

## Intrinsic and Extrinsic Learning Motivation of Elementary School Students: A Descriptive and Empirical Analysis

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### Abstract

*This study aims to explore the learning motivation of elementary school students, focusing on intrinsic and extrinsic motivation. Intrinsic motivation refers to the internal drive that comes from the students' desire to achieve personal goals and feel satisfied with their academic achievements, while extrinsic motivation is influenced by external factors such as support from parents, teachers, and rewards received. A survey involving 15 respondents was conducted, and descriptive statistical analysis was used to illustrate the frequency distribution of students' motivation levels. The study found that most students have strong intrinsic motivation, as reflected in their scheduled study habits, efforts to achieve good grades, and satisfaction with their academic accomplishments. On the other hand, extrinsic motivation, which comes from parental support and teacher rewards, also proves to be effective in increasing students' enthusiasm and study habits. Although there were differences in the level of agreement regarding the influence of parental advice on poor grades, overall, these external factors strengthened students' motivation to achieve their academic targets. This study concludes that the development of both intrinsic and extrinsic motivation simultaneously can be an effective strategy for improving students' academic performance..*

**Keywords:** *Intrinsic Motivation, Extrinsic Motivation, elementary school students.*



## INTRODUCTION

Academic and student development across various levels of education, including elementary school, is a critical factor in shaping the learning process. Learning motivation is a driving force that serves as a catalyst in student learning, utilizing both internal and external resources to achieve learning objectives (Kharis, 2020). Motivation refers to deliberate efforts made to move, direct, and support human behavior to reach specific outcomes or goals (Julia & Hayati, 2022). At this stage, children are in a critical period for developing attitudes and learning habits that will influence their future success. High learning motivation not only enhances the quality of learning but also encourages students to overcome the challenges they face in their learning process. The motivation to learn is a key aspect to stimulate in school learning efforts (Soewono, 2018). Therefore, understanding learning motivation in elementary school students is essential, as it significantly impacts their academic outcomes.

Learning motivation can be categorized into two primary types: intrinsic and extrinsic motivation. Intrinsic motivation arises when students are interested or inspired to learn because they enjoy the learning process itself or take pride in their accomplishments. Intrinsic motivation involves a natural drive to engage and perform activities without external stimulation, as there is an internal desire to do something. For instance, a student who enjoys reading will not need to be instructed to do so; they will do it voluntarily with enthusiasm (Annisa, 2020). Students with intrinsic motivation tend to study not just for rewards or recognition, but because they find learning valuable or personally fulfilling. In this context, learning becomes not only an obligation but also an enjoyable activity that provides a sense of achievement.

On the other hand, extrinsic motivation stems from external factors, such as rewards in the form of good grades, recognition, or praise from teachers or parents. Extrinsic motivation refers to the drive to be active due to the influence of external factors. For example, a student might study because they know there will be a test the next day and they expect to get a good grade or a reward (Annisa, 2020). This type of motivation focuses more on the goals or outcomes that one wants to achieve rather than the learning process itself. Students who are extrinsically motivated may be more inclined to study in order to meet others' expectations or to receive a reward, rather than for the enjoyment of learning. While extrinsic motivation can encourage students to strive for certain goals, it is often temporary and does not always lead to deep engagement in learning.

In the field of education, the need for learning motivation is crucial. Learning motivation helps students gain self-control, develop a strong desire to learn, and form behaviors in line with



the values taught (Saptono, 2016, as cited in Giawa et al., 2020). These two types of motivation often interact and influence each other in shaping students' learning behaviors. For instance, rewards or praise students receive for their achievements can strengthen their intrinsic motivation by boosting their self-confidence and personal satisfaction. Conversely, when a student's intrinsic motivation is high, they may be better equipped to face challenges and difficulties in learning without relying on external rewards. Therefore, it is essential to create a learning environment that stimulates both types of motivation in a balanced way, encouraging students to learn in a comprehensive and sustained manner.

Elementary school is the initial stage of formal education, where students are prepared to grasp basic concepts across various fields of knowledge. At this stage, students are not only taught to master academic content but also to develop good learning habits. Learning motivation at an early age greatly influences students' attitudes toward education and the learning process throughout their lives. High motivation makes students feel challenged to complete academic tasks well and thoroughly, while low motivation can lead them to give up easily and show little interest in learning. In the field of education, learning motivation is highly significant, as it helps students take control of their learning, fosters enthusiasm, and shapes specific behaviors in line with the values imparted (Saptono, 2016, as cited in (Giawa et al., 2020). According to Prayitno Sardiman (1988) as cited in (Elis Wartu, 2016), the functions of motivation in the learning process are: a. Providing optimal conditions for learning to occur. b. Strengthening students' enthusiasm for learning. c. Drawing students' attention so that they are willing to learn. d. Stimulating students' attention to find, choose, and engage in appropriate behaviors to support the achievement of learning goals as well as long-term life goals.

