

The Effectiveness of Motivation Training for Increasing Students' Motivation

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Abstract

Students' low level of motivation becomes a matter of concern to be addressed immediately. Students' motivation needs to be improved as it is a factor that will affect their lives in the future. This study aims to observe or examine the effectiveness of motivation training in increasing students' motivation. The research method used was the pre-experiment with one group pre-test post-test design. The subjects of this study were 15 boy and girl students of Grade X of SMK who had a low level of motivation. The measuring instruments were the motivation scales given during the pre-test and post-test. The quantitative data were statistically analyzed using the Wilcoxon test with non-parametric measurements to determine the significance of difference in the motivation level before and after the training. The data were tested using SPSS 17.0 for Windows. The result of Wilcoxon analysis to test the hypothesis whether there is a difference between the pre-test and post-test of students' motivation showed that the $p = 0.025$ ($p < 0.05$). This means that there was a significant difference between the motivation before the treatment (pre-test) and after the treatment (post-test), which indicated that the students' motivation increased after a treatment in the form of motivation training.

Keywords: motivation training, motivation

Introduction

For students, adolescence is a period when an individual receives an education at the level of Junior High School (SMP) or Senior High School (SMA). Therefore, their duty as a student is to learn to develop the academic potential to the fullest. Learning becomes a process that must be experienced by each individual in the school environment. To learn means to change the behavior, so learning will bring a change in the indi-

viduals who are learning. These changes are not only related to knowledge enrichment but also reflected in competencies, skills, attitudes, sense of self-esteem, interests, characters, adjustment, or in other words, concerning all aspects of human organisms and behaviors. The learning environment is basically everything around them that needs to be considered to ensure that the process of learning is well conducted. Many people are not aware of and do not pay attention to the influence of learning environment (Sardiman, 2001).

Learning is a process that arises from within, so the motivation factor also plays a role. If a teacher or a parent can give good motivation to children, they will have better passion and desire to learn. Children will be able to realize what learning is for and what goals can be achieved by this learning if they are given good, appropriate motivation (Purwanto, 2000). In addition, intrinsic motivation is encouragement from within the individual where the individual feels happy and excited after doing a series of jobs (Elliot *et al.*, 2000). A student is expected to have a high level of motivation shown by the spirit of learning, a sense of great optimism and a strong desire for success. A high level of motivation will make a student constantly put the best effort into great achievements, always face the future with optimism, and hopefully achieve success in school life and in the future.

Motivation to learn (herein referred to as motivation) is a driving force that makes a person want to learn. Whether a person puts a lot of effort into learning or not depends on whether the motivation is high or not. A high level of motivation will improve learning outcomes. An individual with high level of motivation will work hard and happily to face challenging or difficult tasks and vice versa (Hutabarat, 1998). Motivation is defined as a factor that helps explain how people behave, think, and feel what is being done. Motivation is a very complex and different thing for every individual (Halonen & Santrock, 1999).

The results of observations and interviews with the students in the research location showed

alarming facts. Some students wasted a lot of useful things related to any learning activities. The low level of motivation in the research location was caused by such factors as their feeling of being “wasted” because they were not admitted to a favorite school or school of their choice, lack of interest in majors, intelligence, learning facilities, and less supportive environment. Many of the students preferred to spend time getting together (hanging around), playing truant, and playing games.

The interview with the guidance and counseling teacher showed that the low economic status of most of the students affected their learning outcomes. A lack of motivation allegedly caused students’ poor participation in the teaching-learning process. Students who feel not motivated would not have inspiration and would have no energy to act (Deci & Ryan, 2000). The negative impact that indicated a lack of motivation were coming late, leave early, taking less responsibility towards school assignments, running away from class and school problems, not working hard to learn/study, giving up easily when working on a difficult task, absent and defaulters without reason. This is in accordance with Yusuf (2008) that individuals who have low motivation among them always arrive late, leave early and ditching without reason.

Motivation plays an important role as a push factor, driving factor, as well as steering factor for students’ learning activities. Prayitno (1999) suggested that no matter how great the students’ potential and how complete the learning tools are, if there is no motivation to improve learning, then

the learning process will not take place optimally. Efforts to foster and enhance motivation are very important in the field of education because motivation plays a role not only in learning at school but also in other fields. A high level of motivation will improve learning outcomes. Meanwhile, individuals with a low level of motivation will have a low spirit of learning that leads to easily surrendering to fate, being speculative and feeling lazy to study. Therefore, motivation training is required as an effort to improve students' motivation in following the learning process at school. Motivation training is a means for an individual or a group of individuals to obtain certain knowledge, skills, or behaviors so as to be implemented in daily activities (Eitington, 1996).

The motivation training is expected to increase students' motivation that is indicated by a solid understanding towards the importance of motivation reflected in the presence of responsibility for school assignments, ability to solve school problems, hard work in learning/studying, passion and determination when working on a difficult task, great sense of optimism, and strong desire for success.

