Influence of Intrinsic and Extrinsic Motivation in Learning Among Primary School Students

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ABSTRACT

Abstract: Motivation is vital for students to face obstacles to achieving their aspirations. It determines the extent of the student's active involvement and attitude towards learning. This concept paper aims to identify the motivation and factors that increase motivation among students in learning language. The methodology of this concept paper is based on research in the library through the collection of information and materials based on previous studies related to influencing factors and ways to increase motivation among students. Among the theories that can be linked to motivation are Gardner's Theory of Motivation and Self-Determination Theory (SDT). Motivation is an important factor behind a person's desire to succeed or achieve a goal. Motivation can also be defined as a stimulus for achieving success or avoiding failure. Motivation is one of the important things in a student because motivation is an important element that affects student language learning. The language learning of students not only depends on the teaching and learning of the teacher but also involves the students themselves i.e. self -motivation. Motivation has two types, namely intrinsic and extrinsic motivation. Motivation that comes from within the self is intrinsic motivation, while motivation that comes from outside the self in doing something is called extrinsic motivation. Therefore, this study is very important to identify the factors that influence motivation and ways to increase motivation among students in an effort to improve student language learning.

Keywords: Motivation, Learning Motivation, Students, Language Learning

INTRODUCTION

Students' excellence is often measured by the student's language learning. Issues of rm certain activities in order to achieve a goal. Even the motivation itself can be interpreted as an internal state (readiness). The term "motivation" can be defined as a driving force that has become active, starting with the word "motivelesson failure and unsatisfactory student exam results are often linked to a variety of factors. Among the reasons that are often thrown by students and educators is the lack of motivation in students. This concept paper will discuss in more detail the relationship between student motivation and language learning.

[1]defines motivation as a strong desire or passion in a person that drives him to strive or do something with the aim of achieving success. Learning motivation has an important role for a child, especially for improving the quality of education[2]. Accordingly, motivation refers to the effort that motivates a person to do something[3].

According to[4], motivation is defined as the drive towards creating action as well as maintaining intention to achieve a desired goal.

The word "motive" is defined as the effort that propels a person to take action. When it comes to motivation, it can be defined as the internal and internalised driving force that propels the subject to perfo." Motives become active at specific times of the year, particularly when the need to achieve a goal is extremely felt or urgently required[5].

Motivation is also an internal process that activates, guides, and sustains behaviour over time. Many educators believe that students who have a higher cognitive process in the use of learning materials are among students who are motivated to learn[1]. Since language learning is influenced by learning motivation then learning motivation refers to the internal processes that activate, guide and maintain individual behaviour to learn from time to time. According to[6], learning motivation is a very important element in determining the level of students' efforts towards education. While language learning refers to the level of a person's academic learning[7].

Motivation is essential for successful language learning, especially in countries where English is taught as a second language, such as Malaysia. Students may have difficulty mastering the language because authentic language input may not be available outside of the classroom. In such circumstances, the student's learning motivation is extremely important in order to achieve mastery of the English language. A strong link exists between learning and motivation; motivation can help to motivate others while also inspiring others to learn more.

RESEARCH OBJECTIVE

This concept paper is made to identify the factors that influence the symptoms of truancy among students. The main focus of this concept paper is:

Identify whether intrinsic motivational factors influence learning motivation among the students.

Identify whether extrinsic motivational factors influence learning motivation among the students.

RESEARCH METHODOLOGY

The methodology used in this concept paper is based on research in the library. Collection of information and materials based on previous studies related to influencing factors and ways to increase motivation among students. Various study designs found findings from previous studies. All information and materials are collected, organized and divided into several categories to understand the meaning of a phenomenon. Interpretation of the information and material found from previous studies was done to illustrate the perspectives and views of the researcher.

DISCUSSION

Definition

i. Motivation

Motivation has been defined in various forms and concepts by researchers in psychology and other scientific fields. Thus, the concept of motivation contains various definitions. According to[8], motivation is a strong desire or strong spirit in a person that motivates him to strive and do something in order to achieve his or her objectives. Furthermore, it is an energetic process that occurs in response to a behaviour and directs that behaviour toward a goal. Hence, the concept of motivation not only involves a motivating need and desire, but also in terms of the direction taken by a person to satisfy his or her needs and desires. According to [5], motivation serves three primary functions, which are as follows:

Encourage people to engage in an activity.

Determine the behaviour that will be used in order to achieve the desired result.

