

The Combined Impact of Intrinsic and Extrinsic Motivations on Learning Effectiveness Among Master's Students at Bandar Lampung University

Alma Indah Oktariani Salami¹

Dahlia²

Subeki³

Andala Rama Putra Barusman⁴

Ida Farida⁵

andala@ubl.ac.id

¹²³⁴⁵Universitas Bandar Lampung

ABSTRACT

This study investigates the effects of intrinsic and extrinsic motivations on learning effectiveness among Master's students at Bandar Lampung University. Utilizing a sample of 54 students, the research employed validity and reliability tests to ensure the accuracy of the measurement instruments for both types of motivation. The results indicate that both intrinsic motivation, driven by personal interest and satisfaction, and extrinsic motivation, based on external rewards and recognition, significantly enhance learning effectiveness. The regression analysis revealed that these motivations together explained 44.1% of the variance in learning outcomes, with intrinsic motivation having a p-value of 0.001 and extrinsic motivation a p-value of 0.000. This indicates a strong positive impact of both motivation types on academic performance. The study underscores the importance of integrating both intrinsic and extrinsic motivational strategies in educational programs to maximize student performance. Future research should examine the interaction between different extrinsic rewards and intrinsic motivation to refine strategies for optimizing educational outcomes.

Keywords: *Intrinsic Motivation, Extrinsic Motivation, Learning Effectiveness, Academic Performance, Educational Strategies*

Introduction

The Master of Administrative Science program at Bandar Lampung University has experienced a notable increase in inactive students in 2022, reaching a total of 104 students. This issue of student inactivity, particularly among cohorts 20 and 21, with only 55 out of 159 students remaining active, underscores a significant decline in learning effectiveness. Previous research highlights the role of intrinsic and extrinsic motivation in influencing learning effectiveness. (Dimaunahan & Panoy, 2022; Nazri et al., 2023; Zaccone & Pedrini, 2019) assert that both types of motivation impact learning outcomes. (Bureau et al., 2022; Gonzaga & Arellano, 2021; Sohail et al., 2023) emphasize that motivation drives students to engage in learning activities, thereby enhancing learning effectiveness. According to (Hartawan et al., 2021; Indawati, 2021), effective learning is defined by the student's ability to understand and actively participate in the learning process. (Ananda & Iskandar, 2021; Irawan & Harahap, 2021; Nurhayati, 2021) further notes that the efficiency of the learning process depends on the availability of necessary resources and facilities.

Despite these insights, there remains a gap in understanding how intrinsic and extrinsic motivations specifically affect the learning effectiveness of students in the Master's program at Bandar Lampung University. (Gustiani et al., 2022; Lokman et al., 2022) argue that stable academic motivation, both intrinsic and extrinsic, is crucial for creating a conducive learning environment. This study aims to fill this gap by investigating: (1) the impact of intrinsic motivation on learning effectiveness among students in cohorts 20-21; (2) the influence of extrinsic motivation on learning effectiveness; and (3) the combined effect of both intrinsic and extrinsic motivations on learning effectiveness.

Methodology

This study adopts a quantitative survey method to assess the impact of intrinsic and extrinsic motivations on learning effectiveness. The research population consists of 54 students from the Master of Administrative Science program at Bandar Lampung University, specifically from cohorts 20-21. Data will be collected using three primary methods: (1) questionnaires, which will serve as the main data collection tool; (2) interviews, used as supplementary instruments to gain additional insights; and (3) document analysis, involving review of relevant books, journals, and other scholarly sources. The collected data will undergo validity and reliability tests, followed by multiple linear regression analysis to determine the relationships between the variables (Njue et al., 2019; Surfaifel & Wirza, 2021). This approach will enable a comprehensive evaluation of the study's validity and reliability, providing insights into how different types of motivation influence learning effectiveness (Lameier et al., 2018; Stukalina, 2016).

Result and Discussion

a. Result

The research analyzed a sample of 54 Master's students from the Magister Ilmu Administrasi program at Bandar Lampung University, revealing key insights into the influence of intrinsic and extrinsic motivations on learning effectiveness. The data, categorized by gender, showed that 55.56% of respondents were male and 44.44% were female. This demographic breakdown provided a foundation for analyzing the motivational factors affecting learning. The validity and reliability tests for intrinsic and extrinsic motivation variables confirmed that all measurement items were significant and reliable, as indicated by the correlation coefficients and Cronbach's Alpha values. The regression analysis demonstrated a strong relationship between both types of motivation and learning effectiveness, with a coefficient of determination (R^2) of 0.441, meaning that 44.1% of the variance in learning effectiveness was explained by intrinsic and extrinsic motivations. Further, the multiple regression analysis showed that both intrinsic motivation (X1) and extrinsic motivation (X2) had positive and significant effects on learning effectiveness. Specifically, intrinsic motivation had a significant impact with a p-value of 0.001, while extrinsic motivation had an even stronger effect with a p-value of 0.000. The F-test indicated that the combined effect of both motivations on learning effectiveness was statistically significant, confirming that the joint influence of intrinsic and extrinsic motivations is substantial.

b. Discussion

The results of this study affirm the significant role of both intrinsic and extrinsic motivations in enhancing learning effectiveness among Master's students, as highlighted by previous research (Dimaunahan & Panoy, 2022; Nazri et al., 2023; Zaccone & Pedrini, 2019). Intrinsic motivation, characterized by personal interest and satisfaction, was found to positively impact academic performance, supporting the argument that self-driven motivation fosters deeper engagement and better outcomes (Gonzaga & Arellano, 2021; Sohail et al., 2023). Similarly, extrinsic motivation, which includes external rewards and recognition, also contributed significantly to learning effectiveness, reinforcing the importance of external incentives in motivating students (Bureau et al., 2022).

The substantial combined effect of these motivations emphasizes the importance of adopting a balanced motivational strategy in educational programs (Gustiani et al., 2022; Lokman et al., 2022). This approach ensures that students receive both internal satisfaction and external validation, optimizing their learning experience. The study's findings further support the notion that efficient learning is not only dependent on student engagement but also on the availability of resources and facilities (Hartawan et al., 2021; Indawati, 2021; Irawan & Harahap, 2021; Nurhayati, 2021). Future research could delve deeper into the interaction between different types of extrinsic rewards and intrinsic motivation, potentially uncovering more tailored strategies to enhance student performance and learning effectiveness.

Conclusion

This study demonstrates that both intrinsic and extrinsic motivations significantly enhance learning effectiveness among Master's students at Bandar Lampung University. Intrinsic motivation, which is driven by personal satisfaction and interest, positively influences academic performance, indicating that students who are internally motivated tend to achieve better learning outcomes. Likewise, extrinsic motivation, including rewards and recognition, plays a crucial role in boosting learning effectiveness, emphasizing the importance of external incentives within educational settings. The combined impact of both intrinsic and extrinsic motivations highlights the need for a balanced motivational approach in academic programs. To optimize learning effectiveness, educational strategies should integrate both motivational factors. Future research could further investigate the

effects of various types of extrinsic rewards and their interplay with intrinsic motivation to develop more nuanced strategies for improving student performance.

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