In this training program, the researcher made individuals know themselves, gave students an understanding of the essential differences between a successful person and a failed person, helped students recognize themselves and discover the strengths behind their weaknesses as well as find the push factor or potential energy of each student. The researcher also showed how to develop the potential and how to understand

the challenges in each individual to be developed into self motivation. The training approach was conducted not only by giving a theory but also by playing motivation games so as to optimize the function of motivation concept.

This type of motivation training is based on the theory of achievement motivation adapted from the concept of motivation theory and research by David McClelland. McClelland (in Gibson, 1995) stated that motivation theory is closely related to learning concept. McClelland argued that when someone has an urgent need, it will motivate the person to try hard to fulfill the need. For example, if someone needs to have a high learning achievement, the need will encourage him to set challenging targets, he must work hard to achieve the goal by using the skills and experience he has, he will conscientiously go to the library and bookstore, buy books, read and listen to information. Improvement of learning achievements is supported by his personal attitude in processing the lesson learnt at school, being serious when learning/studying, and dividing time for playing and studying.

Theory of achievement motivation, according to McClelland, means that someone has motivation to learn because of the need for achievement. McClelland suggested that a person is considered to have a high level of motivation if he has the desire to do a work that is better than other people's achievement and likes to take responsibility in problem solving. The training developed by McClelland can raise someone's awareness to know his potential that has not been realized as well as encourage the person

to achieve maximum result. Prasetyo (2008) suggests that efforts to increase motivation by using achievement motivation training developed by McClelland.

Several studies examining the topic of achievement motivation, such as thinking skills and achievement in high school students (Lizarraga, Baquedano & Oliver, 2010), cognitive ability and academic performance (Leeson, Ciarrochi & Heaven, 2008) and goal setting and performance (Schuler, Sheldon, & Frohlich, 2010; Sheldon & Cooper, 2008). These research support the importance of cognition, behavior, and goal setting as essential components in achievement motivation.

Previous research conducted by the experts to improve learning motivation is Kolb (1965) about achievement motivation training for underachieving high school boys, Failasufah (2014) about group counseling to improve students' motivation, Andhini (2013), Ryals (1975) that achievement motivation training to increase achievement motivation, Smith (1973) findings demonstrated significant change in achievement motivation levels and levels of internal control for the AMT group when compared to a control group, and deCharms (1972) data analysis revealed that students receiving the training scored at or above grade norms, while those students who did not receive AMT training generally fell behind expected grade levels.

The purpose of this study was to determine the effectiveness/effect of motivation training on improving students' motivation. The proposed

hypothesis of this study was that there is an effect of motivation training on students' motivation and that the motivation training will be able to increase students' motivation as indicated by the increasing motivation scale scores.

Methods

Subjects

The subjects of this study were 15 people. In this research, the selection or determination of research subject was conducted without randomization (non-randomized). Instead, they were selected based on certain predefined characteristics. They were the boy and girl students of Grade X of SMK Koperasi, majoring in marketing, who had a low level of motivation.

Design

This research was of pre-experiment type. The research design used in this study was the one group pre-test post-test design, an experimental design that uses only one group without a control group. Here, the subjects' targeted behaviors were measured before (pre-test) and after (post-test) the experimental treatment was given. The difference between the pre-test and post-test is assumed as the effect of experiment or treatment (Arikunto, 2010). The pre-test informs initial ability (initial position) of the subjects prior to treatment, or, in other words, the students' proactive history. Constancy occurs because the VT score is resulted from the subtraction of the post-test score by the pre-test score of

each subject. Therefore, the score obtained is an increase or decrease in VT due to treatments (Robinson in Seniati, L. et al., 2011).

The following chart outlines the research design:

Table 1
Scheme of Research Design

Group	Pre-test	Treatment	Post-test
Experiment	Y1	X	Y2

Note:

Y1 : Measurement before the training

Y2 : Measurement after the training

X : Motivation training

Data Collection

This study used a data collection tool in the form of scales. The scaling method used here was the method of Summated Ratings from Likert that had been modified into four answer choices, namely Absolutely Appropriate (SS), Appropriate (S), Inappropriate (TS), and Absolutely Inappropriate (STS) to scale motivation. The Motivation Scale will be revealed using a scale, composed by the researcher, that refers to the aspects proposed by Sardiman (2001) and has been adjusted to the students' conditions. The aspects include determination in facing school assignments, tenacity in facing difficulties, interest in a variety of problems, preference in independent work, boredom in routine tasks, ability to defend opinions, firmness in holding beliefs, and preference in seeking and solving social problems.

Intervention

Eitington (1996), training is a means for an individual or a group of individuals to obtain certain knowledge, skills, or behaviors so as to be implemented in daily activities. Motivation training is an activity that aims to improve and develop attitudes, behaviors, skills and knowledge of students related to learning activities, to encourage students to perform a series of activities that lead to achieved goals and desired learning outcomes.

Material

The intervention in this study was the Motivation Training consisting of five training sessions, which referred to the theory of achievement motivation by McClelland who said that someone has motivation to learn because of the need for achievement. McClelland suggested that a person is considered to have a high level of motivation if he has the desire to do a work that is better than other people's achievement and likes to take responsibility in problem solving. The training developed by McClelland can raise someone's awareness to know the potential that has not been realized as well as encourage the person to achieve maximum results. McClelland (in Gibson, 1995) added that motivation theory is closely related to learning concept. McClelland argued that when someone has an urgent need, it will motivate the person to try hard to fulfill the need.

