

MOTIVATION

KULIAH 6 & 7

Adriatik

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MOTIVASI

- ialah gabungan interaksi antara kebutuhan dan minat seseorang → mempengaruhi arahan, tujuan, dan aktivitas yang dipilih oleh siswa
- Motivasi ialah proses yang mendorong, mengarahkan dan mempertahankan perilaku
- Pandangan psikologi kognitif : motivasi itu tidak terlalu berperan dalam proses berpikir seseorang karena bila secara kognitif mereka mampu belajar, ya pasti akan berhasil mengerjakan tugasnya.
- Namun nyatanya, terdapat peranan penting motivasi dalam pembelajaran karena motivasi lah yang mendorong seseorang menyelesaikan pekerjaannya.

PERSPEKTIF MOTIVASI

Perspektif Behavioral: Extrinsic Motivation

- Tokoh: Skinner dan Bandura
- Mereka percaya bahwa individu akan termotivasi bila perilakunya mendapatkan reinforcement, insentif dan menghindari hukuman.
- Reinforcement/insentif → mendapatkan cekmark, nilai bagus, mendapatkan pujian.
- Hukuman → tidak diperbolehkan masuk kelas, dimarahi, tidak mendapatkan nilai, dll

PERSPEKTIF MOTIVASI (CONT)

Cognitive Perspective: Intrinsic Motivation

- Perspektif ini menekankan motivasi sebagai faktor intrinsik / dari dalam diri kita
- Meliputi persepsi seseorang tentang penyebab kegagalan/kesuksesan yang memunculkan prestasi, keyakinan diri bahwa seseorang dapat mengontrol lingkungan.
- Perspektif ini menekankan pentingnya goal setting, planning, and monitoring progress toward a goal (Urda, 2010).

PERSPEKTIF MOTIVASI (CONT)

Humanistic Perspective: Hierarchy of Needs

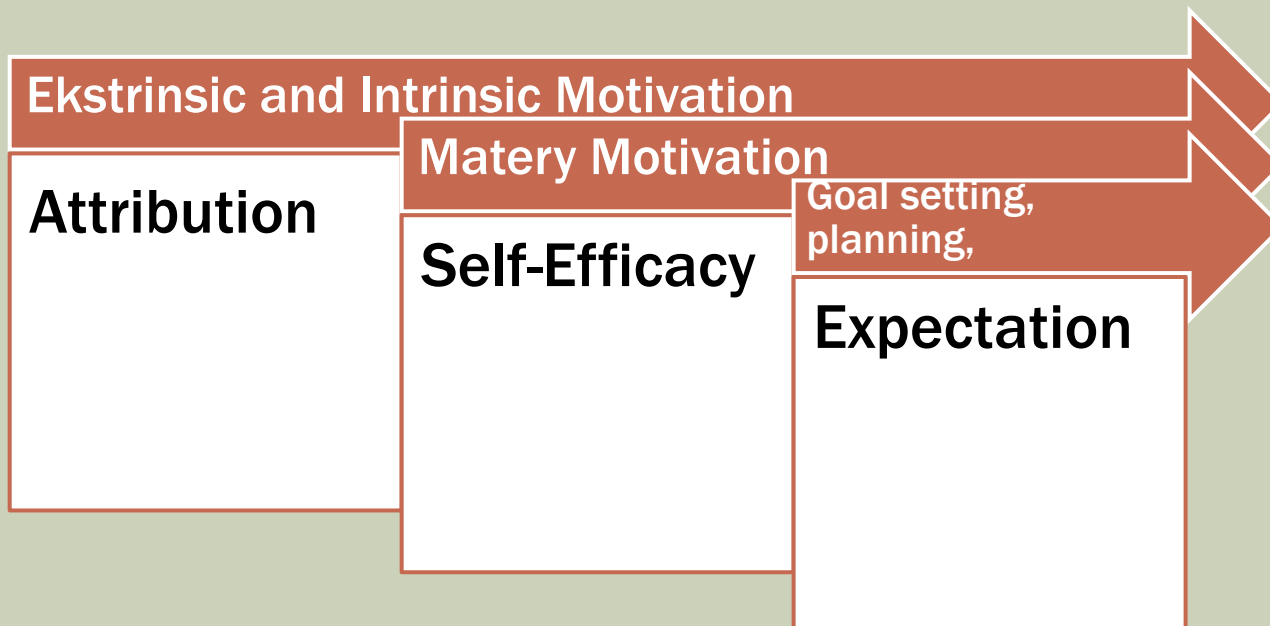
- Stresses students' capacity for personal growth, freedom to choose their destiny, and positive qualities (such as being sensitive to others)
- Abraham Maslow's: **hierarchy of needs**,
- Individuals' needs must be satisfied in this sequence
 1. *Physiological* → Hunger, thirst, sleep
 2. *Safety* → Ensuring survival, such as protection from war and crime
 3. *Love and belongingness* → Security, affection, and attention from others
 4. *Esteem* → Feeling good about oneself
 5. *Self-actualization* → Realization of one's potential