To create an environment that facilitates student learning motivation, it is important for teachers to design engaging lessons that are relevant to students' daily lives. In addition, parental support plays a crucial role in motivating students. When parents are involved in their children's education, for example by providing emotional support and appreciating their achievements, students' motivation tends to be higher. However, despite many efforts to enhance learning motivation in elementary schools, various challenges still exist. One major challenge is the lack of an appropriate approach to address differences in students' learning motivations. Each student has unique needs and learning styles, requiring more personalized and varied teaching approaches. Therefore, it is essential to conduct research to gain a deeper understanding of the factors influencing learning motivation in elementary school students.

The functions of learning motivation include direction (directional function), which helps move



individuals closer or further from the goals to be achieved, and activation (activating and energizing function), which enhances learning activities (Sukmadinata, N.S., 2011, as cited in (Rinjani et al., 2022).

Learning motivation is influenced by various factors, both internal (from within the student) and external (from their environment). Internal factors include aspects such as students' interest in the subject, self-confidence, and personal goals. Students with a high level of interest in a subject tend to be more motivated to study it diligently. Moreover, self-confidence plays an important role in shaping learning motivation. Students who believe in their ability to succeed in learning are more motivated to continue making efforts. The higher a person's motivation, the greater the effort they exert to achieve success in learning (Pratama et al., 2019).

On the other hand, external factors, such as support from family, teachers, and peers, also greatly affect students' learning motivation. Parental support, especially when parents are actively involved in guiding their children's studies, can significantly improve students' motivation. Teacher support is equally important. Teachers who can create a pleasant classroom atmosphere and provide challenges suited to students' abilities can enhance their motivation to learn. Additionally, a supportive school environment, such as adequate facilities and a comfortable atmosphere, also contributes to students' motivation. If students feel comfortable and supported at school, they will be more motivated to actively participate in learning activities. Conversely, if students feel that the school environment is unsupportive or uninteresting, their learning motivation may decrease.

This study uses a descriptive and empirical approach to illustrate the level of students' learning motivation. After data collection, descriptive analysis will be conducted to describe students' learning motivation. The findings of this study are expected to provide a clearer picture of the learning motivation conditions in elementary school students and offer recommendations for educators and parents to enhance students' learning motivation. Learning motivation is key to achieving good academic results, especially at the elementary school level. With a deeper understanding of learning motivation, we can design better educational approaches and improve the quality of education in Indonesia.

### **Research Problem**

Based on the background outlined and previous research findings, the research questions for this study can be formulated as follows:



1. How is the intrinsic motivation of elementary school students in the learning process at UPTD SD Negeri 33 Parepare?
2. How is the extrinsic motivation of elementary school students in the learning process at UPTD SD Negeri 33 Parepare?

### **Definition of Motivation.**

According to Hamalik (2005), motivation is the change of energy within an individual, marked by feelings and reactions aimed at achieving a goal. In this formulation, we can see that there are three interrelated components:

- a. Motivation begins with a change in energy within the individual. Changes in motivation arise from certain changes in the neurophysiological system of the human organism. For example, a change in the digestive system may lead to the sensation of hunger. However, there are also energy changes that are not easily understood.
- b. Motivation is marked by the emergence of affective arousal. Initially, this manifests as psychological tension, which then evolves into an emotional state. This emotional state leads to goal-directed behavior. These changes may or may not be visible, but we can observe them in actions. For instance, a person might participate in a discussion because they feel interested in the topic, and as a result, their voice becomes more expressive and their words flow easily and quickly.
- c. Motivation is marked by reactions aimed at achieving goals. An individual who is motivated will engage in responses directed toward a goal. These responses serve to reduce the tension caused by the changes in energy within the person. Each response is a step toward reaching the goal. For example, if someone wants to succeed, they might study, attend lectures, ask questions, read books, and take tests.

### **Types of Learning Motivation**

According to Hapsari (2005), motivation is divided into two types: intrinsic motivation and extrinsic motivation. These are defined as follows: "Intrinsic motivation is a form of learning drive that comes from within a person and does not require external stimuli." Meanwhile, "extrinsic motivation is a learning drive that comes from outside of the individual."

Based on this definition, it can be concluded that motivation consists of two types: intrinsic motivation and extrinsic motivation. In relation to learning activities, intrinsic motivation holds more importance because it is the driving force that pushes someone to learn, compared to



extrinsic motivation. The desire and effort to learn, based on one's own initiative, will yield optimal learning outcomes. On the other hand, extrinsic motivation, which originates from external factors, may result in a short-lived desire to learn if it is only driven by external incentives.

1. Intrinsic Motivation

According to (Gunarsa, 2008), intrinsic motivation is a strong drive that comes from within an individual. Santrock (2003) states that intrinsic motivation is the desire within a person to become competent and to do something for the sake of the activity itself. Hakim (2008) mentions that intrinsic motivation is "the drive that encourages someone to engage in an activity." From these opinions, it can be concluded that intrinsic motivation is a strong drive that originates from within the individual without external influence, motivating someone to engage in an activity. The stronger the intrinsic motivation, the stronger the behavior exhibited to achieve the goal.