Setting aside unhelpful acts and identifying behaviours that are consistent with goals is step number three.

ii. Language Learning Motivation

Language Intrinsic motivation and extrinsic motivation are two types of motivation that can be used in instructional practices. In relation to this, [9], states that intrinsic motivation is an active element that does not need to be stimulated from the outside because it exists from within a person until there is an urge to do something, while extrinsic motivation is an active element that needs to be stimulated by external factors. Motivation has an important function in the learning process because motivation will determine the initiative of a student's learning efforts. Students with high motivation have better language learning than students with lower self -motivation.

Motivation Theory

There are two theories used in this concept paper. The first is Gardner's Theory of Motivation and the second is Self-Determination Theory (SDT). When it comes to motivation, [8] was a major influence on Gardner's work. Mowrer focused on first language acquisition and claimed that a child's success in learning the L1 could be attributed to a desire to gain identity within the family unit, and then within the larger language community. For his own research, Gardner used this as a starting point, proposing a model that included the individual's attitude toward the second language and the community, in addition to his or her own ethnocentric orientation, as factors that had a direct impact on second language learning behaviour. The key concept of this theory is the relationship between motivation and orientation. According to Gardner learner orientation: with two main types of orientation being present: Instrumental orientation and Integrative orientation.

Initially proposed by[10], the concept of integrative or instrumental orientation in language learning is characterised by the desire to gain something useful from the study of second language acquisition. [11]proposed that motivation has three subcomponents:

(a) motivational intensity

(b) motivational consistency

(c) motivational consistency (MI)

It is critical to have a strong desire to learn the language, as well as positive attitudes toward learning the language, before beginning. Gardner's theory of motivation is divided into four distinct areas: the construct of the integrative motive; a general learning model; the socio–educational model; in-corporating motivation; the Attitude/Motivation Test Battery (AMTB); and an extended second language motivation construct. Gardner's theory of motivation is divided into four distinct areas: the construct of the integrative motive; a general learning model; the socio–educational model; in-corporating motivation; the Attitude/Motivation Test

To be motivated, according to[11], a learner must have something to look forward to, such as a purpose that is related to the goal or objective being achieved. This goal could be something as simple as learning a second language. There must be something that the learner wishes to achieve or gain, and the target language can serve as a vehicle to help him or her achieve that goal. There are a variety of reasons why people learn another language, including feeling a sense of accomplishment, meeting other people's expectations, and being able to afford an expensive new car after receiving an improved job offer because of their fluency in the target language.

[10]considers the notion of a positive attitude toward the target culture as an integrative motivation, which is defined as an emotional understanding of another

cultural group, according to the target culture. According to Gardner's model, both integrative and instrumental types of motivation play a significant role in the final success of students who are learning a second language after their first. An instrumental motivator is one who encourages students to learn a second language in a practical and authentic setting[12].

[10]also demonstrates the importance of affective factors such as motivation in the acquisition and mastery of a second language. To be more specific, they investigated the impact of language instruction on "language attitudes, motivation, and anxiety that occur throughout the course of an academic year."

The second theory, developed by[13], was known as Self-Determination Theory (SDT). This theory distinguishes between two types of motivation, namely, extrinsic and intrinsic motivation, both of which have an impact on the success of language learners. When external factors such as rewards, grades, or the opinions of others are present, the extrinsic motivation is elicited, whereas the intrinsic motivation is elicited by internal factors such as personal interests, curiosity, or the perception of an activity as enjoyable[14]. In their research, [14]claim that intrinsic motivation is rooted in one's positive feelings toward the action performance. In other words, intrinsic motivation is a type of motivation that is induced by the learners' actions[15]. It is believed that this orientation serves as the primary impetus for discovering, acquiring new knowledge, broadening one's abilities, and exploring new challenges and phenomena.

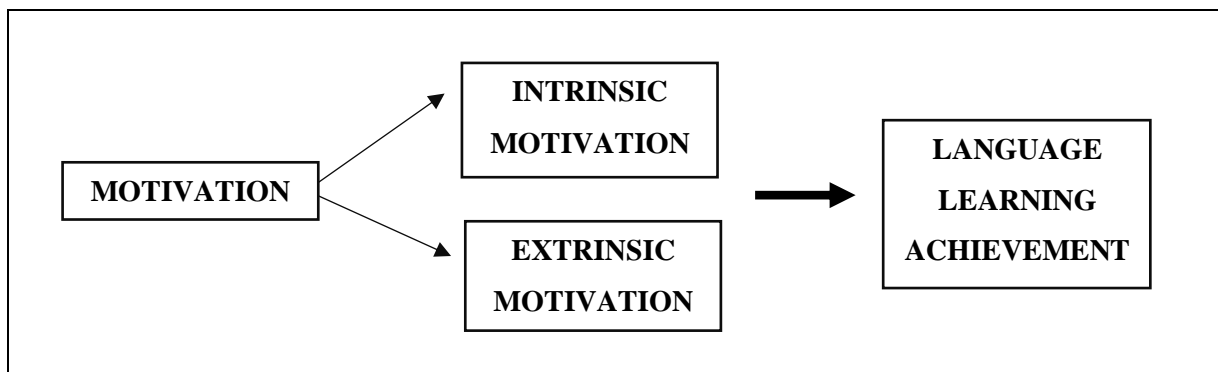Intrinsic and Extrinsic Motivation Conceptualized in SDT

