

Student Motivation in Learning Indonesian Language Class VIII

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Abstract

Purpose: This study aims to determine students' intrinsic and extrinsic learning motivation in grade VIII Indonesian language learning.

Methodology: This study uses a qualitative descriptive approach to describe the intrinsic and extrinsic motivations of students. with data sources from questionnaires. Data collection was carried out through observation techniques, questionnaires, and documentation.

Results: The subject of this study is that the intrinsic motivation of students in learning Indonesian is high by 68%. Meanwhile, extrinsic motivation is high at 82%.

Applications/Originality/Value: Based on the results of the research, there are two motivations in learning Indonesian, namely intrinsic motivation and extrinsic motivation.

Introduction Section

Teachers, according to Nainggolan (2016), are an important pillar in shaping a better society. Their main task is to guide students to become smart, creative, and have good character. As agents of change, teachers have a significant influence on the progress of a nation. In a teaching and learning activity, teachers play the role of facilitators who create an active and fun learning environment. By designing innovative and relevant learning, teachers ensure that each student can reach their maximum potential.

According to Waritsman (2020) and Mayasari (2021), they agree that learning motivation is a strength that grows from within that encourages us to learn. However, Waritsman emphasizes more on the aspect of action to achieve goals, while Mayasari emphasizes more internal circumstances that encourage learning activities for optimal results.

Nuryasana (2020) emphasized that learning motivation is an important factor that greatly affects the effectiveness of learning. This motivation can be likened to a "fuel" that moves students to continue learning and achieve achievements. In other words, motivation is an internal drive that encourages students to reach their learning potential to the maximum. Mulya (2020) defines motivation as the drive to achieve something, whether it comes from within or from the outside. On the other hand, Susilawati et al. (2024) see education as a more comprehensive process, namely an effort to develop all human potential and prepare future generations.

Law Number 20 of 2003 concerning the National Education System defines learning as a process of active interaction between students, teachers, and various learning resources. Agustina (2024) added that effective learning is learning that can shape students to be better by taking lessons from the learning, by combining various subjects. This approach is considered more in accordance with the needs and characteristics of children's development. According to Harefa (2023), effective learning is the result of a conscious effort to create a fun learning environment and stimulate students' creativity. This learning process involves a series of activities in order to achieve the learning goals that have been set.

In her research, Yohanda (2020) highlighted the importance of understanding the learning motivation of Indonesian students. Teachers, according to Yohanda, must be able to read the signs when students have difficulties or lose focus during learning. With a deep understanding, teachers can pay special attention and find the right solutions to solve the problem. This is in line with the responsibility of teachers in providing quality education.

Several studies, such as those conducted by Solikah (2020), Jong & Tacoh (2024), Al Asrory, et al. (2024), Permatasari (2024), and Noor, et al. (2024), show that the use of the Quizizz application can increase students' interest in learning. The interactive features and engaging feedback in Quizizz successfully motivate students to study harder and achieve their learning goals.

Research by Hamdu, et al. (2011) shows that there is a close relationship between students' desire to learn (motivation) and their achievement in science subjects. Data analysis using SPSS 16.0 shows that the higher the students' motivation to learn, the better their performance in science. This proves that motivation is the key to student learning success in science.

However, according to Emda (2018) and Nurrawi (2023), motivation is very important to achieve learning goals. Not only should students have a desire to learn, but teachers should also participate. Students will be motivated to find their

way of learning. Students may be motivated to learn. The two sources of motivation are intrinsic and extrinsic. Every motivation has a strategic role in student learning activities. Students have better learning outcomes if they have greater motivation to learn. Therefore, students must have both intrinsic and extrinsic motivation to achieve the learning goals that have been set.

The background of the author of this study is because learning motivation has a very influential role in human life. Learning motivation is an effort to improve or maintain students' personal abilities as high as possible in the form of activities. The success of students in achieving achievement is highly determined by the high and low learning motivation they have. The success of students' learning can be determined by the motivation they have. Students who have high motivation to learn tend to have high achievements. Likewise, if students have low motivation to learn, the results of achievement are also low. The high or low motivation can determine the high or low effort or enthusiasm of students to do activities and can determine the learning results they obtain.