2. Extrinsic Motivation

According to (Supandi, 2011), extrinsic motivation arises when there is stimulation from outside the individual. Kristo M (2010) states that extrinsic motivation is a motivating force or drive from outside, given the individual's inability to do so on their own. Santrock (2003) argues that extrinsic motivation is the desire to achieve something in order to attain external goals or to avoid external punishment. Santrock (2003) further explains that extrinsic motivation is the desire to achieve something driven by the goal of obtaining external rewards or avoiding external punishments. Extrinsic motivation is the drive to succeed provided by others, such as encouragement, praise, and advice from teachers, parents, and loved ones.

### Principles of Motivation

According to Kenneth H. Hover in Hamalik (2005), the principles of motivation are as follows:

1. **Praise is more effective than punishment.** Punishment aims to stop a behavior, while praise values and acknowledges what has been done. Therefore, praise is more valuable for student learning motivation.
2. **All students have certain basic psychological needs that must be satisfied.** These needs manifest in various forms. Students who can meet these needs effectively through learning activities require less external motivation and discipline.
3. **Motivation from within the individual is more effective than externally imposed motivation.** This is because the satisfaction gained by the individual aligns with the internal standards or measures the student has.



4. **Efforts should be made to reinforce responses (or actions) that are appropriate (in line with the desired outcomes).**
5. **Motivation can spread to others.** A teacher who is highly interested and enthusiastic will generate students who are equally motivated and enthusiastic.
6. **A clear understanding of goals will stimulate motivation.**
7. **Tasks that are self-assigned will create greater interest in completing them than tasks that are imposed by a teacher.** When students are given the opportunity to discover problems and solve them independently, it fosters better motivation and discipline.
8. **External praise (rewards) can sometimes be necessary and effective in stimulating genuine interest.**
9. **Varied teaching techniques and processes are effective in maintaining student interest.** A diverse teaching approach creates a challenging and enjoyable learning environment, similar to playing with different toys.
10. **The benefits of student interest are economically significant.**
11. **Activities that stimulate interest for less capable students may be meaningless or less valuable for more capable students.**
12. **High levels of anxiety can hinder learning.** Anxiety distracts students from their learning tasks, making their efforts less effective.
13. **Low levels of anxiety and frustration can help learning and improve performance.**
14. **If the task is not too difficult and frustration is not excessive, it will not quickly lead to demoralization.**
15. **Each student has different levels of tolerance for frustration.**
16. **Group pressure among students is generally more effective in motivating than pressure or coercion from adults.**
17. **High motivation is closely related to student creativity.**

#### **RESEARCH METHOD**

The research method used in this study is the quantitative research method. According to Musfirah et al. (2023), quantitative research is a type of research that heavily relies on numerical data, from data collection to interpretation and presentation of the results. This method allows researchers to measure and analyze variables systematically using structured instruments, enabling objective and reliable insights into the phenomena being studied. In this context, the collected data will be analyzed using statistical techniques to describe students' learning



motivation, both intrinsic and extrinsic.

### **Populasi And Sample**

According to Sugiyono (2017), population is a generalization area consisting of objects/subjects that have specific qualities and characteristics determined by the researcher to be studied and then drawn conclusions from. The population in this study consists of 113 students from UPTD SD Negeri 33 Kota Parepare. The sampling technique used in this study is simple random sampling. Simple random sampling is the process of selecting a sample from the population randomly. The sample in this study includes all students from grade V at UPTD SD Negeri 33 Kota Parepare.

### **Data Analysis Method**

The data analysis method used in this study is data analysis using the IBM SPSS 26 software program with a descriptive statistical analysis method. According to Sugiyono, (2013), descriptive statistics is a type of statistics used to analyze data by describing or illustrating the data that has been collected as it is, without intending to make conclusions that apply universally or generalize. In this study, the data analyzed descriptively is the students' learning motivation data, which includes two types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the internal drive to learn, such as curiosity or personal satisfaction in learning. Meanwhile, extrinsic motivation refers to the drive originating from external factors, such as rewards, praise, or grades obtained. This study was conducted on students at UPTD SD Negeri 33 Kota Parepare to provide an overview of the students' learning motivation levels, which can be used to design more effective learning interventions. By using descriptive statistical analysis techniques, the researcher can describe the level of intrinsic and extrinsic motivation that students at the school possess, which is useful in designing better teaching strategies.

### **Validity Test**

The instrument test is conducted before the research questionnaire is distributed to the respondents who are the sample in this study. The purpose of the instrument test is to determine the feasibility of an instrument to be used in data collection. Below are the results of the validity test of the instrument for each statement in each variable.



