

## Conference Paper

# The Differences of Student Learning Motivation

Asiati, Diah Isnaini, and Mardiyanto, Hendy

Under Graduate Program, Economic and Business Faculty, Palembang Muhammadiyah University, Indonesia

## Abstract

The purpose of this study was to find out the differences of students learning motivation in the state and private universities. The study used one variable that was students learning motivation developed into ten indicators (learning frequency, doing assignments frequency, lecture frequency, group learning frequency, the library frequency, books owned number, university atmosphere, university location, university facility, and lecturer ability). The population was taken by 96 public respondents from state and private universities. The required data was primary data with questionnaire data collection method. The analysis technique used kai squared. The results of the study indicated that (1) there were any differences of student learning motivation (doing assignments frequency, group learning frequency, the library frequency, books owned number, university atmosphere, university location, and university facility) between the state and private universities (2) there were no any differences of student learning motivation (learning frequency, lecture frequency, and lecture ability) between the state and private universities.

**Keywords:** learning motivation, state university student, private university student.

Corresponding Author:

Asiati

diah\_isnaini@yahoo.com

Received: 16 September 2019

Accepted: 28 September 2019

Published: 31 October 2019

Publishing services provided by

Knowledge E

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Selection and Peer-review under the responsibility of the ICEMA Conference Committee.

## 1. Introduction

The dynamics of higher education are increasingly competitive. The tendency of private university (PTS) continue to improve and state university (PTN) that seem to try to survive with their existence shows the phenomenon of increasingly competitive competition. According to Law No. 2 of 1989 [1], the differences between PTN and PTS only in terms of who owns and finances them, while other things are theoretically the same because the curriculum basis in PTN and PTS is equally sourced from the nationally applicable curriculum set by the minister. Quality and efficiency of PTN and PTS are also assessed by the same body that is accreditation bodies, with the same criteria in reality due to history, de facto conditions in terms of lecturers, funding facilities and sources of funding and public appreciation, PTN gives an impression of superior quality and efficiency than PTS. Takdir (2012) [2] describes the lack of reasons for pessimism with PTS. Both PTN

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and PTS have their respective advantages, especially some advantages that PTN does not have.

There are three PTN's (List of State Universities in South Sumatra, 2018) [3] and nine PTS's (List of Private Universities in South Sumatra, 2018) [4] in Palembang City. The actual performance of the two groups of educational institutions is an assessment material that shapes people's perceptions. The three PTN's (Sriwijaya University, Raden Fatah State Islamic University, and Sriwijaya Polytechnic) and nine PTS's competing with each other using a variety of strategies considered to be profitable.

PTN inputs are considered to be more profitable, because with their status, PTN's have the opportunity to first choose students so that they may first choose the best prospective students. But a process success is not only judged by input, but also in the process. In the process, the strength of the PTN management bureaucracy is sometimes become a weakness that is actually as an advantage for PTS. One of the elements that can be played in the process is input motivation (student reading). The ability to manage student motivation provides a great opportunity for both institutions to move their good image.

Umboh, Kepel, and Hamel (2017) [5] conduct studies that prove a relationship between student motivation and academic achievement. A strong drive to show academic achievement will direct students to various efforts to produce better achievements.

According to Sumarwan (2014) [6] motivation formation is influenced by internal and external factors. Internally, the formation of motivation can come from the experience of consumers, their needs, the values they embrace, or their hopes. Meanwhile, externally the formation of motivation can come from the appearance of the product/service, motivational characteristics, and environmental situation. The study conducted by Afzal et.al (2010) [7] defines the truth of this theory where talent, good teachers, school academic achievement, and student motivation are requirements for the formation of outstanding students. Similar results were also found by Mediawati (2010) [8] that, motivation to learn as an intrinsic factor will influence learning outcomes.

These results can be used by universities to improve good image through managing student motivation. Both PTN and PTS internally and externally can encourage student motivation so as to produce good output. Internal encouragement can be done indirectly while external encouragement can be done directly. This is an opportunity for PTS to maximize management of extrinsic motivation so that students are more strongly encouraged to show their achievements so that they raise the good name of PTS.