The results of the study show that learning motivation has a positive and substantial influence on students' academic success. Therefore, student learning outcomes can be improved by increasing their motivation to learn. Factors such as the duration and frequency of activities, perseverance, dedication and sacrifice, courage, perseverance and ability, level of inspiration, level of results achieved and their attitude towards the goals of the activities are all ways that can be used to measure academic motivation. Teachers also influence student performance as part of their strategic role in motivating students. Andriani and Rasto (2019).

Research Methods

This study uses a qualitative descriptive approach to describe students' learning motivation, both intrinsic and extrinsic. Finding students' motivation to learn Indonesian is the main focus of this research. Primary data, obtained directly from students through questionnaires, and secondary data, obtained from various sources, such as research reports and relevant scientific journals. Data collection techniques use several instruments, including observation, questionnaires, and documentation. The data collection process can be described as follows: (a) observations are carried out to observe how teachers and students participate in Indonesian lessons. (b) The questionnaire used in this study is in the form of forms containing questions that are specifically asked to students. The number of questionnaires used in the study was 32. (c) documentation is used to find out the condition of students at SMP Negeri 1 Tirtomoyo. And to analyze the data, the researcher uses the stages of analysis according to Abraham Maslow that we really need in Indonesian learning activities or activities, namely: a) physiological needs, b) security needs, c) social needs, d) needs for self-esteem or recognition, e) needs for self-actualization.

Research Results and Discussion

Result

In the context of 21st century learning, learning motivation has become increasingly crucial considering the more complex and dynamic demands in this digital era. Learning is no longer limited to conventional classrooms, but extends to various digital platforms that require quick adaptation and independent learning skills. Strong motivation encourages students to develop critical thinking, collaboration, communication, and creativity skills, all of which are urgently needed in the modern work environment (Azhar, 2024). Motivation comes from the word motive, which is a condition in the individual that encourages individuals to carry out certain activities, whether consciously or unconsciously, to achieve certain goals (Winarni, et al., 2016).

Learning motivation can be interpreted as the driving force to carry out certain learning activities that come from within and also from outside the individual so as to foster enthusiasm in learning (Monika & Adman, 2017). Learning motivation is the internal and external impulse that moves a person to participate in the learning process (Darniyanti & Saputra, 2021; Djarwo, 2020), maintain their efforts, and achieve learning goals. Learning motivation is an important factor that affects how students behave in an educational environment, including how hard they try, how persistent they are in the face of challenges, and how much they enjoy the learning process itself.

Intrinsic motivation is an impulse that comes from within the individual (Emda, 2018). Intrinsically motivated students learn because they feel satisfied and interested in the subject matter itself. They learn because they enjoy the process, find pleasure in understanding new concepts, and feel challenged to develop their skills. An example of intrinsic motivation is when a student learns math because they love the challenge of solving problems or study history because they are interested in the stories of the past.

Extrinsic motivation is an impulse that comes from outside the individual (Sari, 2018). Extrinsically motivated students learn to achieve a specific outcome or to avoid negative consequences. This can include getting good grades, getting praise or appreciation from parents and teachers, or avoiding punishment or embarrassment. An example of extrinsic motivation is when a student studies hard for an exam because they want to get good grades or because they want to avoid a reprimand from a parent.

This research was carried out because symptoms or phenomena were found, especially in Indonesian lessons, as follows: 1. During the teaching and learning process, teachers do not give words that can arouse students' enthusiasm for learning. 2. In the learning process, students tend to be more silent, sit and listen. 3. There are some students who get bored quickly if they face Indonesian lessons. This can be seen that many students choose to tell stories with their friends in class and do not pay attention to the teacher's explanation 4. In the process of learning, many students are sleepy and some even sleep in class. Looking at the above problems, it can be concluded that the low motivation of students to learn, especially in Indonesian lessons.