**Table 1: Results of Validity Test for Intrinsic Motivation Variable**

| Variable             | Statement | r Calculated | r Table | Validity |
|----------------------|-----------|--------------|---------|----------|
| Intrinsic Motivation | 1         | 0,597        | 0,5140  | Valid    |
|                      | 2         | 0,742        | 0,5140  | Valid    |
|                      | 3         | 0,579        | 0,5140  | Valid    |
|                      | 4         | 0,657        | 0,5140  | Valid    |
|                      | 5         | 0,688        | 0,5140  | Valid    |
|                      | 6         | 0,707        | 0,5140  | Valid    |
|                      | 7         | 0,688        | 0,5140  | Valid    |
|                      | 8         | 0,595        | 0,5140  | Valid    |
|                      | 9         | 0,620        | 0,5140  | Valid    |
|                      | 10        | 0,541        | 0,5140  | Valid    |

Source: Data processed, 2025

Based on the results of the validity test in Table 1 above, it shows that the 10 statements in the intrinsic motivation variable are valid. The statements are considered valid because each statement in the learning motivation variable has an r-calculated value greater than the r-table value of 0.5140. Therefore, there are 10 statements that will be used to measure the learning motivation variable.

**Table 2: Results of Validity Test for Extrinsic Motivation Variable**

| Variable             | Statement | r Calculated | r Table | Validity |
|----------------------|-----------|--------------|---------|----------|
| Extrinsic Motivation | 1         | 0,652        | 0,5140  | Valid    |
|                      | 2         | 0,685        | 0,5140  | Valid    |
|                      | 3         | 0,524        | 0,5140  | Valid    |
|                      | 4         | 0,656        | 0,5140  | Valid    |
|                      | 5         | 0,558        | 0,5140  | Valid    |
|                      | 6         | 0,646        | 0,5140  | Valid    |
|                      | 7         | 0,576        | 0,5140  | Valid    |
|                      | 8         | 0,721        | 0,5140  | Valid    |
|                      | 9         | 0,625        | 0,5140  | Valid    |
|                      | 10        | 0,531        | 0,5140  | Valid    |
|                      | 11        | 0,581        | 0,5140  | Valid    |

Sumber : Data diolah, 2025



Based on the results of the validity test in Table 2, it shows that all 11 statements in the extrinsic motivation variable are valid. A statement is considered valid because each statement in the extrinsic motivation variable has a calculated r-value greater than the r-table value of 0.5140. Therefore, all 11 statements will be used to measure the extrinsic motivation variable.

### Reliability Test

The reliability test is conducted to determine the consistency level of a research instrument used for data collection. The reliability test helps to assess the trustworthiness of the instrument in the research. The reliability test results for each statement of the intrinsic motivation variable can be seen in Table 3 below:

**Table 3: Reliability Test Results for the Intrinsic Motivation Variable**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .875                   | 10         |

Based on the results of the reliability test shown in Table 3, the intrinsic motivation variable obtained a Cronbach's alpha value of 0.875, or 87.5%, which is greater than 0.70 or 70%. Therefore, the items in the intrinsic motivation variable can be considered reliable and can be used in the research.

**Table 4: Results of Reliability Test for Extrinsic Motivation Variable**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .798                   | 11         |

Based on the results of the reliability test presented in Table 4, the motivation variable obtained a Cronbach's alpha value of 0.798, or 79.8%, which is greater than 0.70 (70%). This indicates that the items in the learning motivation variable can be considered reliable and are suitable for use in the research.



## RESULT AND DISCUSSION

### A. Analysis of Intrinsic Motivation

In the context of education, intrinsic motivation plays a significant role as it is the primary driving force that encourages students to study diligently, achieve success, and meet the academic goals they set for themselves. The respondents in this study provided responses to a series of statements reflecting their intrinsic motivation, such as enthusiasm for learning, satisfaction with their achievements, and efforts to reach their academic targets. Below is a discussion of the respondents' feedback on statements related to the intrinsic motivation variable.

**Table 5 Respondents' Answers to Statement 1 on the Intrinsic Motivation Variable**

| I study diligently so that my dreams can come true |                |           |         |               |                    |
|----------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                    |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                              | Agree          | 5         | 33.3    | 33.3          | 33.3               |
|                                                    | Strongly Agree | 10        | 66.7    | 66.7          | 100.0              |
|                                                    | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 5 above, the majority of respondents strongly agreed with the statement "I study diligently so that my dreams can come true," with 10 individuals (66.7%) of the total respondents selecting "Strongly Agree." Meanwhile, 5 individuals (33.3%) indicated they "Agree" with the statement. This shows that most respondents have a high level of intrinsic motivation to study in order to achieve their dreams. The high percentage of respondents who strongly agree indicates that the desire to reach their life goals is a primary driving factor in their learning activities.

**Table 6 Respondents' Answers to Statement 2 of Intrinsic Motivation Variable**

| I am satisfied when I achieve good performance, which is why I study diligently |                |           |         |               |                    |
|---------------------------------------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                                                 |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                                           | Agree          | 8         | 53.3    | 53.3          | 53.3               |
|                                                                                 | Strongly Agree | 7         | 46.7    | 46.7          | 100.0              |
|                                                                                 | Total          | 15        | 100.0   | 100.0         |                    |



Based on Table 6 above, 8 respondents (53.3%) agree with the statement "I am satisfied when I achieve good performance, which is why I study diligently," while 7 respondents (46.7%) strongly agree. This data indicates that the majority of respondents consider satisfaction from good performance as one of the main motivations for studying diligently. Although there is a slight difference in the level of agreement, overall, the result reflects that achieving good performance is an important factor in building intrinsic motivation among the respondents.

