Student Learning Motivation

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Abstract. This study aims to determine students' learning motivation and identify problems of students who experience decreased motivation. This research is a case study using qualitative data analysis based on *the phenomenological-interpretive paradigm of postpositivism.* Data collection techniques in this study used interviews, observation, and psychological tests consisting of wartegg, IST, and RMIB tests. The results of this case study show that Students who experience a decrease in learning motivation can be seen when studying, often sleeping in class, not enthusiastic about learning, and often neglecting to do class assignments. The percentage of attendance in class rarely differs from before. Intrinsic and extrinsic factors cause a decrease in student learning motivation. In this case, the low learning enthusiasm of the participants was due to the discrepancy in choosing the interest in the concentration of the elective courses. In handling this educational case, it is necessary to increase the learning motivation of participants through internal factors, especially the suitability of interests and external factors, namely the educational environment and a conducive learning process for participants.

Keywords: Students · Motivation · Learning

1 Introduction

Education is an investment in forming human beings who can never be separated from their relationship with influences outside of human beings (Azwar, 1996). Education, according to UUSPN. NO. 20. 2003 A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual and spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and States.

The Indonesian system that regulates education is contained in Law number 2 of 1989 concerning the National Education System (UUSPN). Based on this system, education-related issues need to be addressed and adjusted to the law. Especially to improve the quality of students in order to achieve quality human resources.

In UUSPN, it is stated that national education functions to develop capabilities and shape dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, have faith, competent, creative, independent, and become a democratic and responsible citizen (UUSPN. N0. 20. 2003).

National education aims to educate the nation's life and develop people who believe and fear God Almighty and have a noble character, knowledge and skills, physical and spiritual health, strong and independent personalities, and a sense of community and national responsibility. (UUSPN 1989, chapter II, article 4).

To realize the goals of National Education, it is necessary to develop an education system so that education can run well. Schools and colleges are not only places of learning but also have a broader role, where universities, as educational institutions, are a means of directing students to develop their mindset and potential of students to the fullest. From the beginning, humans needed the best possible care and maintenance. Care and maintenance can be achieved through education. In comparison, the object of education is humans, namely how to change human behavior towards better development. Achieving change requires psychology. Psychology's contribution to education is in the form of giving advice, suggestions, opinions, and considerations about ways educators need to change human behavior and educate them to be successful.

One indication of the success of teaching and learning, according to Nyoman (2000: 12), is to make students prosperous and comfortable at school. There is no stress, anxiety, or boredom, so students will have high enthusiasm and motivation to learn to achieve the highest achievements. Learning motivation for individuals that is needed includes learning motivation because motivation in education has a very important role as the keyword for successful learning.

To improve the quality of learning outcomes, individuals who study require high learning motivation so that in the learning process, students can optimally develop the potential that exists in students.

Various tertiary institutions apply national ideals in their learning process in line with educational goals, including University X. The Faculty of Psychology, University of X, strives to lead its students to become the best in academics and religion. That is to become an intellectual-professional scholar and an intellectual-professional scholar. People with this title must have four strengths: 1) strong faith and spiritual depth, 2) noble morals/morals, 3) knowledge/intellectual breadth, and 4) professional maturity. The Faculty of Psychology, University of X, is trying to deliver students.

Organizing the best education for tertiary institutions must be connected to problems, especially regarding an appropriate education system. Based on this system, everything needs to be fixed and adjusted to the national education law to improve the quality of students in order to achieve quality human resources. To improve the quality of learning outcomes, students need high learning motivation so that in the learning process, students can maximally be able to develop the potential that exists in students.

Student motivation is needed the motivation to learn. In this case, students who want high achievement will continue to learn and always want the best results because motivation in education has a very important role as the keyword for successful learning. Research using this case study has an interesting thing: one of the participants experienced low motivation, marked by several attitudes. Participants feel bored and uncomfortable, lack enthusiasm for learning, and are indifferent to the lesson. Participants experience low learning motivation, even though one thing that hinders learning achievement is low motivation. With low learning motivation, the enthusiasm for learning will be low, and interest in learning and opportunities for achievement will be wasted.

Learning motivation is a supporting factor that can optimize children's intelligence in achieving high learning achievement. Motivation is energy characterized by encouragement and effective reactions to achieve goals. Conflicts and problems faced by participants need to be addressed further because they can cause problems such as stress and anti-social and lead to low learning outcomes.

