

## Measuring Student Learning Motivation in Thesis Writing

<sup>\*1</sup>Kristian Antonius Sihaloho, <sup>2</sup>Muhammad Nur Wangid, <sup>3</sup>Gendon Baru

<sup>1,2</sup>(Faculty of Education and Psychology, Yogyakarta State University, Indonesia)

<sup>3</sup>(Guidance and Counseling, Sanata Dharma University, Yogyakarta, Indonesia)

### ABSTRACT

This study aims to: (1) Measure the level of student learning motivation in thesis writing; (2) Identify the items measuring the learning motivation of thesis writing students whose score is not optimal as the basis for proposing guidance materials for students in thesis writing. This type of research is descriptive quantitative. The research subjects were student thesis writers at the Department of Education, Teaching and Education Faculty, Sanata Dharma University, 2014-2016, with a total of 96 students. Data collection used the Student Learning Motivation Scale in Thesis Writing which was constructed based on aspects of learning motivation, namely (1) the urge to achieve something, (2) having a commitment, (3) having initiative, (4) having an optimistic attitude, containing 22 valid items and has a Cronbach Alpha reliability index of 0.870. The data were analyzed using a quantitative category description technique. The results showed: 1) there were 24 (25%) students who had a very high level of motivation to learn in thesis writing, 46 (47.9%) in the high category, and 26 (27.1%) in the moderate level. 2) Identified four items of learning motivation scale statements with not optimal scores. Thus, these four items are used as material for discussion proposed in guidance to increase the learning motivation of students writing the thesis, namely "Power is Eternity" and "Initiative Person."

**KEYWORDS** – *Learning Motivation, Student Thesis Writer*

### 1. INTRODUCTION

Learning is a need and obligation that must be carried out by students. Learning is a process characterized by a change in one's disposition or capability [1]. There are two factors that influence the process and learning outcomes, namely factors from outside the student's self and factors from within the student's self [2]. Factors from outside the student's self include the learning environment, curriculum, learning programs/materials, facilities, and facilities. Meanwhile, factors originating from within the student include interest, motivation, talent, intelligence, and the cognitive ability of the student himself. Several factors, such as motivation, attitudes, interests, and study habits, have a determinant influence on learning [3]. In the learning process of students in tertiary institutions, motivation plays a very important role in encouraging someone to carry out activities, determine the direction of action, and select learning actions [4].

At the time of taking the final semester, students are required to write a scientific paper called a thesis. Analytical skills in studying, solving, and concluding research problems is a process that students will take when writing their thesis [5]. Even though the thesis is the final and determining requirement for graduating from a tertiary institution, not a few students are less interested in working on the thesis and completing it on time. Of the 96 students of the Department of Education at Sanata Dharma University who were the sample of this study, there were 34 (35.42%) students among whom were slow to complete their thesis with a time span of 1-2 years. In these data, it can be seen that there is a behavior of procrastinating academic assignments, especially in thesis writing. Of course, the problem of learning motivation is an important thing that needs to be realized by students, and this is because human productivity is determined by the size of the motivation that is in him [6]. From the results of the interviews, it was discovered that some of the problems students experienced when writing their thesis were a feeling of laziness in finding references, prioritizing other activities, a lack of initiative to start working on the thesis, and the perception that "thesis is difficult." From the results of these interviews, it can be seen that there is a phenomenon of low learning motivation among some students who are writing their thesis.

Learning motivation is a driving force that gives rise to learning activities and provides direction to learning activities in order to achieve the desired goals satisfactorily [7]. Whatever encouragement arises in a person to study hard and enjoy learning activities can be called learning motivation [8].

In addition, learning motivation can also arise because of the urge to achieve maximum learning results, which can create a tendency for someone to carry out learning activities actively / diligently [9]. From the several sources above, it can be concluded that learning motivation is the overall power to generate encouragement and provide direction to learning activities so that they can enjoy learning activities because of the desire to achieve maximum results.

According to Marilyn K. Gowing, there are four aspects of learning motivation, namely: (1) the drive to achieve something, namely the existence of hopes, ideals, or goals to be achieved in the future; (2) commitment, namely carrying out learning activities repeatedly; (3) initiative, namely learning activities will take place because of a desire from within, not coercion from outside; (4) optimism, namely the existence of a persistent and unyielding attitude despite finding difficulties while studying [10]. In addition, there are several indicators that identify someone who has the motivation to learn, namely: (1) the duration of learning activities; (2) study frequency; (3) persistent when facing learning difficulties; (4) there is a sacrifice to achieve learning goals; (5) has an attitude direction [11].