**Table 7 Respondents' Answers to Statement 3 of Intrinsic Motivation Variable**

| When class starts, I am never late for school |                |           |         |               |                    |
|-----------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                               |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                         | Agree          | 9         | 60.0    | 60.0          | 60.0               |
|                                               | Strongly Agree | 6         | 40.0    | 40.0          | 100.0              |
|                                               | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 7 above, 9 respondents (60.0%) agree with the statement "When class starts, I am never late for school," while 6 respondents (40.0%) strongly agree. This data indicates that the majority of respondents demonstrate good awareness of the importance of punctuality during class hours. It reflects a high level of discipline and responsibility, which are part of the intrinsic motivation to support the learning process and achieve their academic goals.

**Table 8 Respondents' Answers to Statement 4 of Intrinsic Motivation Variable**

| I feel satisfied if my final semester grade is good |                |           |         |               |                    |
|-----------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                     |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                               | Agree          | 3         | 20.0    | 20.0          | 20.0               |
|                                                     | Strongly Agree | 12        | 80.0    | 80.0          | 100.0              |
|                                                     | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 8 above, 12 respondents (80.0%) strongly agree with the statement "I feel satisfied if my final semester grade is good," while 3 respondents (20.0%) agree. This data indicates that the majority of respondents have a very high level of satisfaction regarding their final semester grades. This reflects that good academic grades serve as a strong source of intrinsic



motivation for the respondents in their studies. The satisfaction derived from academic achievements can also act as a primary driver to continue improving their academic performance.

**Table 9 Respondents' Answers to Statement 5 of Intrinsic Motivation Variable**

| I feel excited when my grades are good. |                |           |         |               |                    |
|-----------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                         |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                   | Agree          | 7         | 46.7    | 46.7          | 46.7               |
|                                         | Strongly Agree | 8         | 53.3    | 53.3          | 100.0              |
|                                         | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 9 above, 8 respondents (53.3%) strongly agree with the statement "I feel excited when my grades are good," while 7 respondents (46.7%) agree. This data indicates that the majority of respondents feel that good grades are a source of excitement and motivation for them to study. The small difference in percentage between the "Agree" and "Strongly Agree" categories reflects that nearly all respondents acknowledge the importance of academic performance as a motivating factor to enhance their enthusiasm and drive for learning.

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**Table 10 Respondents' Answers to Statement 6 of Intrinsic Motivation Variable**

| Whenever there is homework or an assignment, I always want to complete it quickly |                |           |         |               |                    |
|-----------------------------------------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                                                   |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                                             | Agree          | 5         | 33.3    | 33.3          | 33.3               |
|                                                                                   | Strongly Agree | 10        | 66.7    | 66.7          | 100.0              |
|                                                                                   | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 10 above, 10 respondents (66.7%) strongly agree with the statement "Whenever there is homework or an assignment, I always want to complete it quickly," while 5 respondents (33.3%) agree. This data indicates that the majority of respondents have a high level of initiative to complete homework or assignments quickly. This reflects a strong intrinsic motivation, where respondents feel driven to complete tasks promptly as part of their



responsibility in learning and commitment to academic success.

**Table 11 Respondents' Answers to Statement 7 of Intrinsic Motivation Variable**

| I make it a habit to study at home, so my parents always praise me when I study diligently |                |           |         |               |                    |
|--------------------------------------------------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                                                            |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                                                      | Agree          | 7         | 46.7    | 46.7          | 46.7               |
|                                                                                            | Strongly Agree | 8         | 53.3    | 53.3          | 100.0              |
|                                                                                            | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 11 above, 8 respondents (53.3%) strongly agree with the statement "I make it a habit to study at home, so my parents always praise me when I study diligently," while 7 respondents (46.7%) agree. This data indicates that the majority of respondents have a good habit of studying at home, supported by intrinsic motivation in the form of praise and recognition from their parents. This reflects the importance of emotional support from family in encouraging respondents to continue studying diligently and consistently.

**Table 12 Respondents' Answers to Statement 8 of Intrinsic Motivation Variable**

| I always study every night at home |                |           |         |               |                    |
|------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                    |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                              | Agree          | 4         | 26.7    | 26.7          | 26.7               |
|                                    | Strongly Agree | 11        | 73.3    | 73.3          | 100.0              |
|                                    | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 12 above, 11 respondents (73.3%) strongly agree with the statement "I always study every night at home," while 4 respondents (26.7%) agree. This data shows that the majority of respondents have a consistent study habit every night at home. The high percentage of respondents who strongly agree reflects strong discipline and intrinsic motivation in maintaining their study routine. This habit can also contribute positively to better academic performance.



