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**The Motivational Orientation to Learn in a Undergraduate Educational
Institution**

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Abstract

The purpose of this research is to investigate the undergraduate student's motivational orientation to learn. The method used in this research are literature review and open semi-structured individual interview. The subject (interviewees) are the undergraduate students, in the final year business administration (adbis) program of study (prodi), at school of economics and business (TEBS) Telkom University (Tel-U) Bandung. The final year undergraduate students are chosen in order to enable to reflect on their 4 years of higher education. They will be asked questions that indicate teaching approaches and learning activities and the effect of these on their motivation to learn. Analysis of the interview will use, a grounded theory approach. From interviews to questions related to the six motivational orientations has concluded that: the undergraduate students orientation motivation were low compliance, uncommitted, sense of belonging, interest, career and university lifestyle.

Keywords: Learning & Teaching Environment; Motivation to Learn

“There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation.” -Terrell H. Bell

1. Introduction

The first purpose of the business administration program of study is produce bachelor degree in business administration. Bachelor of business administration is obtained from (input) high school students who passed the acceptance tests and 'processed' (learning process) for approximately four to five years. To be able to produce graduates from business administration program of study, the author is interested in researching the learning process in this particular case of motivated students to learn, because the motivation to learn is the most fundamental thing that is unknown therefore necessary conduct research. Sardiman (2006) the study results would be optimal if there is motivation. Therefore, it is correct to say that motivation is very important in learning (Djiwandono, 2004:329; Djamarah, 2002a:114; Sanjaya, 2009a:249; Sardiman, 2006:84; Yamin, 2005:80).

The purpose of this study is to investigate the undergraduate student's motivational orientation to learn related to learning and teaching environment based on motivational orientation framework for university students (Kember ,2008). Student motivation has, for some time, been described as one of the foremost problems in education (Cremin, 1964). Motivation is **important** because it contributes to achievements, but also it own importance as a result. When we talk about motivation as an outcome or result, we are concerned with students "motivation to learn" (Ames & Archer, 1989; Brophy,1983; Elliot & Dweck, 1988; Maehr,1984; Nicholls,1979). If we place a value on developing a motivation to learn in students, we are concerned with whether students initiate learning activities and maintain **an involvement in learning as well as a commitment to the process of learning** (Ames,1990). We not only want students to achieve, we want them to value the process of learning and the improvement of their skills, we want them to willingly put forth the necessary effort to develop and apply their skills and

knowledge, and we want them to **develop a long-term commitment to learning** (Brophy,1983). Motivation is important for undergraduate students to learn relates to their future success.

Why this study needs to be done empirically? Because there is still no theory or model of motivational orientation in the context of undergraduate students at the university. So this is the one that prompted the authors to conduct research. The research was carried out empirically also for the reason with the empirical research will be contextual to provide a more detailed picture.

2. Empirical Evidence

Taylor in research on the orientation of students said that: Orientation, unlike the concept of motivation, does not assume any psychological trait or a state belonging to the student. It is a quality of the relationship between student and course rather than a quality inherent in the student. (1981) From this study explains the difference between the concepts of orientation and motivation. Pintrinch and Schunk in their research explains that motivation is a dynamic phenomenon that has multiple points of view that have been influenced by context (2002, 2003). Here also explained that the curriculum design and the nature of the teaching and learning environment play a part in the degree of motivation.

Kember in research on the division of six viewpoint motivational orientation of each student explained that there are two terms of freshman orientation indicates direction motivations are: compliance, individual goal setting, sense of belonging, interest, career and university lifestyle (can be seen in the figure 1). Motivational orientation of undergraduate students position will be affected by personal circumstances, their social context and **their perceptions of the teaching and learning environment.**

Explanations of each undergraduate student motivational orientation can be explained as follows:

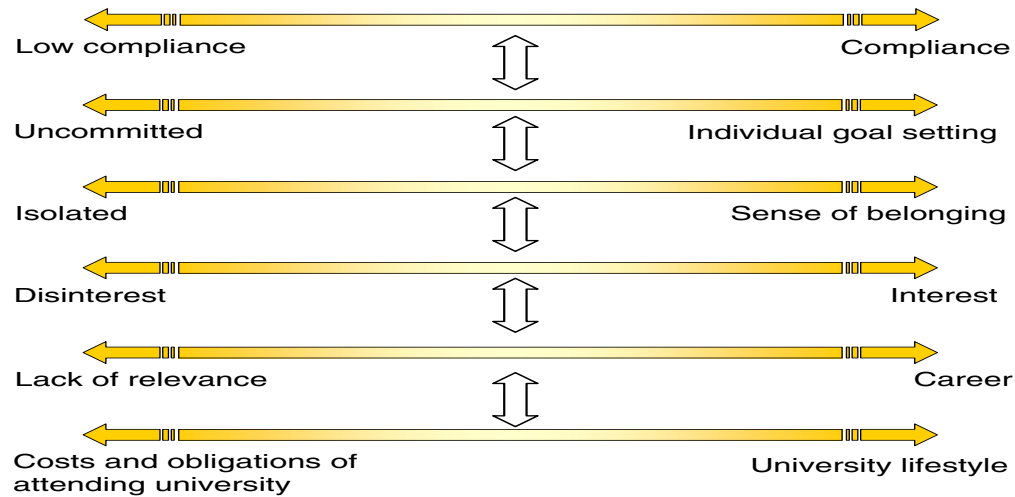


Fig. 1 Motivational orientation framework for university students (Adapted from Kemper et al. 2008)

2.1 Compliance

Compliance means that students **will complete assignments and study tasks set without question**. Compliance influenced by parents, teachers and fellow students. Compliance related to motivation where students are motivated to fulfill their responsibilities related to the course assignment.

Compliance means motivated students to plan and complete assignments with full awareness because they understand the importance of assignments. Low compliance means students are less motivated to plan and complete assignments with full awareness because they understand the importance of assignments.

2.2 Individual Goal Setting

Individual goal setting means that students have individual targets which usually be seen from the value or GPA. Here individualized goal setting related to motivation where students are motivated to achieve personal targets. Ames (1992) in essence states that performance and mastery goals have alternative terms and variations in definitions.

The difference between performance and mastery goals are if performance is a comparison while mastery is personal competence to achieve the goal. Achievements motivation is defined as an individual as competitive drive (Biggs 1987). In this study emphasizes that the individual goal setting is not the point of view of competition.

Students motivation for learning can be seen as the targets for achieving the desired GPA. It is divided by 2 is the orientation of the individual student goal setting and the lack of commitment to have GPA target or to reaching GPA target.

2.3 Sense of Belonging

Sense of belonging means the intrapersonal relationships between students in one class can be a motivation. With the individual goal setting and sense of belonging suggests that the motivation to excel can be seen individually or social. 2 different definition between the definitions of the western world and the eastern world, represented by the chinese by their Confucianism. The West, for the benefit of individual achievement motivation whereas the eastern world to see the motivation for the sake of the family and society (Hsu 1981; Salili 1996; Yang and Yu 1988; Yu, 1974, 1996).

Motivation to learn because the close relationship between friends in one class or less motivated to learn because they do not have friends to hang out with tightness in one class.

2.4 Interest

Interest which includes intrinsic motivation means that interest in the subject. With the correspondence between concepts and theories in subjects with the real world can be a powerful motivation.

2.5 Career

Career extrinsic motivation are included here together with the interest that is intrinsic motivation can reinforce each other. According to Beaty (2005) explains that the concept of a career can be explained by the concept of learning orientation that there are 2 main options related to students' motivation to study the compatibility between future work are obtained in accordance with the knowledge learned in college and the lack of conformity between future jobs front is obtained in accordance with the knowledge learned in college thus resulting in the need for training in order to adjust to the job.

2.6 The University Lifestyle

The University Lifestyle can be interpreted with student motivation arises because the social life at university. According to Kember (2005) students will conduct a cost-benefit analysis to determine whether to attend college or not.

3. The Method

This study categorized the **qualitative** study. To support this research, the data are collected in two ways. Primary data is collected from the interviews with respondents. To obtain primary data obtained by the method of **open semi-structured interviews**. The primary data will be recorded using mobile phones and with field notes. The Secondary data is collected from literatures, such as books and journals, and from electronic newspapers.

The study subjects are undergraduate student of adbis program of study TEBS Tel-U Bandung class entered 2010 hope that it can better describe the motivational orientation for learning experiences related to teaching and learning environments that already and they were living.