Intrinsic Motivation and Extrinsic Motivation to Learn Indonesian in Grade VIII B Students at SMP Negeri 1 Tirtomoyo

This study was used to see and find out how students' learning motivation occurred in Indonesian learning grade VIII at SMP Negeri 1 Tirtomoyo, Wonogiri, Central Java. This research activity was carried out on Saturday, May 25, 2024. On that day, the students who attended the class amounted to 32 people, this observation took place in class VIII B SMP Negeri 1 Tirtomoyo. This research refers to the theory put forward by Abraham Maslow that we really need in Indonesian learning activities or activities, namely: a) physiological needs, b) security needs, c) social needs, d) needs for self-esteem or recognition, e) needs for self-actualization. This study also applies types of intrinsic motivation and extrinsic motivation. From the theories used, which include intrinsic motivation, namely a) physiological needs, b) needs for a sense of security, and e) needs for self-actualization, and those that include extrinsic motivations, namely c) social needs, and d) needs for self-esteem or recognition.

The following is an analysis of student learning motivation based on a questionnaire that has been distributed in Indonesian learning class VIII B at SMP Negeri 1 Tirtomoyo, Wonogiri, Central Java:

Intrinsic Motivation

Physiological Needs

From the questionnaire given, there are four questions that include intrinsic motivation for physiological needs, physiological needs, namely physiological needs for discipline, the need to obtain in-depth information, the need for material understanding, and the need for focus in learning. From intrinsic motivation physiological needs will be described in the following analysis:

Table 1. Physiological Intrinsic Motivation

Questionnaire	Tall	Keep	Low
2. The need for discipline	72%	25%	3%
5. The need to obtain in-depth information	41%	25%	34%
6. The need for material understanding	56%	19%	25%
8. The need for focus in learning	59%	19%	22%
Sum	228%	88%	84%
Average	57%	22%	21%

In the intrinsic motivation of low physiological needs from questionnaire number 2 with a total of 3%, and the intrinsic motivation of high physiological needs from questionnaire 2 with a total of 72%. So it can be concluded from the results of the analysis of the intrinsic motivation of physiological needs possessed by students of grade VIII B SMP Negeri 1 Tirtomoyo from the four questionnaire statements given, it can be concluded that the average student who has a high intrinsic motivation for physiological needs is 57%, and low is 21%.

The Need for a Sense of Security

From the questionnaire given, there are two questions that include the intrinsic motivation of the need for a sense of security, the need for a sense of security, namely the need to consistently follow learning and the need to be dependent on others. From the intrinsic motivation of the need for security will be described in the following analysis:

Table 2. Intrinsic Motivation for the Need for Security

Questionnaire	Tall	Keep	Low
4. The need to consistently follow learning	100%	-	-
9. The need for dependence with others	41%	31%	28%
Sum	141%	31%	28%
Average	71%	15%	14%

In intrinsic motivation, the need for security was very high from question-naire number 4 with a total of 100%, and the intrinsic motivation for the need for a sense of security was low from questionnaire 9 with a total of 28%. So it can be concluded from the results of the analysis of the intrinsic motivation of the need for security that students have in grade VIII B SMP Negeri 1 Tirtomoyo from the two questionnaire statements given, it can be concluded that the average student who has an intrinsic motivation for a sense of security is high which is 71%, and low is 14%.

The Need for Self-Actualization

From the questionnaire given, there are four questions that include the intrinsic motivation of self-actualization, the need for self-actualization, namely the need for order, the need for responsibility, the need for regular learning, and the need to never give up. From intrinsic motivation the need for self-actualization will be described in the following analysis:

Table 3. Self-Actualization Needs

Questionnaire	Tall	Keep	Low
1. The need for order	100%	-	-
3. Responsibilities	97%	3%	-
7. The need to study regularly	56%	25%	19%
11. The need to never give up	93%	31%	16%
Sum	306%	59%	35%
Average	76%	15%	9%

The intrinsic motivation for self-actualization is very high from questionnaire number 1 with a total of 100%, and the intrinsic motivation for self-actualization needs is low from questionnaire 11 with a total of 16%. So it can be concluded from the results of the analysis of the intrinsic motivation of self-actualization needs owned by students of grade VIII B SMP Negeri 1 Tirtomoyo from the four questionnaire statements given, it can be concluded that the average student who has an intrinsic motivation for self-actualization needs is high, which is 76%, and low is 9%.

