

THE EFFECTIVENESS OF MOTIVATION IN IMPROVING TEACHING AND LEARNING OUTCOMES

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Abstract: *Motivation is an important element in producing perfect learning. Learning styles and motivation are related to students' academic achievement because each student has their own learning style and motivation. In addition, students need to understand their own tendencies, advantages, strengths and weaknesses in the learning style they practice. This awareness will be a motivator to face new learning styles that can improve their performance in studies or academics. This study was conducted to identify the concept of motivation and its effectiveness in improving teaching and learning outcomes. This study is a qualitative survey study. The data collection process obtained was using library research methods to collect relevant information. The data obtained was then analysed using inductive methods to obtain conclusions about the concept of motivation and its effectiveness in improving teaching and learning outcomes. The study findings found that concepts, theories and studies related to learning styles and student motivation show that learning styles and motivation can improve student academic achievement. Learning motivation is an external and internal drive to carry out learning optimally to obtain the desired results. Learning styles and motivation are related to student academic achievement because each student has their own learning style. Teachers or lecturers should understand the learning styles practiced by students in order to be able to use appropriate teaching methods to increase students' interest and motivation in learning. In this way, the teaching and learning process can run smoothly and effectively in improving the quality of education in facing the challenges of the age of science and technology.*

Keywords: *Effectiveness. Motivation, Teaching and Learning*

Introduction

It has long been understood that motivation is the driver for each individual to behave. Learning behaviour in humans seems inseparable from the motivation that exists within them. Motivation helps a lot in finding solutions to student achievement problems in the academic field. Motivation has a great influence in determining and shaping student attitudes, which can determine the level of their academic achievement, whether it increases or decreases. Masita, Muhammad Nasri & Abdullah (2021) found that learning style and motivation are related to student academic achievement because each student has their own learning style and motivation.

Muhammad Kamil (2001) also believes that motivation is an important element in producing perfect learning. This is because motivation is a teaching method that can stimulate student interest in the subjects being taken. Motivation is a person's internal state that generates and directs continuous behaviour. Motivation is also a factor that explains why humans act and think about something they do. Motivation is also an incentive for behaviour towards solving problems or achieving goals (Halonen and Santrock, 1999).

Literature Review

Masita, Muhammad Nasri & Abdullah (2021) found that learning styles and motivation are related to students' academic achievement because each student has their own learning style and motivation. In addition, students need to understand their own tendencies, advantages, strengths and weaknesses in the learning style they practice. This awareness will be a motivator to face new learning styles that can improve their performance in studies or academics.

According to Slavin (2006), motivation is also an internal process that motivates a person to achieve something. Motivation is the influence of needs and desires on the observation and encouragement of behaviour. Motivation also refers to the internal state that gives instructions to human thinking that drives behaviour towards purposeful behaviour. Motivation is also an impulse or need that leads to an action (Sternberg, 2001). Motivation also involves a process that gives power and direction that drives a person's behaviour. Motivation is basically a process in various biological pressures on behaviour that is formed to meet needs.

Djiwandono (2006) in his book titled Educational Psychology states that increasing student learning motivation is an increase in intrinsic motivation and extrinsic motivation, namely increasing student interest in science, maintaining the desire to know, providing interesting and diverse ways of delivering lessons as well as games and simulations. Meanwhile, for Muhammad Kamil (2001), motivation is an important element in producing perfect learning. This is because motivation is a teaching method that can stimulate student interest in the subjects being followed. Motivation is a person's internal state that continuously arouses and directs behaviour. Motivation is also a factor that explains why people act and think about something they do. Motivation is also a behavioural drive towards solving problems or achieving goals (Halonen and Santrock, 1999).

In all types of educational settings, motivation is recognized as one of the most prominent affective factors and many studies in the literature have shown its effect on the teaching and learning process. In this regard, this paper aims to study the effectiveness of motivation in improving teaching and learning.

Study Objectives

This study was conducted to identify the concept of motivation and its effectiveness in improving teaching and learning outcomes.

Research Methodology

This study is a qualitative survey study. The data collection process used library research methods to collect relevant information. The data obtained was then analysed using inductive methods to obtain conclusions about the concept of motivation and its effectiveness in improving teaching and learning outcomes.