Based on the background of the problems above, it is necessary to do a case study to find out what factors cause the low motivation of participants to learn.

2 Method

This research is a case study using qualitative data analysis. The qualitative research in this study is based on the phenomenological-interpretive paradigm of postpositivism, using a grounded theory approach (Faisal, 1990). This explanation emphasizes interpretive explanations and the meaning of the relevant phenomena. It does not just do true or false (truth or false) categories but is much broader than that. It also contains norms and morals that are always attached to the relationship between the researcher and those being studied.

This case study takes only one research participant and is studied in depth from various angles. The criteria for participants were participants with special characteristics, namely participants who were currently studying at tertiary institutions and experienced a decrease in learning motivation. After these criteria were met, one participant who experienced a decrease in learning motivation was selected. Data collection techniques in this study were interviews, observations, and psychological tests consisting of wartegg, IST, and RMIB tests.

The analytical methods used in this study were: Qualitative descriptive analysis to analyze qualitative data and psychological examinations to support data acquisition, especially in looking at aspects of personality, the level of intelligence of participants, and their interests and talents.

3 Results

Participants experienced a decrease in learning motivation. This is shown by the attitude shown by the participants during the study period. Namely, they are often sleepy/sleeping in class, have no enthusiasm for learning, and are often negligent in doing coursework. The percentage of attendance in class rarely differs from before.

Observation Result
Observations were made of the participants and their locations, as well as a closer look at their interactions with their surroundings.

Participants in dress look neat and in good clothes often change clothes. Participants are approximately 150 cm tall. During the interview, the participants looked cooperative but less independent and spoiled.

Interview
Interviews were conducted with participants and several people who already knew the participants, namely participant lecturers and close friends. Before conducting interviews, researchers used report cards with research participants so that the interviews went well.

Interview with Participants. Participants claimed to come from a teacher's family. His father was a businessman (landlord) and farmer; his mother was a civil servant as a teacher under the ministry of religion. The participant has one brother who also happens to live in Malang. Participants are students with a general educational background, namely elementary, junior high, and high school. During grade 5 of elementary school, the participants lived in the boarding school following their younger sibling, who also happened to live. However, this lasted only a short time due to the spoiled nature of the participants. Until high school, the participants never lived in the pesantren again. Initially, the participants felt that studying at University X was difficult because of the boarding school system implemented at University X. In the process of social adjustment, the participants were very difficult, which had an impact on the achievement of the Arabic language course participants with a score below 3. At first, the participants objected, but they were able to adjust over time.

Regarding education at the Faculty of Psychology, University of X, the participants initially objected to taking Arabic language lectures because their basic knowledge had never been to learning Arabic. However, the participants overcame it even though the score was quite encouraging.

Entering the 6th semester, the participants were again faced with a dilemma of interest in taking social concentration courses according to their wishes and interest in educational concentration following the family's wishes, namely because the teacher wanted her daughter to be involved in education. With this conflict, the participants finally became interested in education.

During lectures, participants felt difficulties and low interest in studying the subject matter with an interest in educational concentrations. Moreover, students must pass ten credits of interest in education concentration courses for those who wish to participate in PKLI semester 6. In addition, many participants need clarification and excitement about the psychodiagnostic course, which takes quite a long time to take practice tests and assignments. Reduce.

During the learning process, participants often fell asleep, and the attendance percentage decreased unusually. When reprimanded by lecturers and friends, they always answer that the participants are tired.

Interviews with People Close to the Participants. Participant Teacher. According to the lecturer concerned, this semester's class participants differed from usual. Moreover, the participants are often sleepy, and their coursework is also random. Participants looked lethargic, lacked enthusiasm for learning, and tended to be introverted. During lectures, participants became quiet and were rarely enthusiastic about asking questions to the lecturer or were less active in the lecture process and class discussions. There have been many lecturers interested in concentration courses which have provided input to be more enthusiastic and active again in lectures and sometimes also often provide opportunities for participants to ask questions. However, participants did not respond to these responses.

Participant's classmate. According to friends, the participants were not quiet kids, but this semester was different. The participants were reluctant to attend lectures and seemed indifferent to lecture activities. According to many of his friends, the participants did not want to study for the sake of concentration in education, the participants preferred to study for social interests, and with this difference, the participants became lazy to study. Many of his friends try to cheer him up by creating a good classroom atmosphere so that participants enjoy learning in their interest in learning concentration. Many of his friends try to cheer him up by creating a good classroom atmosphere so that the participants enjoy learning in their interest in learning concentration.