**Table 13 Respondents' Answers to Statement 9 of Intrinsic Motivation Variable**

| I study diligently until the target grades I set are achieved |                |           |         |               |                    |
|---------------------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                               |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                         | Agree          | 8         | 53.3    | 53.3          | 53.3               |
|                                                               | Strongly Agree | 7         | 46.7    | 46.7          | 100.0              |
|                                                               | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 13, 8 respondents (53.3%) agree with the statement "I study diligently until the target grades I set are achieved," while 7 respondents (46.7%) strongly agree. This data shows that the majority of respondents have a strong motivation to study diligently in order to achieve the target grades they have set. The fairly balanced percentage between respondents who agree and strongly agree reflects that almost all respondents are committed to achieving their academic goals, which is an essential part of their intrinsic motivation to learn.

**Table 14 Respondents' Answers to Statement 10 of Intrinsic Motivation Variable**

| I work hard at studying because I want to achieve the highest academic performance |                |           |         |               |                    |
|------------------------------------------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                                                    |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                                              | Agree          | 2         | 13.3    | 13.3          | 13.3               |
|                                                                                    | Strongly Agree | 13        | 86.7    | 86.7          | 100.0              |
|                                                                                    | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 14, 13 respondents (86.7%) strongly agree with the statement "I work hard at studying because I want to achieve the highest academic performance," while 2 respondents (13.3%) agree. This data shows that the majority of respondents have a very strong intrinsic motivation to work hard in their studies, with the goal of achieving the highest academic performance. The very high percentage of respondents who strongly agree highlights their commitment and ambition to achieve their best academic results.

## B. Analysis of Extrinsic Motivation

Extrinsic motivation refers to the drive to perform an action that originates from external factors, such as rewards, praise, or expectations from others. In the context of education, extrinsic



motivation can come from parents, teachers, or the surrounding environment, which offers recognition or certain consequences based on learning outcomes. Praise, advice, and the facilities provided by parents, as well as recognition from teachers, can play a significant role in motivating students to study harder and achieve good results. The following discussion will analyze the responses from participants to several statements related to extrinsic motivation, demonstrating how external factors influence their study habits and enthusiasm for learning.

**Table 15: Respondents' Answers to Statement 1 of the Extrinsic Motivation Variable**

| I receive praise from my parents when I get good grades |                |           |         |               |                    |
|---------------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                         |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                   | Agree          | 5         | 33.3    | 33.3          | 33.3               |
|                                                         | Strongly Agree | 10        | 66.7    | 66.7          | 100.0              |
|                                                         | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 15, 10 respondents or 66.7% strongly agree with the statement "I receive praise from my parents when I get good grades," while 5 respondents or 33.3% agree. This data shows that the majority of respondents believe that praise from their parents is an important factor in motivating them to achieve good grades. It reflects the significant role of external support, particularly from parents, in motivating respondents to strive for optimal academic performance.

**Table 16: Respondents' Answers to Statement 2 of the Extrinsic Motivation Variable**

| I study well because I have a grade target |                |           |         |               |                    |
|--------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                            |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                      | Disagree       | 2         | 13.3    | 13.3          | 13.3               |
|                                            | Agree          | 4         | 26.7    | 26.7          | 40.0               |
|                                            | Strongly Agree | 9         | 60.0    | 60.0          | 100.0              |
|                                            | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 16, 9 respondents or 60.0% strongly agree with the statement "I study well because I have a grade target," while 4 respondents or 26.7% agree, and 2 respondents or 13.3% disagree. This data shows that the majority of respondents have a strong motivation to study well

313

because they set specific grade targets. Achieving these grade targets serves as a major motivator for improving their study quality. However, there is a slight variation in opinion, with a few respondents who are less convinced by this statement.

**Table 17 Respondents' Answers to Statement 3 of the Extrinsic Motivation Variable**

| My parents always give advice when I get a bad grade |                   |           |         |               |                       |
|------------------------------------------------------|-------------------|-----------|---------|---------------|-----------------------|
|                                                      |                   | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
| Valid                                                | Very Disagree     | 2         | 13.3    | 13.3          | 13.3                  |
|                                                      | Disagree          | 1         | 6.7     | 6.7           | 20.0                  |
|                                                      | Somewhat Disagree | 4         | 26.7    | 26.7          | 46.7                  |
|                                                      | Agree             | 5         | 33.3    | 33.3          | 80.0                  |
|                                                      | Strongly Agree    | 3         | 20.0    | 20.0          | 100.0                 |
|                                                      | Total             | 15        | 100.0   | 100.0         |                       |

Based on Table 17, there is a variety of responses to the statement "My parents always give advice when I get a bad grade." A total of 5 respondents (33.3%) agreed, and 3 respondents (20%) strongly agreed with this statement. On the other hand, 4 respondents (26.7%) somewhat disagreed, 2 respondents (13.3%) strongly disagreed, and 1 respondent (6.7%) disagreed. This variation in answers suggests that while most respondents receive advice from their parents when they get bad grades, there are also several respondents who do not agree or somewhat disagree with the statement. This diversity in responses could reflect differences in individual experiences and perceptions of parental support regarding their academic results.