Figure 1: Conceptual Framework

Self-determination theory (SDT) is a theory of motivation that uses traditional empirical methods to build its theory and to inform its classroom applications. The theory acknowledges that students sometimes lack self-motivation, display disaffection, and irresponsibly. To resolve this seeming paradox of possessing inner motivational resources on the one hand yet displaying disaffection on the other, SDT research identifies the classroom conditions that support and vitalize students' inner motivational resources versus those that neglect, undermine, and thwart them. SDT addresses how students' inner resources interact with classroom conditions to result in varying levels of students' engagement.

In accordance with SDT[16] intrinsic motivation is thought to arise from an individual's innate desire to explore and understand the world in which they live. Fundamentally different from extrinsic motivation, intrinsic motivation arises from a person's desire to participate in activities as a result of social values and expectations, rather than from one's own desires to do so. When it comes to teaching, students are considered intrinsically motivated when they participate in learning activities purely out of a desire to have fun rather than for academic reasons. Intrinsic motivation, in the context of reading, "can be defined as the enjoyment of reading activities for their own sake," according to the authors[15]. Even the act of reading itself can satisfy their curiosity, instil a sense of involvement, and be enjoyable, if not necessarily "easy."

Extrinsic motivation, in contrast to intrinsic motivation, can be divided into four types, depending on how deeply it is internalised into one's sense of self: external,

introjected, identified, and integrated regulations, to name a few examples[17]. As illustrated in Figure 1, the four types of extrinsic motivation are best understood when they are positioned along a continuum of autonomy-control, with external regulation representing the most controlled and integrated regulation representing the most autonomous. (The intrinsic motivation continuum should represent intrinsic motivation as the most autonomous form of motivation on the scale of one to ten.) The type of extrinsic motivation demonstrated by students who participate in learning activities solely for the purpose of receiving good grades is thought to be less internalised when compared to students who participate in learning activities because they understand the values associated with the activities.

To be effective, extrinsic motivation must be fully assimilated into an individual's own value and belief systems rather than being imposed by the surrounding environment, such as a school or society at large. In order for extrinsic motivation to manifest itself in the form of integrated regulation, the importance of the activities must be fully assimilated into an individual's own value and belief systems rather than being imposed by the surrounding environment, such as a school or society at large[18]. A drive to behave in certain ways based on external sources, according to[17], is defined as a drive to behave in certain ways that results in external rewards. Grading systems, employee evaluations, awards and accolades, as well as the respect and admiration of others, are all examples of sources of motivation.

Intrinsic motivation, on the other hand, is something that comes from within. There are internal forces that motivate us to act in certain ways, such as our core values, our interests, and our personal sense of morality, that motivate us to do so. Although it may appear that intrinsic motivation and extrinsic motivation are diametrically opposed—with intrinsic driving behaviour in accordance with our "ideal self" and extrinsic driving behaviour in accordance with the standards of others—there is another important distinction between the two types of motivation. SDT distinguishes between self-motivation and controlled motivation, among other things[17].