Definition of Motivation

Motivation was first inspired by the Latin term "move", meaning movement and it is an English word. Motivation is a force that causes humans to behave in particular and according to the management point of view, the purpose of creating motivation in employees is to have behaviour that brings the highest benefit to the organization (Hamid Tohidi & Mohammad Mehdi Jabbari, 2102). According to Slavin (2006), motivation is an internal process that drives a person to achieve something. Motivation is also an impulse or need that leads to action (Sternberg, 2001). Motivation is basically a process of various needs, biological pressures on behaviour that are formed to meet needs.

Motivation Concept

Hamid Tohidi & Mohammad Mehdi Jabbari (2012) divide the concept of motivation into two parts, namely intrinsic and extrinsic motivation and self-control motivation. Intrinsic motivation refers to motivation that is driven by interest or enjoyment in the task itself and exists within the individual and does not depend on any external pressure. Intrinsic theory is usually associated with the level of educational achievement and enjoyment by student assessment theory. Students are likely to be intrinsically motivated if they attribute their educational results to factors under their own control such as effort expended, believe they can be effective agents in achieving desired goals such as results not determined by fate, are interested in mastering a topic, rather than simply memorizing learning to achieve good grades. Deci & Ryan (2000) argue that intrinsic motivation is equivalent to self-determined behaviour, where interest in an activity is guided by free choice, spontaneity and curiosity. In this term, where the task has its own end, theorists report that intrinsically motivated behaviour is more associated with feelings of satisfaction, fulfilment and enjoyment.

While extrinsic motivation also comes from outside the individual. In extrinsic motivation, activities or tasks are subordinated to the achievement of goals or outcomes. Deci & Ryan (2000) argue that in this situation the realization of actions is closely related to rewards, reviews, terms, punishments, praise, among others. What determines behaviour is more related to control, which is influenced by external wills where individuals act under pressure, thus reflecting free will and autonomy. In this controlled behaviour, subjects tend to see activities/tasks as a means to achieve certain goals. However, the numbers in the foreground are the main objectives and not the task activities. As in the communication, communication and action system, the motivation within each person will consist of internal factors during development and external conditions. Common extrinsic motivations are rewards such as money and grades, coercion and the threat of punishment. Competition is generally extrinsic because it encourages players to win and defeat others, not to enjoy the intrinsic rewards of the activity.

There are several important motivational principles applied in education so that students remain motivated and perform, namely the provision of clear goals. Encourage autonomy, constructive feedback, stimulate Challenge, Material Relevancy, Encourage Cooperation and provide Appropriate Rewards (Pintrich, P. R., 2003: 667-686).

Meanwhile, from the point of view of the motivation process in learning, it can be divided into three, namely the first is Long-Term motivation where a student will study diligently in facing exams by forcing himself to understand every lesson taught by the teacher. While the second is Short-Term Motivation which is interest in the period that requires students to understand every explanation related to learning. This situation is caused by short-term motivation being influenced by long-term motivation. The third is Memory Loss (Regression) which is a process of weakening a person's memory of something. To reduce this level, motivation needs to be applied in every student. (Masita, Muhammad Nasri & Abdullah, 2021: 53).

Motivation in Teaching and Learning

Motivation in teaching and learning means encouragement and conscious effort from within a person to experience intellectual and behavioural changes in a good direction (Yuel Sumarno & Rini Octaviani, t.th). In the context of teaching and learning, motivation is considered an important element to enable students to actively participate in addition to making the learning process meaningful, useful and enjoyable. If there are students who fail to complete assignments because they are bored with learning, then students need to be motivated with certain methods so that their behaviour can return to being positive for learning. Motivation and learning in the classroom must always go hand in hand to ensure that the planned teaching and learning process runs successfully (Kamaruddin Hj. Hussin, 1993).

According to Muhammad Kamil (2001), motivation is an important element in producing perfect learning. This is because motivation is a teaching method that can stimulate students' interest in the subjects being taken. Motivation is a person's internal state that generates and directs continuous behaviour. Motivation is also a factor that explains why humans act and think about something they do. Motivation is also an incentive for behaviour towards solving problems or achieving goals (Halonen and Santrock, 1999). Motivation theory is very helpful in finding solutions to student achievement problems in the academic field. Motivation has a great influence in determining and shaping student attitudes, which can determine whether their academic achievement level increases or decreases.