- Pandangan Maslow dapat membantu kita untuk memahami mengapa perilaku siswa dapat muncul
- Kesulitan yang muncul untuk apply Maslow hierarchy of needs adalah kesulitan untuk menentukan kebutuhan apa yang belum dipenuhi.

The Social Perspektif

- **The need for affiliation, or relatedness, is the motive to be securely connected with other people. This involves establishing, maintaining, and restoring warm, close personal relationships**
- **Students in schools with caring and supportive interpersonal relationships have more positive academic attitudes and values and are more satisfied with school (Wentzel, 2010).**

ACHIEVEMENT MOTIVATION



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- **Extrinsic motivation** involves doing something to obtain something else (a means to an end). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for a test in order to obtain a good grade in the course.
- **Intrinsic motivation** involves the internal motivation to do something for its own sake (an end in itself). For example, a student may study hard for a test because she enjoys the content of the course.

Four types of intrinsic motivation:

1. self-determination and personal choice,
 2. optimal experiences and flow,
 3. interest, and
 4. cognitive engagement and self-responsibility. Then we'll discuss how extrinsic rewards can either enhance or undermine intrinsic motivation.
- Intrinsic motivation akan berkembang seiring dengan waktu

ATTRIBUTION

- **Attribution theory** states that individuals are motivated to discover the underlying causes of their own performance and behavior.
- *Attributions* are perceived causes of outcomes. In a way, attribution theorists say, students are like intuitive scientists, seeking to explain the cause behind what happens
- Three dimensions of causal attributions:
 1. *locus*, whether the cause is internal or external to the actor;
 2. *stability*, the extent to which the cause remains the same or changes;
 3. *controllability*, the extent to which the individual can control the cause.

MASTERY MOTIVATION

- Developmental psychologists Valanne Henderson and Carol Dweck (1990) have found that children often show two distinct responses to difficult or challenging circumstances.
- Children who display **mastery motivation** are task-oriented; instead of focusing on their ability, they concentrate on learning strategies and the process of achievement rather than the outcome.
- Those with a **helpless orientation** seem trapped by the experience of difficulty and they attribute their difficulty to lack of ability.

- Children who have a **mastery orientation** often instruct themselves to pay attention, to think carefully, and to remember strategies that have worked for them in previous situations. They frequently report feeling challenged and excited by difficult tasks, rather than being threatened by them (Anderman & Anderman, 2010).
- Another issue in motivation involves whether to adopt a mastery or a performance orientation.
- Children with a **performance orientation** are focused on winning, rather than on an achievement outcome, and they believe that success results from winning.

- Carol Dweck's (2006, 2011) most recent analysis of motivation for achievement stresses the importance of children developing a **mindset**, which she defines as the cognitive view individuals develop for themselves.
- She concludes that individuals have one of two mindsets:
 1. *fixed mindset*, in which they believe that their qualities are carved in stone and cannot change → similar to a helpless orientation;
 2. *growth mindset*, in which they believe their qualities can change and improve through their effort → much like having mastery motivation.