Intrinsic motivation and extrinsic motivation both have the function of driving, driving, and being able to select one's actions in learning [12]. So that there are three functions of learning motivation, namely as a driving force for someone to do or carry out activities, determine the direction of his actions, and select everything to be done [13]. Therefore, learning motivation is important for students who are writing their thesis. The existence of learning motivation will encourage students to immediately complete the thesis and have clear and directed behavior, namely completing the thesis and selecting activities that do not support the completion of the thesis.

Making scientific work research assignments carried out at the tertiary level as a condition for graduating and obtaining a bachelor's degree is called a thesis [14]. The thesis can also be regarded as a student's scientific work to complete the undergraduate (S1) level in tertiary institutions [15]. Students who have the desire to graduate and earn a degree will conduct research and write up the results of their research as work. With this, students understanding and learning outcomes while undergoing undergraduate education can be seen and measurable. The thesis is an indicator to assess students' understanding and achievement of scientific disciplines [16].

Not a few students experience difficulties in writing a thesis, and these difficulties are influenced by several factors, namely internal factors that come from the student and external factors that come from the environment [17]. Internal factors are the main factors that encourage students to sooner or later finish writing their thesis; one of the internal factors is learning motivation. Some of the impacts that arise when students lack the motivation to learn to write a thesis are the difficulty of managing time to work on the thesis and delaying working on the thesis. Meanwhile, external factors that can encourage students to work on their thesis quickly include the availability of reading references, the environment (campus, friendships, and family), supervisors, and supporting facilities for students writing theses, namely laptops or computers. The existence of high learning motivation is one of the facilities for someone to achieve their with persistence and enthusiasm in carrying out their learning activities. Thus, with high learning motivation, students will be persistent and eager to learn and work on their thesis to achieve their goals.

Amilia Erit Rina Fadillah's research shows that the description of learning motivation in all subjects, on average is quite good in dealing with stressful conditions in preparing a thesis in terms of indicators of learning motivation, namely the desire and desire to succeed, the encouragement and need to learn, the hopes and aspirations, there is appreciation in learning, there are interesting activities in learning, and there is a conducive learning environment. This statement can be proven from the results of interviews with all subjects based on indicators of learning motivation; 1) there is a desire to succeed; SD subjects reveal that the subject is quite good at motivating himself and managing his time between work and the thesis being undertaken. The DR subject admitted that he motivated himself by remembering his parents, even though he sometimes got bored in the thesis process; 2) there is encouragement and a need for learning, elementary school subjects get encouragement from a large enough family and the need for good enough learning and supporting facilities in working on the thesis are not lacking; 3) there are hopes and aspirations, the SD subject stated that the subject wanted to make his parents happy and be proud of his family and get a better life than his current life. The DR subject stated that the subject wanted to get a good job and become the pride of the subject's parents after completing this thesis; 4) there is an appreciation for learning; SD subject states that the subject feels proud of himself when the thesis he is undertaking has been completed so that the subject will get a degree and it is a pride in his family; 5) there are interesting activities in learning, elementary school subjects feel they quite enjoy the process of preparing their thesis and the subject also feels that they have increased knowledge during the preparation of the thesis where the subject is more able to control himself in patience and is more responsible.

The DR subject also felt quite enjoyed during the process of this thesis, and the subject felt experiences during the thesis he was carrying out; 6) the existence of a conducive learning environment, elementary school subjects stated that in terms of the environment on campus, the subjects felt quite very helpful in preparing their thesis, while the environment where the subject lived was still not helpful because of the noisy environmental conditions, resulting in the subject finding it difficult to concentrate. The DR subject stated that the subject felt uncomfortable when consulting with the supervisor but felt there were no problems in the campus environment. Research by Muhammad Anas and Farida Aryani shows that 62.89% of students have high motivation in preparing for lectures, although there are 37.11% of students have low motivation. In terms of studying the material before the lecture started, it was found that 74.53% of students did not study the material (low motivation). In addition, data were found regarding students' desire to get an A, in which 55.90% of students had high motivation to get an A, and the remaining 44.04% of students had low motivation.

Considering that in previous studies, there were 37.11% of students still had low learning motivation, it is interesting to ask what about the learning motivation of thesis writing students. This research is relevant to measure student learning motivation in writing a thesis and what aspects of learning motivation are still lacking in students.

