

The Motivational Orientation To Learn in a Undergraduate Educational Institution

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BUSINESS ADMINISTRATION PROGRAM OF STUDY



PURPOSE: TO PRODUCE **BACHELOR OF BUSINESS ADMINISTRATION** (OUTPUT)

<http://adbis.tebs.telkomuniversity.ac.id/index.php/visi-misi-tujuan-sasaran>

PROCESS (LEARNING BETWEEN 4-5 YEARS)

INPUT (high school students who passed the acceptance tests)

INTRODUCTION



MOTIVATION:

- Student motivation has, for some time, been described as one of **the foremost problems in education** (Cremin, 1964)
- motivation is **very important in learning** (Djiwandono, 2004; Djamarah, 2002a; Sanjaya, 2009a; Sardiman, 2006; Yamin, 2005)
- **the study results** would be optimal if there is motivation (Sardiman, 2006)
- Motivation is important because it contributes to achievements, but also its own importance as a result. motivation as an outcome or result, we are concerned with students "motivation to learn" (Ames & Archer, 1989; Brophy, 1983; Elliot & Dweck, 1988; Maehr, 1984; Nicholls, 1979)
- **develop a long-term commitment to learning** (Brophy, 1983)

RESEARCH PURPOSE



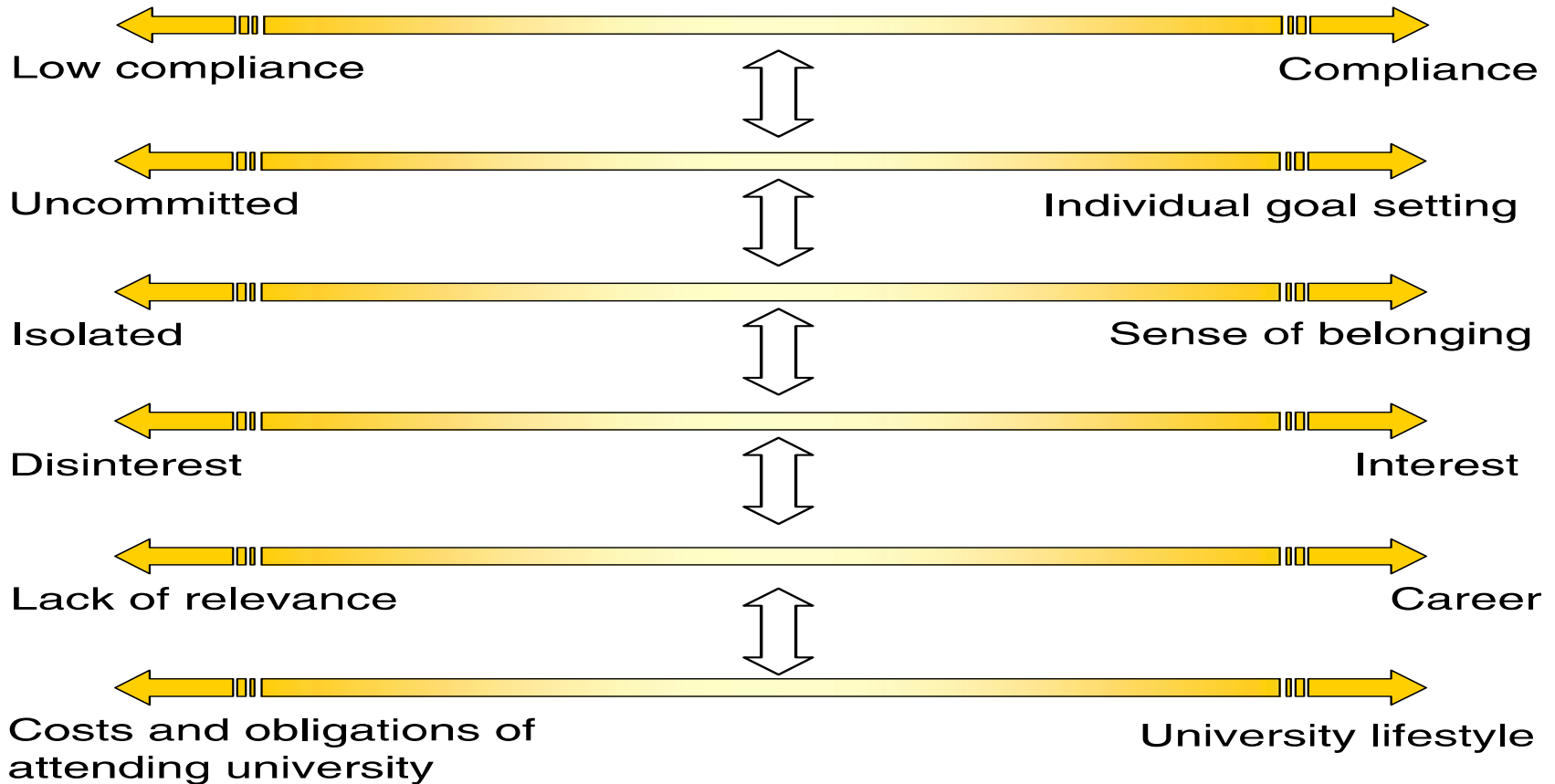
to investigate the
undergraduate
student's motivational
orientation to learn