Psychological Test

Intelligence Test. The intelligence test used is the IST. The results show that the participants have above-average intelligence (IQ 113).

Interest (RMIB). The test used is the RMIB test. From the results of the Rothwell-Muller Interest Blank test, it is known that the participants' greatest interest is in the industrial sector.

Wartegg. The water test results found that participants tended to be anxious and introverted but flexible, had sufficient emotional stability, fairly good self-confidence, and sufficiently lacked creativity. Participants' social relations were in a good category. The integration of psychological test results shows that participants have normal intelligence above average and a high interest in the industry. Emotionally stable. Currently, participants experience low learning motivation due to a mismatch of interest in choosing an educational concentration, even though the test results show the greatest interest in the industrial sector.

4   Discussion

The current participant's problem stems from a mismatch in taking the concentration of the chosen interest. The RMIB test results show that participants have a great desire in the industrial sector. On the one hand, the participants wanted social interests, but on the other hand, many of the participant's families and friends were interested in concentrating on education. At first, the participants enjoyed it, but in the next process, many doubts still arose, and the impact on the participants' learning motivation decreased.

Participants are the only daughter of 2 siblings who are used to being spoiled and less independent. Moreover, his elder brother is also very indulgent. The spoiled nature of the participants makes them less able to adapt to their environment, so when participants cannot adjust to the learning process, it will affect their learning motivation.

According to (Chaplin, 2002), motivation is an intervening variable used to generate certain factors in generating, managing, maintaining, and channeling behavior toward a goal. Motivation is closely related to everything that encourages someone to do something.

Motivation is an encouragement from within himself to get the desired satisfaction and develop abilities and skills to support his profession, which can improve his achievements and profession. Motivation can be grown as early as possible. Therefore motivation is not born by itself. In order to get high learning outcomes, it is necessary to have high self-motivation because several figures categorize the factors that affect learning, namely that many interrelated factors affect learning. According to (Purwanto, 1990), these factors exist within and outside the individual, known as social factors.

Students' decreased enthusiasm for learning was caused by a mismatch in the choice of concentration interests. According to (Syah, 2003), learning is strongly influenced by several factors, namely internal factors that come from within the individual himself, external factors, namely the environmental conditions around students, and learning approach factors, namely learning efforts which include the strategies and methods used. Used by students to carry out learning activities on the subject matter.

Internal factors come from within the individual, consisting of a). physiological factors include physical condition, nutrition, disease, physical condition, physical disability, health, and state of physical functioning related to the five senses, b). psychological factors include intelligence, talent, interest and motivation, student traits and attitudes, student personality, study habits, and learning readiness exercises.

External factors come from outside the student, including a). non-social, such as; air, temperature, weather, time, place, and tools used for learning, such as writing instruments, facilities, and infrastructure. b). social consists of; family environment, parents, home and school environment, community environment, and infrastructure. The school environment plays a role, including the teacher. Psychosocial processes involve changing aspects of feelings, emotions, personality, and how a person relates to others. Examples: children's self-confidence and courage in learning, as well as the development of social relations with friends, aggressiveness towards friends.

The gap in choosing interest-focused courses is largely due to students' need to understand the advantages and importance of courses tailored to future career plans. In addition, those who have taken ten credits of concentration interest courses are considered a burden because these courses are required to pass in the same semester as a prerequisite for taking part in Integrative Field Work Practices (PKLI). The decrease in learning motivation is also due to the lack of specific study time settings.

The gap in choosing concentration interest courses reduces student motivation to study at the psychology faculty, especially for students in semester six and above.

The X University Faculty of Psychology curriculum refers to the Minister of National Education Decree No. 234/U/2000 and No. 045/U/2002 concerning undergraduate program study load and core curriculum, which contains the main competencies, and the

institutional curriculum, which contains supporting competencies and other competencies. The courses students must take are 160 credits divided into 8 (eight) semesters or a study period of 4 (four) years.

Implementation of the curriculum consists of 70% theory and 30% practice. One form of practical implementation is to carry out integrative fieldwork practices. Integrative Field Work Practice with a weight of four credits which includes; 1). 2 credits for professional development activities, 2). 1 credit for research, and 3). 1 credit for community service.