SELF-EFFICACY

- The belief that one can master a situation and produce positive outcomes.
- Self-efficacy has much in common with mastery motivation and intrinsic motivation.
- Self-efficacy as a teacher will have a major impact on the quality of learning that your students experience (Guo & others, 2010).
- Students learn much more from teachers with a sense of high self efficacy than from those beset by self-doubts. Teachers with low self efficacy often become mired in classroom problems and are inclined to say that low student ability is the reason their students are not learning

GOAL SETTING, PLANNING, SELF-MONITORING

- Goal setting is increasingly recognized as a key aspect of achievement
- Terbagi menjadi: tujuan jangka panjang dan tujuan jangka pendek
- Ada juga yang disebut challenging goal, yaitu a commitment to self-improvement. Strong interest and involvement in activities is sparked by challenges

EXPECTATION

Student Expectation

- How hard students will work can depend on how much they expect to accomplish (Cavazos & Cavazos, 2010). If they expect to succeed, they are more likely to work hard to reach a goal than if they expect to fail.

Teacher Expectation

- Teachers' expectations influence students' motivation and performance
- Teachers often have more positive expectations for high ability than for low-ability students, and these expectations are likely to influence their behavior toward them.

VALUES AND PURPOSES

- We also indicated that the culture's achievement orientation influences students' values.
- *Values* are beliefs and attitudes about the way we think things should be. They involve what is important to individuals.
- Values can be attached to all sorts of things, such as religion, money, sex, helping others, family, friends, self-discipline, cheating, education, career, and so on.

ACHIEVEMENT DIFFICULTIES

- A student with low ability and low expectations for success often needs reassurance and support but also needs to be reminded that progress will be acceptable only when considerable effort is put forth.
- A student with failure syndrome (who has low expectations for success and gives up easily) likely will benefit from cognitive retraining methods such as efficacy training and strategy training.

STUDENTS WHO PROTECT THEIR SELF-WORTH BY AVOIDING FAILURE

- Some individuals are so interested in protecting their self-worth and avoiding failure that they become distracted from pursuing goals and engage in ineffective strategies
 1. *Nonperformance* . The most obvious strategy for avoiding failure is to not try.
 2. *Procrastination*. Individuals who postpone studying for a test until the last minute can blame failure on poor time management.
 3. *Setting unreachable goals*. By setting goals so high that success is virtually impossible, individuals can avoid the implication that they are incompetent

- Here are a few strategies to help students reduce preoccupation with protecting self-worth and avoiding failure (Covington & Teel, 1996):
 1. Guide students in setting challenging but realistic goals.
 2. Help students strengthen the link between their effort and self-worth. Tell them to take pride in their effort and warn them to minimize social comparison.
 3. Encourage students to have positive beliefs about their abilities.

STUDENTS WHO PROCRASTINATE

- Another way that students can fail to reach their potential is to regularly engage in procrastination
- Procrastination is linked to low self-efficacy, low conscientiousness, distractibility, and low achievement motivation (Steel, 2007).
- Other reasons students procrastinate include poor time management, difficulty concentrating, fear and anxiety (being overwhelmed by the task and afraid of getting a bad grade), negative beliefs, personal problems (financial problems, problems with a boyfriend or girlfriend, and so on), boredom, unrealistic expectations and perfectionism (believing you must read everything written on a subject before you begin to write a paper, for example), and fear of failure

STUDENTS WHO ARE PERFECTIONISTS

- Perfectionism is sometimes the underlying reason for procrastinating. Perfectionists think that mistakes are never acceptable, that the highest standards of performance always have to be achieved.
- Depression, anxiety, and eating disorders are common outcomes of perfectionism (Rice & others, 2007)

STUDENTS WITH HIGH ANXIETY

- *Anxiety* is a vague, highly unpleasant feeling of fear and apprehension. It is normal for students to be concerned or worried when they face school challenges, such as doing well on a test.
- Some intervention programs emphasize relaxation techniques. These programs often are effective at reducing anxiety but do not always lead to improved achievement. Anxiety intervention programs linked to worrying emphasize modifying the negative, self-damaging thoughts of anxious students by getting them to engage in more positive, task-focused thoughts

STUDENTS WHO ARE UNINTERESTED OR ALIENATED

- The most difficult motivation problem involves students who are apathetic, uninterested in learning, or alienated from school learning.
- Achieving in school is not an important value for them. To reach apathetic students requires sustained efforts to re-socialize their attitudes toward school achievement