ORIENTATION & MOTIVATION



- Orientation does not assume any psychological trait or a state belonging to the student. It is **a quality of the relationship between student and course** rather than a quality inherent in the student. (Taylor, 1991)
- Motivation is a dynamic phenomenon that has **multiple points of view that have been influenced by context** (Pintrinch and Schunk ,2002 2003)
- Motivational orientation of undergraduate students position will be affected by personal circumstances, their social context and **their perceptions of the teaching and learning environment.** (Kember,2008)

Motivational orientation framework for university students (Adapted from Kember et al. 2008)



THE METHOD



- Qualitative research
- **open semi-structured interviews & literature review**
- The study subjects are undergraduate student of adbis program of study TEBS Tel-U Bandung class entered 2010
- The number of respondents are 4 (taken from four class of 2010 with 1 representative from each class) hope that it can better describe the motivational orientation for learning experiences related to teaching and learning environments that already and they were living.
- The average class of 2010 students GPA is 2.78 then 1 randomly selected students appropriate with that criteria will be the respondent for each class.



Respondent's Background

No	Initial	Class	GPA	Day	Date	Interview Time (avg)
1	ZR	A	2.78	Monday	September 16 th , 2013	1 hour
2	BR	B	2.78	Tuesday	September 17 th , 2013	1 hour
3	MAM	C	2.78	Friday	September 20 th , 2013	1 hour
4	CG	D	2.78	Monday	September 23 th , 2013	1 hour

CONCLUSION



1. In terms of compliance showed that student motivation included into the category LOW COMPLIANCE -> they **don't have specific planning** in order to accomplish their assignments
2. In terms of individual goal setting showed that student motivation included into the category UNCOMMITTED → students can not specifically tell you how to achieve the desired targets GPA.
3. In terms of the sense of belonging of students showed that motivation included into the category SENSE OF BELONGING -> there is close connection between friends in 1 class



4. In terms of interest showed that student motivation included into the category INTEREST -> students have **favorite subjects** and the favorite in those subjects students can obtain knowledge and gain their desired grade.

5. In terms of career college students showed that motivation included into the category CAREER -> there is **a match between the courses** that have been and are being studied by **the working world**

6. In terms of the university life style college students showed that motivation included into the category UNIVERSITY LIFESTYLE -> students come to campus because **the campus social life** than the routinity of college activity.

EXPECTATION FOR FUTURE RESEARCH



After knowing the motivational orientation of the undergraduate student, next time researcher can focus to investigate :

1. WHY their undergraduate student has low compliance & uncommitted?
2. HOW to move the motivational orientation undergraduate students to compliance and committed

THANK YOU