Implementation

The research was implemented in three stages. The first stage was the pre-test in which before the participants were given training, they performed the initial test (pre-test) by answering using motivation scales. The purpose of the pre-test was to determine the participants' level of motivation before the training was given. The second stage was the training for the experimental group, which was also the group that was given a treatment in the form of training. The participants were the students of Grade X, majoring in marketing. 15 out of 19 enrolled students attended the training. The motivation training used such methods as lectures, videos/films discussions, and games. The third stage was the post-test, which was conducted after the training in order to determine the participants' level of motivation after receiving training.

Data Analysis

The quantitative data obtained through measurement tools were statistically analyzed using the Wilcoxon analysis techniques with non-parametric measurements to determine the significance of difference in the level of motivation before being given the training (pre-test) and after being given the training (post-test). The data were tested using SPSS 17.0 for Windows.

Results

The data were analyzed using Wilcoxon analysis with non-parametric measurements to determine

the significance of difference between the measurements from the pre-test to the post-test. The data analyzed were the result of motivation scale scores during the pre-test and post-test.

Table 2
Description of Motivation Scale Scores

Participant	Pre-test	Post-test
1	134	132
2	121	137
3	109	109
4	118	120
5	117	114
6	118	119
7	113	119
8	115	118
9	101	107
10	111	110
11	131	134
12	123	130
13	121	120
14	105	123

These results were further reinforced by the Wilcoxon test to determine the significance of difference among each measurement. The result can be seen in Table 3 below.

Table 3
Descriptive Statistics

Measurement	N	Mean	Min	Max
Pre-test	15	116,60	101	134
Post-test	15	120,40	107	137

121 Table 4 shows that there is a significant difference

between the motivation scores before attending the program (pre-test) and after completing the program (post-test) with $Z = -2.236$, $p = 0.025$ ($p < 0.05$), and the increasing mean or score difference is 3.8.

According to the hypothesis analysis, it can be concluded that the proposed hypothesis is accepted, shown by a significant difference, $p = 0.025$ ($p < 0.05$), in the students' motivation before and after the treatment. Students 'motivation after the treatment is higher than that before the treatment; it means motivation training can increase students' motivation.

Discussion

Based on Wilcoxon analysis to test the hypothesis of whether there is any difference between the pre-test and post-test of students' motivation, it was found that $p = 0.025$ ($p < 0.05$). It means that there was a significant difference in the level of motivation before the training (pre-test) and after the training was given (post-test), which showed that the students' motivation increased after training in the form of motivation training was given. This suggests that a motivation training affects students' motivation including the determination in facing school assignments, tenacity in facing difficulties, interest in a variety of problems, preference in independent work, boredom in routine tasks, ability to defend opinions, firmness in holding beliefs, and preference in seeking and solving social problems.

Table 4
Wilcoxon Test

Source	Mean Difference	Z	p
Pre-test to post-test	3,8	-2,236	0,025

Determination of appropriate training materials becomes a consideration to make the training effective. The given motivation training consists of five sessions, including material for recognizing and identifying problems (discussion), Who Am I (Who Am I form and reflection form), slide shows, motivation films, introduction to motivation to learn and motivation improvement, motivation videos and motivation games, ended with self-evaluation and reflection. Each session contains a given set of materials that has specific purposes.

The results of motivation scales that have been completed by the participants in the post-test showed some increase. There was a rise in the mean score as much as 3.8, indicating that the training provided has changed the subjects' perception and understanding of themselves and has influenced the subjects' outlook and behaviors. Follow-up was also done by means of observations and interviews. Based on the discussions and interviews conducted after the training, it was found that the participants felt that they had a new experience and perspective in solving problems relating to their learning process. The participants realized that learning is actually their basic need as a student so that the efforts to develop the motivation to learn

are necessary. The motivation training has also increased the participants' confidence in facing academic problems or finishing assignments from the teacher.

From the research process it was discovered that there were some drawbacks or weaknesses in this research. The absence of a control group makes this study become biased and weak in terms of trustworthiness level. The limited resources in the field, particularly the limited time availability provided by the school, make the researcher unable to conduct the training optimally as planned.

Conclusions

The conclusion of this research is that there was a significant difference in the improvement of students' motivation before and after being given the training. It can be seen that students' motivation after the training was higher than

the motivation before the training. It means the motivation training can effectively improve the students' motivation. This is also supported by the data obtained from discussions and interviews with the participants, which say that the participants felt that the training they attended was very helpful in improving their self-motivation.

The researcher proposes several suggestions. The results showed that motivation training can effectively increase students' low level of motivation, so it is recommended as an alternative to improve students' motivation. For researchers who are interested and want to do further research on the same topic, it is advisable to try to implement it by generating a control group as a comparison to improve the quality of research results. For further researches, the treatment should be given in much more amount of time or more number of meetings in order to improve the effectiveness of results for increasing students' motivation.

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