Individuals who identify with the value of an activity and how it aligns with their sense of self are said to be motivated by autonomous sources. Autonomous motivation also includes motivation that comes from extrinsic sources such as praise and recognition. Controlled motivation is comprised of external regulation, a type of motivation in which an individual acts out of a desire for external rewards or a fear of punishment. It is a type of motivation in which an individual acts out of a desire for external rewards or a fear of punishment.
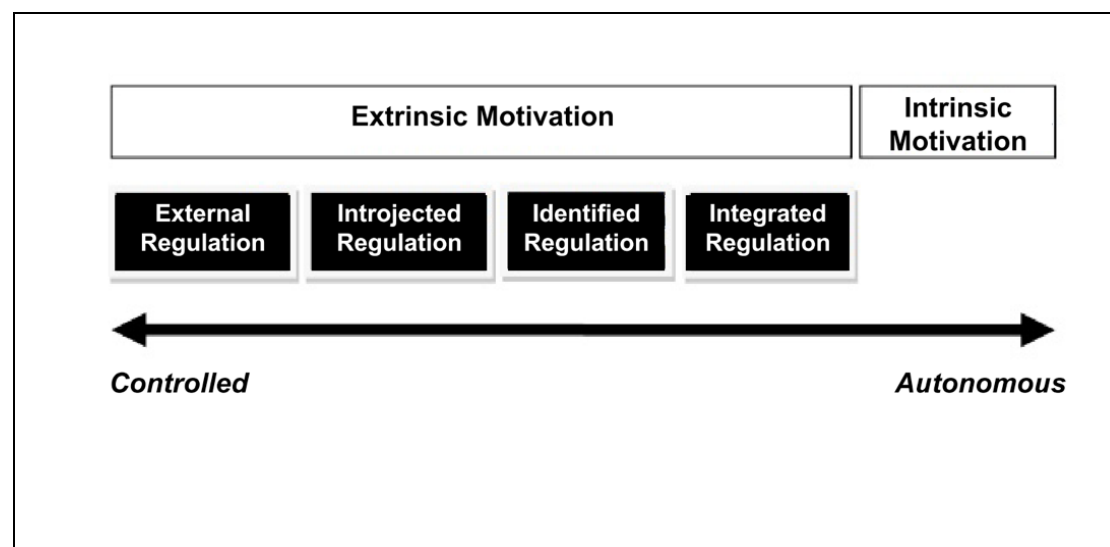

Figure 1: Intrinsic motivation and four subtypes of extrinsic motivation proposed by SDT

Types of Motivation

Motivation is influenced by two factors, namely Intrinsic motivation and extrinsic motivation[19]. Intrinsic motivation means involvement in an activity without receiving any external reward because the behaviour performed is on its own volition where no external stimulus is needed in motivating the individual to do something[20]. Intrinsic motivation comes from inside the individual, while extrinsic motivation comes from outside the individual[9].

i. Intrinsic Motivation

According to[21], not all intrinsic motivations are present in the natural world at all times. There is also intrinsic motivation, which is formed through learning and experience and leads to feelings of fulfilment. Exemplifying this is the habit of reading storybooks and playing musical instruments, both of which are intrinsically motivated movements that are formed through learning and experience. Due to the fact that students no longer rely on teachers to provide them with the information they seek, they are more likely to achieve success or failure. Furthermore, students who are inclined toward intrinsic motivation are individuals who thrive in jobs that are both challenging and rewarding. Instead of taking the heart of a teacher in order to get a good grade, they are more motivated by their own personal satisfaction. In the beginning, they prefer to try to solve problems on their own rather than relying on the assistance or guidance of teachers.

There are two methods in intrinsic motivation, namely the reward method and the punishment method. The reward method is that the student will be given love, praise and appreciation from others. For example, students will be given sweets if they can answer the questions given by the teacher. The method of punishment involves anger, reprimand and fines. However, the punishment given must take into account the welfare of students so as not to cause pain or abuse[22].

ii. Extrinsic Motivation

Extrinsic motivation is the opposite of intrinsic motivation. This is because, this type of motivation leads to the desire to act on external factors of the self. All activities based on this type of motivation are only intended to meet short term and self -needs such as wanting to get a certificate, avoid being punished or to get the attention of teachers and friends[23]. This statement is further reinforced by[23, 24] where they argue that extrinsic motivation can also be stimulated in the form of incentive praise, gift giving, acceptance of awards and improvement of academic grades. Yet this type of student tends to be less capable or wise in making decisions. According to [25]extrinsic motivation is created from external stimuli to motivate an individual to perform an activity that benefits the students.

Several researchers, including[3], believed that motivation is an important factor in allowing students to participate fully in the classroom environment. This is because the learning process will be more meaningful, rewarding and fun. Therefore, teachers need to give immediate reinforcement to their students when they exhibit positive behaviours.

There are two types of reinforcement that can be done namely positive reinforcement and negative reinforcement. According to[26], positive reinforcement can motivate students to achieve the goals and learning outcomes that have been established by the teacher. For example, giving praise or awarding a student with a good title. While negative reinforcement can help prevent student behaviour that can hinder the teaching and learning process to run smoothly[4]. An example is withdrawing something that a student does not like. Both of these reinforcements in fact contribute to increasing the level of motivation of students towards their academic performance[1].