**Table 18 Respondents' Answers to Statement 4 of the Extrinsic Motivation Variable**

| I always take note of important things while the teacher is explaining the lesson |                   |           |         |               |                    |
|-----------------------------------------------------------------------------------|-------------------|-----------|---------|---------------|--------------------|
|                                                                                   |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                                             | Strongly Disagree | 2         | 13.3    | 13.3          | 13.3               |
|                                                                                   | Somewhat Disagree | 2         | 13.3    | 13.3          | 26.7               |
|                                                                                   | Agree             | 3         | 20.0    | 20.0          | 46.7               |
|                                                                                   | Strongly Agree    | 8         | 53.3    | 53.3          | 100.0              |
|                                                                                   | Total             | 15        | 100.0   | 100.0         |                    |



Based on Table 18, 8 respondents (53.3%) strongly agreed with the statement "I always take note of important things while the teacher is explaining the lesson," and 3 respondents (20%) agreed with it. On the other hand, 2 respondents (13.3%) somewhat disagreed, and 2 respondents (13.3%) strongly disagreed. This data shows that the majority of respondents actively take notes during lessons, reflecting their active engagement in the learning process. However, a few respondents did not fully agree with this statement, which may indicate that they have a different approach to absorbing lesson material.

**Table 19 Respondents' Answers to Statement 5 of the Extrinsic Motivation Variable**

| I always study diligently because I don't want my report card grades to be poor |                |           |         |               |                    |
|---------------------------------------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                                                 |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                                           | Agree          | 6         | 40.0    | 40.0          | 40.0               |
|                                                                                 | Strongly Agree | 9         | 60.0    | 60.0          | 100.0              |
|                                                                                 | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 19, 9 respondents (60.0%) strongly agreed with the statement "I always study diligently because I don't want my report card grades to be poor," while 6 respondents (40.0%) agreed with it. This data shows that the majority of respondents are strongly motivated extrinsically to study diligently in order to avoid poor grades on their report cards. It reflects the role of external consequences, such as the influence of report card grades on evaluations or others' perceptions, in encouraging respondents to put more effort into their studies.

**Table 20 Respondents' Answers to Statement 6 of the Extrinsic Motivation Variable**

| I am satisfied with my assignment grades because I genuinely put effort into completing the tasks assigned by the teacher |                |           |         |               |                    |
|---------------------------------------------------------------------------------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                                                                                           |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                                                                                     | Agree          | 6         | 40.0    | 40.0          | 40.0               |
|                                                                                                                           | Strongly Agree | 9         | 60.0    | 60.0          | 100.0              |
|                                                                                                                           | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 20, 9 respondents (60.0%) strongly agreed with the statement "I am

315

satisfied with my assignment grades because I genuinely put effort into completing the tasks assigned by the teacher," while 6 respondents (40.0%) agreed with it. This data indicates that the majority of respondents are motivated extrinsically by the satisfaction of receiving good grades on assignments, which they achieve through their genuine effort in completing them. It highlights the importance of external rewards, such as good assignment grades, as a strong motivator for respondents to continue putting maximum effort into their academic tasks.

**Table 21 Respondents' Answers to Statement 7 of the Extrinsic Motivation Variable**

| My parents always provide learning facilities |                |           |         |               |                    |
|-----------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                               |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                         | Agree          | 4         | 26.7    | 26.7          | 26.7               |
|                                               | Strongly Agree | 11        | 73.3    | 73.3          | 100.0              |
|                                               | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 21, 11 respondents (73.3%) strongly agreed with the statement "My parents always provide learning facilities," while 4 respondents (26.7%) agreed with it. This data indicates that the majority of respondents feel they receive strong support from their parents in the form of learning facilities. These facilities could include books, stationery, study spaces, or access to other educational resources, all of which play an essential role in creating a conducive learning environment. This parental support clearly serves as a motivator, encouraging respondents to study more diligently and focus on their academic endeavors.

**Table 22 Respondents' Answers to Statement 8 of the Extrinsic Motivation Variable**

| My parents accompany me when I am studying at home |                |           |         |               |                    |
|----------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                    |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                              | Agree          | 9         | 60.0    | 60.0          | 60.0               |
|                                                    | Strongly Agree | 6         | 40.0    | 40.0          | 100.0              |
|                                                    | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 22, 9 respondents (60.0%) agreed with the statement "My parents accompany me when I am studying at home," while 6 respondents (40.0%) strongly agreed. This



data shows that the majority of respondents feel supported by their parents during study sessions at home. The presence of parents can provide both emotional and practical support, such as helping explain the material or ensuring focus during study time. While there is a slight difference in agreement levels, most respondents value their parents' involvement in their study process at home.

**Table 23 Respondents' Answers to Statement 9 of the Extrinsic Motivation Variable**

| My parents often take the time to answer and help with lesson problems |                |           |         |               |                    |
|------------------------------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                                        |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                                  | Disagree       | 1         | 6.7     | 6.7           | 6.7                |
|                                                                        | Agree          | 9         | 60.0    | 60.0          | 66.7               |
|                                                                        | Strongly Agree | 5         | 33.3    | 33.3          | 100.0              |
|                                                                        | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 23, 9 respondents (60.0%) agreed with the statement "My parents often take the time to answer and help with lesson problems," while 5 respondents (33.3%) strongly agreed. One respondent (6.7%) disagreed with the statement. This data indicates that most respondents feel they receive significant support from their parents in solving lesson-related problems. The involvement of parents in providing guidance is highly valued, though there is a slight difference in opinion from one respondent who disagreed with the statement. This highlights the importance of parental engagement in the learning process of their children.