Effectiveness of Motivation in Improving Teaching and Learning Outcomes

Implementing good knowledge delivery can stimulate students to apply more effective learning styles. To obtain optimal teaching and learning effectiveness, educators must identify appropriate learning styles and use appropriate teaching strategies. Appropriate teaching strategies must be aligned with student motivation so that they can explore their potential and abilities. Learning styles that are closely related to teaching and learning can stimulate student motivation and improve academic achievement (Masita, Muhammad Nasri & Abdullah, 2021: 51).

The effectiveness of motivation in teaching and learning from a behaviourist, cognitive and humanistic perspective depends largely on the role played by teachers and the atmosphere in the schoolroom. Student achievement in education depends largely on student motivation and teachers' efforts to facilitate the acquisition of knowledge during the teaching and learning process. Highly motivated teachers always expect their students to succeed. Teachers become

students' assistants in improving themselves and completing student assignments through guidance and criticism. Teachers also need to pay more attention to students who are struggling and low achievers by providing opportunities and time for them to answer questions and finding space to praise them even if their achievements are minimal.

Mohd Hazli Yah & Maimun Aqsha (2018) found that integrating appropriate intrinsic and extrinsic motivation elements in reading mastery teaching and learning activities is seen as an important element to ensure that the learning process can be carried out in the classroom more effectively. This is because intrinsic and extrinsic motivation is believed to help shape changes in reader behaviour in a more positive direction. The form of focused encouragement and affective guidance through the design of work movements and activities planned together with educators and peers is believed to be able to improve students' cognitive abilities, understanding and confidence in the reading process. Students have awareness, enthusiasm, the ability to try and are ready to carry out active learning activities.

Teachers are also required to improve their potential skills such as mastering fun pedagogy by applying elements of music, visual arts, creative movement, providing and using various interesting and meaningful teaching aids. The use of 'i' technology such as iPad, iPhone, and applications can increase student motivation and learning and teaching. This is because today's students are 21st century students. They are ICT literate, mobile, experiential learners, and social. Therefore, teachers need to adapt learning to students' tastes so that students remain motivated in learning.

Nur Ain (2013) found that in the sophisticated era that combines information and communication technology (ICT), education prioritizes the mastery and culture of ICT among educators and students. Teaching and learning methods must be adapted to students who are digital natives to foster an interest in learning. In addition, effective ICT applications are important in order to revolutionize learning, enrich the curriculum, develop pedagogy and at the same time motivate students. Motivation is the key to success and is also an important value in teaching and learning. Through the value of intrinsic motivation, each individual can achieve learning goals and will continue to be motivated to succeed.

In addition, teachers need to design teaching activities according to students' abilities with the aim of improving their abilities, increasing opportunities to meet students' self-fulfilment needs, namely acquiring knowledge, producing high-quality aesthetic works or creations, and enjoying the satisfaction of self-achievement from physiological and psychological, emotional and intellectual aspects. A conducive learning environment is to create teaching and learning activities that are fun, happy, harmonious and safe and that all students have the opportunity to actively participate.

The willingness of teachers to transform their teaching methods can develop five skills that students need to master to strengthen themselves to face current and future challenges. Students will be motivated to master self-development skills, namely the ability to think critically and creatively, the ability to work cooperatively and collaboratively, communicate clearly, show creativity in the results of assignments and strengthen multicultural practices in interpersonal relationships. According to Spolsky (1990), motivation plays an important role in determining whether a person is successful or not. According to him, highly motivated students.

Conclusion

A well-implemented teaching and learning process can influence students' learning styles to ensure that learning in the classroom can be carried out more effectively. Educators need to play an important role as the main driver of student education development. Educators need to strive to plan and analyse methods and procedures for teaching approaches and the delivery of various knowledge to help students acquire various skills.

Concepts, theories and studies related to student learning styles and motivation show that learning styles and motivation can improve student academic achievement. Motivation to learn is an external and internal drive to implement learning optimally to obtain the desired results. Learning styles and motivation are related to student academic achievement because each student has their own learning style. Teachers or lecturers should understand the learning styles practiced by students so that they can use appropriate teaching methods to increase student interest and motivation in learning. In this way, the teaching and learning process can run smoothly and effectively in improving the quality and quality of education in facing the challenges of the age of science and technology.

All parties need to play a role in encouraging and providing suitable facilities and environments for students so that they feel comfortable while learning. Students also need to understand their own tendencies, strengths, strengths and weaknesses in the learning styles they practice. This awareness will be a motivation to face new learning styles that can improve their academic or learning achievements.

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