How to Increase Students' Motivation

[5, 27], expressed the opinion that the way to increase current motivation is during student learning. Teachers play an important role in motivating students. How to state a clear purpose or teaching objectives will be able to make students better understand the objectives at the end of learning. Students 'understanding of the purpose of learning can foster students' interest to continue learning. The clearer the goal to be achieved, the stronger the student's motivation to learn.[28], stated that the effort to form a new game-based on the presentation of related multimedia content with the print storybook will result in improvement in reading comprehension can enhance motivation and deep learning among students.

[8]stated that there is a good and significant influence between students' perceptions of the teaching methods of integrated technology in teaching with the improvement of student performance. The use of technology is something that is very much needed nowadays. It also affected the field of education. Technology -assisted teaching makes it more interesting and helps to increase students' understanding in learning[29].

According to [30]high teacher commitment and coupled with teaching skills will create a learning environment that is always enthusiastic. The results also indicated that teachers should use the best skills and strategies to enhance children's vocabulary in the classrooms. Interaction between teacher and student is determine teacher's ability in teaching and also interaction between teacher and student can give motivation to student and can make student getting closer to teacher so it can make student avoid fear of teacher[27]. Therefore the role of teachers also plays an important role in increasing student motivation.

In addition, the way to increase student motivation is through motivational programs conducted. According to [17]stated that overall this literacy motivational program has been seen to be successful in raising awareness among students about the importance of education. This is important because this awareness is also the catalyst that stimulates the students today to continue to progress in acquiring knowledge and it is also important in stimulating their students' learning to be more successful in the future. [27] also stated that a student needs a motivator to increase student motivation.

Students' motivation can be increased through the formation of the students themselves, which are intrinsic factors[31]. According to [32]stated in particular, students who are responsible, well disciplined, diligent, and have high motivation have a higher tendency to achieve good results. [8]said that the degree of achievement of a student in the learning process depends a lot on attitudes, interests and continuous motivation including self-concept.[33] stated that showing students' positive attitude towards the subject of Arabic is a factor that greatly influences their motivation towards learning. Therefore, intrinsic factors of students play a very important role in increasing student motivation.

According to [30]also stated that the school climate or good school atmosphere is also a factor that contributes to the increase in student achievement motivation. A calm and comfortable school environment or atmosphere, suitable for the teaching and learning process is considered to have an effective school climate. In addition, external factors such as curriculum, teachers, facilities and facilities as well as the management that takes place in the school are interrelated factors of motivation[34]. If the school atmosphere is comfortable, students will feel more interested in learning further causing students 'motivation to increase[35].

SUGGESTIONS FOR IMPROVEMENT

Future studies are proposed to examine in more depth the factors of the relationship of intrinsic motivation and extrinsic motivation to student language learning. Intrinsic motivation is said to be more dominant based on previous studies or opinions of researchers. Yet studies looking at a relationship between these two types of motivation are greatly diminished. In addition, domestic studies related to intrinsic

and extrinsic motivation are greatly reduced but studies are more focused on the relationship between motivation and language learning in the subject field.

In addition, future researchers are also suggested that future studies also study the effect of low motivation among students. There are several cases of depressed students as well as cases of suicide after receiving exam results. In addition, the issue of students no longer being declared as excellent students because getting good results in major examinations is also associated with low student motivation. Therefore, future studies are proposed to identify the factors that cause low motivation and its relationship with students' self-development.

CONCLUSION

Gardner's Theory of Motivation firmly gives the concept that the development of an individual or student has to go through motivation or in other words the process of individual development is a continuous effort in the social environment to achieve excellence. Therefore, in order to enhance the process of student activation in the classroom, teachers must be sensitive and wise in determining the needs of a student. By recognizing these needs, teachers can set the maximum strategies and alternatives for their students.

Self-Determination Theory (SDT) which has applicability to the practice of motivating self and others especially parents, teachers, and peers can help individuals enhance their creativity, meaning, and enjoyment[36].

In addition, students who do not have intrinsic motivation should be given intrinsic motivation so that eventually intrinsic motivation will be built in him and someone who already has intrinsic motivation should also be given extrinsic motivation so that the existing intrinsic motivation continues to remain in him. This is because human beings are in fact unable to survive with only one type of motivation. It depends on the situation and needs of each individual at that time.

Teachers and students should help each other and work collectively to maintain their level of motivation. Maintaining a good level of motivation is also an important step as the level of motivation can vary depending on the factors that can affect it. The continuity of this motivation will ensure the continuity of efforts and active action in achieving the goals that have been targeted.

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