describe the factors that affect it in detail
2	Eekelen, Vermunt, & Boshuizen (2006)	The determinant factors of willingness to learn in the teaching profession are having ambitions to try new things, openness to experience and others, being proactive, attributing successes and errors to internal factors, questioning after performance, taking action to learn, and respecting the process and results learn
3	Baker et al. (2002) and Wößmann (2010)	The willingness to learn is a psychological aspect that is influenced by individual factors (personality characteristics) and environmental factors.
4	Gorges, Schwinger & Kandler (2013)	Factors that influence willingness to learn to students are internal factors and external factors (environment), but the factors that have a very strong influence are internal factors is motivation from within individuals
5	Anghelache (2013)	The factor that influences willingness to learn is attitude. Attitudes can change every aspect of a person's life, including their education. The attitude of students in learning determines their ability and willingness to learn. If negative attitudes are not changed, then a student may not continue his education beyond what is needed. Changing students' negative attitudes towards learning is a process that involves determining the factors that drive attitudes and use this information to produce change.
6	Zakay, Ellis, & Shevalsky (2014)	The determining factor for the willingness to learn is an experience that shows negative results. Negative experience results are positively correlated to learning will.
7	Manus, Ragab, Arisha dan Mulhall (2016)	Factors that influence the willingness to learn and share knowledge for employees are the perception of organizational culture, trust, infrastructure and leadership. Besides that, the factors that influence are other extrinsic motivational factors and psychological social strength factors.
8	Ishigoru (2018)	Student achievement is influenced by the willingness to learn. Whereas students 'willingness to learn is influenced by students' internal factors and family factors. Student internal factors include, student's age, age at enrollment, frequency of completion of homework and frequency of activity in class. Family factors include the father's educational background, domestic assets, and the time students travel to school. While the school factor has an influence in growing willingness to learn, but it is not explicitly known what factors from the school environment that influence
9	Sáez (2018)	Students who have a high score of willingness to learn, will show a belief in their ability to regulate themselves the process of learning will, they make causal attributes for their success mainly to effort and they attribute their academic failures less and less to ability and external factors

Sáez (2018) formulated the results of his research that students who have a high willingness to learn to show a belief in their ability to regulate themselves in their learning process, make causal attributions especially to efforts to achieve success, and attribute failure to lack of ability.

4.5. External Factors

Baker et al. (2002) and Wößmann (2010) conclude that learning will is influenced by the environment, as Gorges, Schwinger & Kandler (2013). Manus, Ragab, Arisha, and Mulhall (2016) describe external factors such as extrinsic motivation and social psychological strength factors. Family factors include the father's educational background, domestic assets, and the distance between home and school. While the school factor influences the growth of willingness to learn, it is not yet known explicitly what factors influence the school environment.

While factors that influence the willingness to learn at the student level indicate that student performance determines the willingness to learn, while the student's willingness to give a great influence on the success of the university (Osma et al., 2015).

Family factors include the father's educational background, domestic assets, and the time students travel to school. While the school factor influences growing willingness to learn, but it is not explicitly known what factors from the school environment that influence

(Ishigoru, 2018). Willingness to learn itself is influenced by the orientation of the university, lecturer calls, and other pedagogical factors, also influenced by the lack of communication between the university and students and communication between lecturers and students.

In industrial settings, Manus et al. (2016) reviewed the willingness to learn and share knowledge with employees. Factors that influence the willingness to learn and share knowledge for employees are infrastructure and leadership. Besides that, the factors that influence are other extrinsic motivational factors and psychological social strength factors.

5. CONCLUSION

This review describes the concept of willingness to learn and the underlying factors. The search results show that the concept of willingness to learn is interpreted without the difference between one research to another. The concept of willingness to learn is a psychological condition (psychological state). Willingness is part of a system of self-regulation that includes motivation related to cognition and emotion. Willingness is part of the conasi component. It can be concluded that the conasi component is a combination of motivation and willingness. Willingness (willingness) helps someone to direct and control cognition, motivation, and emotions (Kivinen, 1997). Future studies can examine more deeply whether the factors of cognition, motivation, and emotions influence the individual willingness.

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