Determination procedures in qualitative research subjects show some characteristics (Sarantakos, 1993 in Poerwandari 2005), namely:

1. Not directed at a large number of samples, but typical cases corresponding to the research problem.
2. Not rigidly determined from the beginning, but changed both in terms of numbers and characteristics, in accordance with the conceptual understanding that developed during the study.
3. Not directed at the representation in terms of number, but in the context of the match.

With these criteria as well as the characteristics of the subjects mentioned above, **researcher do not emphasize on the number of respondents that will be used.** The number of respondents for population representative are 4 (taken from four class of 2010 with 1 representative from each class). The average class of 2010 students GPA is 2.78 then 1 randomly selected students appropriate with that criteria will be the respondent for each class. Class of 2010 describe the year entering college. Below can be seen the respondent's background:

Table 1 Respondent's Background

No	Initial	Class	GPA	Day	Date	Interview Time (avg)
1	ZR	A	2.78	Monday	September 16 th , 2013	1 hour
2	BR	B	2.78	Tuesday	September 17 th , 2013	1 hour
3	MAM	C	2.78	Friday	September 20 th , 2013	1 hour
4	CG	D	2.78	Monday	September 23 th , 2013	1 hour

The interview conduct in bahasa (Indonesian language). The questions in this study refers to the six orientation motivation university student by Kember (appendix).

Grounded theory approach used to analyze the results of the interview (Glaser and Strauss 1967; Lincoln and Guber 1985). In grounded theory, the researcher seeks theory, constantly works with data records and records of ideas to tease from them the concepts and the linkages that might general theoretical insights (Morse and Richards, 2002).

At the beginning of the interview, the purpose of the interview and the interview data usage is explained to them.

4. The Results and Discussion

From interviews to 4 respondents obtained results:

1.1 Compliance

Did you complete all assignments for this? Fourth of respondents answered that they were responded completed all assignments for all courses that have been and are being undertaken. After deepened with further questions with this is defined by 100% assignments have been done then it turns out at least 80% of the total assignments done.

How important is it for your assignments? Fourth of respondents answered that the assignments given are important but after next question asked "**Do you know your purpose was given assignments?**" Two respondents answer did not know because that there are assignments for some courses that are given not relevant with the lecturing. While the other two respondents who answered knew because the lecturer tells the background and purpose of the assignment. And then asked "What do you do when the teacher does not tell the background and purpose of the assignments?" So the four students not say anything.

Are you planning to completing your assignments? Fourth of respondents answered no and asked why they didn't plan to completing their assignment because the assignments is not clear and forgotten for many assignments from another course.

What is the average value of your assignments? Range value assignments for the fourth respondent was 60-80.

Who is most responsible for influencing you to complete your assignments? The fourth respondent answers were classmates.

From the answers given then it can be propensity fourth motivational orientation of students categorized as low compliance due to lack of students toward the fulfillment of assignments given by lecturers.

1.2 Individual Goal Setting

How important is GPA for you? All respondents answered important. Why? Because as a measure of achievement, successful course.

Do you have GPA target? The fourth respondent has replied yes. What is your GPA target? Fourth of respondents answered with a range between 3.00 to 3.50. Why do you want to have a target GPA? Fourth respondents emphasizing that the current GPA it is not satisfy them, the value of the current GPA still can be improved further, parental assessment of the GPA is still lacking.

Do you have a plan to achieve your desired GPA? The fourth respondent has replied yes. Specifically how you plan to achieve it? The fourth respondent can not answer specifically.

Orientation of the respondents answers regarding individual student motivation goal setting included in the uncommitted category. This is because **students can not specifically tell you how to achieve the desired targets GPA.**

1.3 Sense of Belonging

Do you love to hang out? Happy fourth of respondents replied happy to hang out with friends in the same class.

Are you easy to get along with your friends in the same class? Two respondents answered easily and two other respondents answer depends.

Do you have close friend in the same class? Three respondents did not have close friend in the same class because their close friends are in another class, different majors and different campuses. One respondents had close friend in the same class.

Are you able to work in a group with anyone in the same class? Fourth of respondents answered no because there are few friends in one class were deemed less suitable respondents, less close.