## 2. METHOD

This type of research is quantitative descriptive research to describe a symptom, event, or incident that occurred [18]. In certain populations or samples, data collection techniques use questionnaires, and data analysis techniques are quantitative/descriptive statistics [19]. The subjects in this study were student thesis writers in 3 study programs, namely Guidance and Counseling, Catholic Religious Education, and Elementary School Teacher Education, Department of Education, Teaching and Education Faculty, Sanata Dharma University, Class of 2014-2016, with a sample of 96 people. The data analysis technique in this study uses the category descriptive statistical calculations, as shown in the following table.

**TABLE 1 NORM CATEGORIZATION LEVELS OF LEARNING MOTIVATION**

Norm/Criteria Score	Categorization
$\mu + 1.5 \sigma < X$	Very high
$\mu + 0.5 \sigma < X \leq \mu + 1.5 \sigma$	Height
$\mu - 0.5 \sigma < X \leq \mu + 0.5 \sigma$	Currently
$\mu - 1.5 \sigma < X \leq \mu - 0.5 \sigma$	Low
$X \leq \mu - 1.5 \sigma$	Very low

**TABLE 2 CATEGORIZATION OF LEVELS OF LEARNING MOTIVATION IN STUDENTS' THESIS WRITERS**

Norms/Score Criteria	Score Range	Categorization
$\mu + 1.5(\sigma) < X$	$71,5 < X$	Very high
$\mu + 0.5(\sigma) < X \leq \mu + 1.5(s)$	$60,5 < X \leq 71,5$	Height
$\mu - 0.5(\sigma) < X \leq \mu + 0.5(s)$	$49,5 < X \leq 60,5$	Currently
$\mu - 1.5(\sigma) < X \leq \mu - 0.5(s)$	$38,5 < X \leq 49,5$	Low
$X \leq \mu - 1.5(s)$	$X \leq 38,5$	Very low

**TABLE 3 CATEGORIZATION OF ACHIEVEMENT SCORE ITEMS STUDENT LEARNING MOTIVATION WRITER THESIS WRITER**

Norma	Score Range	Categorization
$\mu + 1.5(\sigma) < X$	$312 < X$	Very high
$\mu + 0.5(\sigma) < X \leq \mu + 1.5(s)$	$264 < X \leq 312$	Height
$\mu - 0.5(\sigma) < X \leq \mu + 0.5(s)$	$216 < X \leq 264$	Currently
$\mu - 1.5(\sigma) < X \leq \mu - 0.5(s)$	$168 < X \leq 216$	Low
$X \leq \mu - 1.5(s)$	$X \leq 168$	Very low

### 3. RESULT AND DISCUSSION

#### Result

Based on the data obtained through the distribution of learning motivation scales on research subjects, the level of student motivation in writing a thesis for the Department of Education, Teaching and Education Faculty, Sanata Dharma University, Class of 2014-2016 is as follows:

**TABLE 4 CATEGORIZATION OF STUDENT LEARNING MOTIVATION LEVELS IN THESIS WRITING**

Score Range	Categorization	Frequency (F)	Percentage
$71,5 < X$	Very high	24	25%
$60,5 < X \leq 71,5$	Height	46	47,9%
$49,5 < X \leq 60,5$	Currently	26	27,1%
$38,5 < X \leq 49,5$	Low	0	0
$X \leq 38,5$	Very low	0	0
Total		96	100%

There are 26 (27.1%) students who have a moderate level of learning motivation; there are 46 (47.9%) students who have a high level of learning motivation, and there are 24 (25%) students who have a very high level of learning motivation. In addition to the level of student learning motivation, the researcher also obtained achievement data on item scores measuring student learning motivation as the thesis writer as follows:

**TABLE 5 CATEGORIZATION OF ACHIEVEMENT SCORE MEASUREMENT OF STUDENT LEARNING MOTIVATION IN THESIS WRITING**

Score Range	Categorization	Freak (F)	%	Item Number
$312 < X$	Very high	9	40,9%	1, 2, 4, 6, 7, 9, 14, 21, 22
$264 < X \leq 312$	Height	9	40,9%	3, 5, 8, 13, 18, 24, 25, 27, 28
$216 < X \leq 264$	Currently	2	9,1%	26, 29
$168 < X \leq 216$	Low	2	9,1%	23, 30
$X \leq 168$	Very low	0	0%	-
Total		22	100%	22

There are 2 (9.1%) items measuring student motivation in thesis writing with low scores and two items with scores in the medium category. The four items of motivation to learn on this scale are considered to have achieved a score that is not optimal and is proposed as guidance material to increase the learning motivation of students writing a thesis.