**Table 24 Respondents' Answers to Statement 10 of the Extrinsic Motivation Variable**

| My teacher always gives rewards or praise when I answer questions in class |                |           |         |               |                    |
|----------------------------------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                                            |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                                      | Agree          | 7         | 46.7    | 46.7          | 46.7               |
|                                                                            | Strongly Agree | 8         | 53.3    | 53.3          | 100.0              |
|                                                                            | Total          | 15        | 100.0   | 100.0         |                    |

Based on Table 24, 8 respondents (53.3%) strongly agreed with the statement "My teacher always gives rewards or praise when I answer questions in class," while 7 respondents (46.7%) agreed. This data indicates that the majority of respondents feel motivated by the praise or rewards provided by their teacher when they actively participate in class by answering questions.

317

These external rewards serve as an effective motivator for respondents, encouraging them to engage more in the learning process and increase their classroom participation.

**Table 25 Respondents' Answers to Statement 11 of the Extrinsic Motivation Variable**

| I always take the opportunity to ask questions when the teacher presents material to obtain good grades |                |    |       |                    |       |
|---------------------------------------------------------------------------------------------------------|----------------|----|-------|--------------------|-------|
| Frequency    Percent    Valid Percent                                                                   |                |    |       | Cumulative Percent |       |
| Valid                                                                                                   | Disagree       | 2  | 13.3  | 13.3               | 13.3  |
|                                                                                                         | Agree          | 6  | 40.0  | 40.0               | 53.3  |
|                                                                                                         | Strongly Agree | 7  | 46.7  | 46.7               | 100.0 |
|                                                                                                         | Total          | 15 | 100.0 | 100.0              |       |

Based on Table 25, 7 respondents (46.7%) strongly agreed with the statement "I always take the opportunity to ask questions when the teacher presents material to obtain good grades," while 6 respondents (40.0%) agreed, and 2 respondents (13.3%) disagreed. This data shows that most respondents actively use the opportunity to ask questions during lessons to better understand the material and achieve good grades. The increase in participation through asking questions reflects a desire to enhance comprehension and improve academic performance. However, there is a slight difference in opinion from a few respondents who disagreed with the statement, which may reflect individual variations in learning preferences or classroom engagement.

## CONCLUSION

Based on the analysis of respondents' answers to statements measuring intrinsic motivation, it can be concluded that students' internal motivation, such as the desire to achieve their goals, satisfaction with their achievements, and enthusiasm for studying to achieve good grades, plays a key role in driving their efforts in learning. The majority of respondents show a high level of commitment to achieving their academic goals, including time discipline, effort in completing assignments, and consistency in studying. Achieving good grades and personal satisfaction with academic results also serve as powerful intrinsic motivators, driving students to continue improving their performance.

On the other hand, extrinsic motivation, stemming from support from parents and



teachers, also plays a significant role in boosting students' learning enthusiasm. Most respondents feel motivated to study harder due to external support such as praise, learning facilities, and guidance provided by their parents, as well as rewards given by teachers. These external factors, including positive influences from family and teachers, are essential in developing good study habits, such as diligently completing assignments, actively participating in class discussions, and striving to achieve set academic targets. Extrinsic motivation works synergistically with intrinsic motivation, creating a strong drive for students to not only achieve personal goals but also fulfill external expectations that support their academic development.

Overall, both intrinsic and extrinsic motivation play vital roles in encouraging students' learning enthusiasm. Intrinsic motivation focuses on personal satisfaction and goal achievement, while extrinsic motivation comes from external factors that provide reinforcement and encouragement. The combination of both creates an environment that supports students in continually striving, staying committed, and achieving optimal academic outcomes.

#### **FUTURE DIRECTIONS**

Based on the conclusions regarding intrinsic and extrinsic motivation, there are several future research and development directions that can be considered. First, further research could focus on the impact of the combination of intrinsic and extrinsic motivation on students' long-term academic achievement. Given the importance of both types of motivation, studies can explore how they interact and influence students' learning habits as well as academic outcomes. Further studies could also examine how external factors such as parental support and teacher rewards can strengthen the intrinsic motivation students possess, and how this might vary across different educational levels or socio-economic backgrounds.

Second, educational interventions that focus on simultaneously developing both intrinsic and extrinsic motivation need to be examined in more depth. Programs that increase students' self-awareness about the importance of internal motivation while providing appropriate external support from families and teachers might result in better academic performance. Therefore, experiments or studies testing the effectiveness of these methods in enhancing student motivation could be a useful research direction.

Finally, it is important to further investigate individual factors that may influence differences in motivation, such as personality, emotional intelligence, or previous learning experiences. Such research can help educators and parents better understand the factors that drive each student's learning and provide support that is more tailored to their needs, thus



maximizing students' learning potential more effectively.

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