Does you feel any solidarity in the same class? Fourth of respondents answered yes that in the same class there is cohesiveness. Cohesiveness in terms of what? The fourth respondent answered when there are friends in the same class birthday then all member of the class will hold 'events' such as eating together or if there a class assignment would be discussed together, have a class email, twitter class, class photograph.

From the answer, so the respondent's category of student motivation orientation sense of belonging that there are the interpersonal relationships in one class. There are intimacy between friends in one class.

1.4 Interest

What do you think about all the courses that have been taught so far, do you like it? Fourth of respondents answered enough or indifferent.

Do you have favorite subjects? Why? Fourth of respondents answered yes there are because the grade of the favorite subjects is good or satisfied them; mastered well the

science of the course; fast to learn from a lecturer, a lecturer easy to meet, explained the material clearly and easy to understand.

Are there subjects you dislike the most? Why? Fourth of respondents answered yes because lecturers grade are 'stingy'; many and difficult task; 'killer' lecturers; lecturer explains the material is not easy to understand, makes sleepy, boring.

From the respondents answer, including student motivation orientations interest category because **students have favorite subjects and the favorite in those subjects students can obtain knowledge and gain their desired grade.**

1.5 Career

What your grade for your internship? Three respondents answered A- and one respondent answered B +.

Is there a match between your internship with the courses you already taken? Fourth of respondents answered yes.

What are the courses that can be associated with your internship? All respondents answered: marketing management, information systems, operations management, human resource management, organizational behavior, etc.

Do you think that all of your course that u already taken can you get practiced in your intership? Why? The fourth respondent can answer but not all of them because of differences in context between the theory and the real world.

The respondents motivational orientation of students including career category means there is a match between the courses that have been and are being studied by the working world.

1.6 The University Lifestyle

Tell me how the social life on campus? Fourth of respondents answered quite enjoyable social life.

Do you have many friends? The fourth respondent has answered a lot of friends and many new friends from outside the area.

Tell your activities with them? The fourth respondent answered hangout together, watching movies together, play together, do assignments together, vacation together.

Why did you come to campus? All respondents answered: attending lectures, doing assignments, to the library, going out, hanging out, final project guidance.

Did you come to campus just because your close friends? Fourth of respondents answered no.

What if your close friends are not attend in campus are you still come to campus? The fourth respondent answers will still come to campus because a lot of things to do on campus, hanging out in the cafe, to the library, etc.

The orientation of respondents obtained university student lifestyle category means students come to campus because the campus social life than the routinity of collage activity.

5. Limitation

The motivational orientation to learn theory in this study is limited because the undergraduate student's motivational orientation to learn related to learning and teaching environment based on motivational orientation framework for university students (Kember ,2008).

6. The Conclusion

So the motivational orientation to learn adbis TEBS undergraduate students are:

1. In terms of compliance showed that student motivation included into the category low compliance
2. In terms of individual goal setting showed that student motivation included into the category uncommitted

3. In terms of the sense of belonging of students showed that motivation included into the category sense of belonging

4. In terms of interest showed that student motivation included into the category interest

5. In terms of career college students showed that motivation included into the category career

6. In terms of the university life style college students showed that motivation included into the category university lifestyle

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Appendix

Table 2 Interview Questions

Research Question	Motivational orientation	Interview Questions	Purpose
<p>How motivational orientation of students of business administration Telkom University Bandung?</p>	<p>Compliance</p>	<p>Ceritakan tentang assignments perkuliahan secara umum yang sudah dan sedang anda kerjakan: (Tell me about the course in general assignments already and you are doing)</p> <ol style="list-style-type: none"> 1. Apakah anda menyelesaikan seluruh assignments selama ini? (Did you complete all assignments?) 2. Seberapa pentingkah assignments bagi anda? (How important is your assignments?) 3. Apakah anda mengetahui tujuan anda diberi assignments?(Do you know the purpose that you given the assignments?) 4. Apakah anda melakukan perencanaan dalam menyelesaikan assignments?(Do you 	<p>To know which way the motivational orientation of students to learn in terms of the fulfillment of duties, including compliance or low compliance category.</p>