When students are in their sixth semester, students are required to be able to choose a concentration option which consists of taking ten credits of concentration interest courses. The psychology faculty of X University determined concentration specialization courses in 2006 with a total of ten credits for each specialization, namely; (a). Concentration in educational psychology, with elective courses in psychology of learning difficulties/2 credits, school psychology/2 credits, career guidance/2 credits, counseling guidance/2 credits, gifted child education/2 credits; (b). The concentration of industrial and organizational psychology, with elective courses HR Management/2 credits, training design, two credits, ergonomics/2 credits, consumer psychology, two credits; (c). Social psychology concentration, with elective courses in environmental psychology /2 credits, communication psychology/2 credits, cross-cultural psychology/2 credits, applied to social psychology/2 credits, psychology of social change/2 credits; (d). Clinical psychology concentration, with elective courses in psychiatry/2 credits, clinical psychology assessment/2 credits, health psychology/2 credits, clinical case management/2 credits, and psychotherapy/2 credits.

Focusing interest courses are applied to students in semesters six and above, with the obligation to take ten credits in the same semester. Students in that semester/sitting in semester VI and above who pass concentration courses and have completed a study program of at least 120 credits can participate in Integrated Field Work Practices (PKLI).

Demands on students and a lack of understanding of the choice of concentration interest can lead to discrepancies in choosing concentration interest courses which have an impact on reducing student learning motivation, as happened to the study participants.

Motivation will affect individual activity to achieve everything desired in all actions. In learning, motivation has several functions, namely: (a). know the initial position of learning, process, and final results, (b). inform about the power of learning efforts, (c). direct learning activities, (d). arousing enthusiasm for learning, (e). awareness about learning and then working (Mudjiono, 1999).

As a result of low learning, motivation can impact student learning difficulties. Learning difficulties are symptoms that arise in various types of behavioral manifestations directly and indirectly in the learning process. Learning difficulties affect not only students with low potential but also those with high abilities (Shah, 2003). Learning difficulties affect elementary, middle, and high school students and can also be experienced by adults who study like students.

The behavior of individuals with learning difficulties can be characterized by criteria that define the symptoms of learning difficulties themselves. Several criteria for determining learning difficulties include the achievement of goals, comparison between potential and achievement, position in the group, and visible behavior.

According to HW Barton, people who have learning difficulties fail to achieve learning outcomes. Learning failures identified. Namely, the study time should be shorter for low-achieving students, unable to achieve appropriate results (underachievers), unable to realize developmental tasks, including self-adjustment, and failing to achieve mastery as a prerequisite for continuing to the next level. Learning level.

Given the low complexity of learning motivation, which impacts learning difficulties, handling students who experience learning difficulties is very important. If handled properly, learning difficulties can help academic achievement.

In general, solving learning difficulties requires the help of many parties, including lecturers, psychologists, and parents, as well as the home and campus environment. Problem-solving is done in various ways and approaches; (a). early detection and identification of students who have learning problems (2). attempts to diagnose learning difficulties and their solutions. (3). prevention efforts, this is done to create healthier campus conditions that support children's social development and mental health. (4). remedial efforts, namely filing cases that require guidance from authorized experts. The teaching process generally aims to enable students to achieve optimal learning outcomes. Suppose it turns out that the learning outcomes achieved are unsatisfactory. In this case, students still have not achieved the expected learning outcomes, so a teaching process is needed to help students achieve the expected learning outcomes. (5) Guidance and counseling efforts for both groups and individuals.

5   Conclusion

The results of this case study show that; (1) identification of the problems of students who experience a decrease in learning motivation through observation, interviews, counseling, and psychological tests shows that students have low motivation when studying, often sleep in class, are not enthusiastic about learning and are often negligent in doing coursework, as well as the percentage of attendance in the classroom. Rare as before. (2). Intrinsic and extrinsic factors cause a decrease in student learning motivation. In this case, the participants' low enthusiasm for learning was caused by a discrepancy in choosing their interest in the concentration of the elective course.

Based on handlers for individuals, those who experience educational problems, both learning difficulties and low interest and motivation to learn, can still be handled as long as there is the best effort from all parties, especially the individual's strong desire to learn. Self-development. Handling individuals with low motivation can be done by making individuals understand the problems faced and future career plans, as well as creating a conducive educational environment for these participants through a learning system and classmates for participants who provide support.

In handling this educational case, it is necessary to increase the learning motivation of participants through internal factors, especially the suitability of interests and external factors, namely the educational environment and learning processes that are conducive for participants.

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