Extrinsic Motivation

Social Needs

From the questionnaire given, there is one question that includes the extrinsic motivation of social needs, From the extrinsic motivation of social needs will be described in the following analysis:

Table 4. Social Needs

Questionnaire	Tall	Keep	Low
12. Social needs	75%	19%	6%
Average	75%	19%	6%
Questionnaire	Tall	Keep	Low

So it can be concluded from the results of the analysis of extrinsic motivation of social needs owned by students of grade VIII B SMP Negeri 1 Tirtomoyo from one questionnaire statement given, it can be concluded that the average student who has an extrinsic motivation for social needs is 75%, and low is 6%.

The Need for Self-Esteem and Recognition

From the questionnaire given there is one question that includes extrinsic motivation the need for self-esteem and recognition, From extrinsic motivation the need for self-esteem and recognition will be described in the following analysis:

Table 5. The Need for Self-Esteem and Recognition

Questionnaire	Tall	Keep	Low
10. The need for self-esteem and recognition	88%	12%	-
Average	75%	19%	-

So it can be concluded from the results of the analysis of extrinsic motivation for the need for self-esteem and recognition possessed by students of grade VIII B SMP Negeri 1 Tirtomoyo from one questionnaire statement given, it can be concluded that the average student who has extrinsic motivation for the need for self-esteem and recognition is 75%, and medium is 19%.

Of all the motivations that have been analyzed, including intrinsic motivation, consisting of intrinsic motivation, physiological needs, the need for a sense of security, and the need for self-actualization. Meanwhile, extrinsic motivation

consists of social needs and the need for self-esteem and recognition. Then it can be presented in the form of a table as a whole as follows:

Table 6. Intrinsic Motivation

Motivation	Tall	Keep	Low
Physiological Needs	57%	22%	21%
The Need for a Sense of Security	71%	15%	14%
The Need for Self-Actualization	76%	15%	9%
Sum	204%	52%	15%
Average	68%	17%	15%

So it can be concluded from the results of the intrinsic motivation analysis owned by students of grade VIII B SMP Negeri 1 Tirtomoyo from all the questionnaire statements given, the highest intrinsic motivation is the intrinsic motivation of self-actualization needs with a total of 78%. With the overall intrinsic motivation data, it can be averaged with a high of 68%.

Table 7. Extrinsic Motivation

Motivation	Tall	Keep	Low
Social Needs	75%	19%	6%
The Need for Self-Esteem and Recognition	88%	12%	-
Sum	367%	83%	50%
Average	73%	17%	10%

Meanwhile, the conclusion from the results of the analysis of extrinsic motivation owned by students of grade VIII B SMP Negeri 1 Tirtomoyo from all the questionnaire statements given, the highest extrinsic motivation was extrinsic motivation the need for self-esteem and recognition with a total of 88%. With the overall extrinsic motivation data, it can be averaged with a high of 73%.

The students' learning motivation in learning Indonesian found in this study consists of intrinsic motivation and extrinsic motivation. The motivations that have been analyzed include intrinsic motivation, consisting of intrinsic motivation of physiological needs, the need for a sense of security, and the need for self-actualization, while extrinsic motivation consists of social needs and the need for self-esteem and recognition. With this research, it can be used to find out intrinsic motivation and extrinsic motivation are very useful in learning Indonesian. These motivations can also be grouped into high, medium, and low categories.

Research on learning motivation has also been researched by Yohanda (2020) The relationship with student learning motivation in Indonesian learning is to be able to understand the character of students and also be able to read the situation, if there is a student who has a problem or does not concentrate on learning, so they must quickly take steps to pay attention and ask what the reason is and find a solution. The difference with the research conducted by Yolanda lies in the details of intrinsic motivation and extrinsic motivation contained in students or intrinsic motivation, even influences from outside the student such as the environment or extrinsic motivation. There is also a parallel thinking, namely after knowing the intrinsic and extrinsic motivation of students, teachers will find it easier to understand the character and read the situation when students have problems.