### 4. DISCUSSION

Based on the findings of this study, it is known that most of the student thesis writers already have learning motivation in the high and very high categories. This is in line with the results of Cherniss & Goleman's research which shows that students already have aspects of learning motivation, namely the drive to achieve something, commitment, initiative, and optimism [20]. Most of the students who succeeded in quickly completing their thesis writing, as shown in the distribution of data in Figure 1, can be explained by the findings of this study. They already have the awareness to care for and support high learning motivation. This is supported by the results of Iskandar's research, which confirms that motivation to learn among student thesis writers has an important role in providing stimulation, enthusiasm, and a sense of pleasure in learning. So, those who have high learning motivation will have a lot of energy to carry out the learning process in the context of writing their thesis. [21].

One of the goals of students is the desire to be able to graduate and get a degree according to the major they have chosen. The graduation requirement is to finish writing a thesis, so students need the motivation to study in order to complete the thesis writing and achieve their goal of graduating. The motivation to learn is the overall driving force within students that generates learning activities that guarantee the continuity of learning activities and that provide direction in learning activities so that the goals desired by students can be achieved [22]. Therefore, to get high learning motivation, students need to understand and have four aspects of learning motivation, namely the urge to achieve something, commitment, initiative, and optimism.

The urge to achieve something is a condition where there is a desire within the individual to fight for something so that it is in accordance with what is expected [23]. When students have great desires and hopes, they tend to be motivated to realize or achieve these hopes. One of the wishes of students is to graduate and get a coveted job, so to realize this desire, students need to have the motivation to study. Motivation to learn will encourage students to be able to focus on learning and complete the final assignment, namely doing a thesis.

Having a commitment while studying will allow students to balance tasks that must take precedence. Students can select activities that are useful or support themselves in learning so that the activities carried out will focus on learning and maximize the learning process. Students who are less committed will always find ways to avoid doing their jobs, such as playing with friends, giving reasons to leave class, and asking the teacher about things that are not related to the lesson [24]. Commitment can explain the agreed outcome of a decision or ask and make a good effort to carry out the decision effectively [25].

Initiative in learning will make the learning process fun, and students will enjoy the learning process. Problems such as laziness will be meaningless if students have the initiative to learn. The initiative can be interpreted as an encouragement to identify problems and be able to take concrete action to solve these problems [26]. All learning problems will be overcome if student learning initiative is high.

Students who have an optimistic attitude in their learning process will make students stronger or tougher in facing all the learning obstacles they will face. Even though they are facing difficulties, optimistic individuals still believe that difficulties are good for self-development, and behind that, there must be an opportunity to achieve expectations [27]. Thus, having an optimistic attitude toward learning will help students to develop themselves and have more opportunities to achieve their hopes or dreams.

However, from the data that has been obtained, there are two aspects that are still relatively low, namely initiative and optimism. This means that student thesis writers still have problems and difficulties in driving their learning motivation related to initiative and feelings of optimism to be able to complete their thesis. One indicator of learning independence is learning initiative [28]. Learning independence is a combination of skills and willingness possessed by individuals [29]. Meanwhile, an optimistic attitude can provide positive expectations and increase one's motivation to learn and practice [27]. In completing the thesis, students need to move their learning motivation related to initiative and feelings of optimism because by moving the initiative and feeling optimistic, students will be independent in learning, have positive expectations, and increase learning motivation. Thus, initiative and optimism in the aspect of learning motivation need to be increased so that students can complete their thesis.

## 5. CONCLUSION

Based on the research results measuring the level of student learning motivation in writing thesis for the Department of Education, Teaching and Education Faculty, Sanata Dharma University, Class of 2014-2016, it can be concluded that; (1) student thesis writers have learning motivation in the high category with a percentage of 47.9% (46 students). This means that students of the Department of Education tend to be faster in the process of writing their thesis; (2) it is indicated that of the 22 items measuring student motivation for invalid writing, there are two items with achievement scores in the low category. Both of these items fall into the aspects of learning motivation, namely initiative and optimism; (3) on two items with low indications, it will be proposed to provide assistance in an effort to increase student learning motivation.

Some limitations in this study namely; (1) researchers realize that they still have limitations in terms of specific references related to the theory of motivation to learn thesis writing as a theoretical basis in this study; (2) the questionnaire in this study is still perceptual in nature so that it has not been able to reveal in more depth regarding the level of motivation to learn in student thesis writers in terms of the attitude aspect of student processing behavior in thesis writing.

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