		<p>have planning on completing your assignments?)</p> <p>5. Apakah yang anda lakukan bila dosen tidak memberitahukan latar belakang dan tujuan pemberian assignments?(What do you do when the teacher does not tell the background and purpose of the assignments?)</p> <p>6. Berapa nilai rata-rata assignments anda?(What is the average value of your assignments?)</p> <p>7. Siapa yang paling berperan untuk mempengaruhi sehingga anda dapat mengerjakan assignments?(Who is most responsible for influencing you to work your assignments?)</p>	
	<p>Individual Goal Setting</p>	<p>1. Seberapa penting GPA bagi anda? (How important GPA for you?)</p> <p>2. Apakah anda memiliki target GPA?(Do you have GPA target?)</p> <p>3. Berapa target GPA anda?Mengapa anda memilih nilai target GPA tersebut? (What is</p>	<p>To determine whether an individual student has committed or less committed to achieving the target of GPA</p>

		<p>your GPA targets? Why did you choose those GPA target?)</p> <p>4. Apakah anda memiliki rencana untuk mencapai target GPA? (Do you have a plan to achieve your GPA target?)</p> <p>5. Ceritakan bagaimana cara anda mencapai GPA yang anda targetkan? (Tell me how do you reach your GPA target?)</p>	
	<p>Sense of Belonging</p>	<p>1. Apakah anda senang untuk bergaul dengan teman satu kelas?(Do you love to hang out with your friends from the same class?)</p> <p>2. Apakah anda mudah bergaul dengan teman sekelas anda? (Are you easy to get along with your friends from the same class?)</p> <p>3. Apakah anda memiliki sahabat di kelas?(Do you have close friend in the same class?)</p> <p>4. Apakah anda dapat bekerjasama dalam kelompok dengan siapapun teman anda didalam kelas? (Are you able to work in a group of your friends</p>	<p>To determine the relationship between individuals students in one class including categories belonging or sense or isolated</p>

		<p>with anyone in the class?)</p> <p>5. Apakah selama ini rata-rata anda merasakan adanya kekompakan dalam 1 kelas?(Does this mean for you feel any solidarity in one class?)</p>	
	Interest	<p>1. Bagaimana pendapat anda mengenai seluruh mata kuliah yang sudah diajarkan selama ini apakah anda menyukainya? (What do you think about all the courses that have been taught so far, do you like it?)</p> <p>2. Apa ada mata kuliah favorit anda? mengapa? (Do you have your favorite subjects? Why?)</p> <p>3. Apa ada mata kuliah yang paling tidak anda sukai? Mengapa? (Are there any subjects you dislike the most? Why?)</p>	To determine student interest in subjects divided into 2 categories of interest or disinterest
	Career	<p>2. Apakah ada kesesuaian antara kegiatan kerja praktek dengan mata kuliah yang anda sudah anda ambil sewaktu itu? (Is there a match between the practical work (internship) with</p>	To determine the suitability of subjects obtained with practical work (internship) experience including career categories (appropriate) or the

		<p>the courses you take when you have it?)</p> <p>3. Apa saja mata kuliah yang dapat dikaitkan dengan kerja praktek anda? (What are the courses that can be associated with your internship?)</p> <p>4. Berapa nilai yang ada dapat untuk mata kuliah kerja praktek? (What grade that you got from your internship?)</p> <p>5. Menurut anda apakah mata kuliah yang selama ini anda dapatkan dapat dipraktekkan pada saat kerja praktek? mengapa? (Do you think that the course that you already taken practically relevant your your intership?Why?)</p>	<p>lack of relevance (not suitable)</p>
	<p>University Lifestyle</p>	<p>1. Ceritakan bagaimana kehidupan sosial di kampus?(Tell me how the social life on campus?)</p> <p>2. Apakah anda memiliki banyak teman?(Do you have a lot of friends?)</p> <p>3. Ceritakan kegiatan anda bersama mereka?(Tell your activities with them?)</p>	<p>To determine the level of student attendance caused by the social life on campus including university lifestyle category and obligations or the cost of attending university</p>

		<p>4. Mengapa anda datang ke kampus? (Why did you come to campus?)</p> <p>5. Apakah anda datang ke kampus hanya karena teman-teman dekat anda?(Did you come to campus just because your close friends?)</p> <p>6. Bagaimana jika teman-teman dekat anda tidak ada apakah anda tetap datang kekampus? (What if your close friends are not there if you keep going to campus?)</p>	
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