The results of the findings are also in line with Emda (2018) and Nurrawi (2023) who have the same thoughts expressing their opinion that motivation has an important position in achieving the learning goals that have been set. The existence of motivation will provide encouragement so that students will know the direction of learning. Learning motivation can arise if students have the desire to learn. Learning motivation consists of intrinsic and extrinsic motivation. All motivation has a strategic role in every student activity in learning. The higher the learning motivation that students have, the higher or better the learning outcomes that students get. Therefore, motivation, both intrinsic and extrinsic, must be present in students so that the learning goals that have been formulated can be achieved optimally. The results of these two studies have similarities with the research that the researcher has conducted so that they can learn Indonesian optimally, but in this study the researcher also uses the theory put forward by Abraham Maslow that we really need in Indonesian learning activities or activities, namely: a) physiological needs, b) the need for a sense of security, c) social needs, d) the need for self-esteem or recognition, e) the need for self-actualization.

From the research that researchers have conducted to find out students' motivation to learn Indonesian language, it is quite different from the research that has been conducted by Solikah (2020), Jong & Tacoh (2024), Al Asrory., et al. (2024), Permatasari, (2024) and Noor., et al. (2024) in the research that the researcher conducted to describe intrinsic and extrinsic motivation, but different from the research conducted by Solikah, Jong & Tacoh, Al Asrory., et al., Permatasari, and Noor., et al. because in their research only studied intrinsic motivation carried out with the use of quizizz interactive learning media to be able to find out the intrinsic motivation of students. Because the use of this application provides an intrinsic encouragement for students to achieve their learning goals and develop themselves. In addition, the conducive

classroom atmosphere, supported by interactive features and feedback provided, also plays an important role in increasing students' motivation to learn. Overall, the use of the Quizizz application as a learning evaluation medium provides significant benefits in teaching and learning activities.

In addition, this research is also in line with the research that has been conducted by Hamdu., et al. (2011) because in the discussion it also groups motivation based on its high and low. However, there is also a difference with Hamdu because in the research using data processing and analysis with the help of the SPSS 16.0 program, a correlation coefficient (r) of 0.693 was obtained, meaning that learning motivation with student learning achievement has a significant influence, thus it can be concluded that there is an influence of learning motivation on science learning achievement". After correlation, showing a high level of reliability interpretation, the magnitude of the influence of learning motivation on the learning achievement of science students in grade IV of SDN 86 ISSN 1412-565X Tarumanagara Tawang Tasikmalaya was 48.1%. The research conducted by Andriani, R., & Rasto, R. (2019), is indeed quite different from this study, but it is the final step after knowing the intrinsic and extrinsic motivation of students, namely by showing that learning motivation has a positive and significant influence on student learning outcomes. Therefore, student learning outcomes can be improved through increasing student learning motivation. This means that the increase in student learning motivation can be followed by an increase in student learning outcomes. Teachers have a strategic role in motivating students. Therefore, the teacher's ability to motivate students also determines student learning outcomes.

Conclusion

Of all the motivations that have been studied, intrinsic motivation includes the need for self-actualization, the need for a sense of security, and physiological needs. While extrinsic motivations include social needs, recognition, and the need for self-esteem. Grade VIII B students of SMP Negeri 1 Tirtomoyo have the highest intrinsic motivation, the need for self-actualization, with 78%, according to their analysis. With the overall intrinsic motivation data, it can be averaged with a high of 68%. The conclusion from the results of the analysis of extrinsic motivation owned by students of grade VIII B SMP Negeri 1 Tirtomoyo from all the questionnaire statements given, the highest extrinsic motivation is extrinsic motivation is the need for self-esteem and recognition with a total of 88%. With the overall extrinsic motivation data, it can be averaged with a high of 73%.

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