The study of differences of learning motivation has been carried out by Arumsari (2017) [9] about the difference of students learning motivation from Java and Papua

of SMAN 1 Kediri (2017). There were differences in behavior that described learning motivation between Javanese and Papuan students. Javanese students looked enthusiastic, diligent, more interested, and critical in learning compared to Papuan students. Descriptive data analysis showed that the average learning motivation of Javanese students was 131 (very high category) and Papuan students with a score of 107 (high category). Data analysis used the Willcoxon test showed a significance value of  $<0.05$  ( $0.018 < 0.05$ ). This meant that there were differences of learning motivation between students from Java and Papua. The motivation to learn Javanese students was higher than the motivation to learn Papuan students.

As with Rozali's study (2013) [10] about the differences of learning motivation in terms of learning methods with Teacher Centered Learning (TCL) and Student Centered Learning (SCL). Based on the paired sample t-test, the results showed that there were differences of learning motivation in psychometric class students after an experience-based learning method intervention ( $t=-12,285$ ,  $\text{sig}(p)=0,000 > 0.01$ ). Experience-based learning methods in this study could be an intervention model to increase learning motivation in other similar material.

Researchers tried to do pre research through interviews to deepen further studies. It seems that in some ways (learning and lecturing activities, doing assignments, group learning, and visiting libraries) PTN students showed better motivation. The number of PTN students who carry out these activities was more than PTS students.

These empirical studies showed that learning motivation support could be different based on the place and the way of learning. The place of learning could mean the geographical place, the location where the place of study, or the institution that organizes learning. While the way of learning could mean methods, time/level, facilities, or teaching staff. Thus the ability to manage the elements underlying these differences could provide the expected learning outcomes.

Consumer behavior is a discipline that studies individuals behavior, groups, or organizations and processes used by consumers to select, use products, services, experiences (ideas) to satisfy the needs and desires of consumers, and appear from those processes to consumers and society. Priansa (2017) [11] states that in relation to consumer characteristics there are four factors that influence consumer behavior, namely: cultural factors, social factors, personal factors, and psychological factors. Among psychological factors is motivation.

Motivation is an impulse that arises from within or from outside (environment) which becomes a driving factor towards the goals to be achieved. Associated with consumers, ordinary motivation is interpreted as an impulse that moves consumers to decide to act

towards achieving goals, that is meeting various kinds of needs and desires (Sangadji & Sopiah, 2013:155) [12].

According to Sangadji & Sopiah (2013:166), one motivation theory was developed by Herzberg by distinguishing unsatisfactory factors (satisfying) and satisfying factors. Kotler & Keller (2009:179) [13] the absence of dissatisfiers is not enough, otherwise satisfiers must be active to motivate purchases.

According to Schiffman and Kanuk (2008:85) [14] triggers for individual special needs are often not realized by those concerned. The emergence of a series of needs, especially at certain times may be caused by stimuli contained in the psychological condition of the individual.

## 1.1. Psychological Triggers

Physical needs at a given time are based on one's psycho-logical state at that time. Most of these psychological cues are not realized but, they encourage the need for related and cause unpleasant pressure until the needs are met.

## 1.2. Emotional Triggers

People who are bored or disappointed in their efforts to achieve their goals often fall into daydream (autistic thinking), where they imagine themselves in all kinds of desired situations. All these thoughts tend to stimulate unconscious needs, which can cause unpleasant pressure that move them to goal-oriented behavior.

## 1.3. Trigger Awareness

Unintentional thinking can sometimes lead to mind awareness of needs.

## 1.4. Environmental Triggers

The needs experienced by people at certain times are often turned on by various special signals in the environment. This form of signal, needs may still not arise, environmental changes may be needed to reduce the trigger. The most powerful form of situational cues is the target object itself, if someone lives in a complex and very varied environment, they will experience various possibilities that trigger needs. Conversely,

if their environment is poor or inadequate, fewer needs arise which means giving a variety of influences.

An action arises because it is triggered by motivation. Motivation is described as a pressure that encourages individuals to take action (Schiffman & Kanuk, 2008). These actions are manifested in the form of behavior that is expected to reduce pressure. Pressure can arise both internally and externally (Sumarwan, 2014). An organization can bring satisfiers as external pressure to help encourage organizational members to show expected behavior (Kotler & Keller, 2009). The intended behavior could be identified with the organizational process of building a good name.

Nuraini (2017) [15] conducted a study on the differences of learning motivation of UPN Veteran East Java students before and after becoming public university. The results showed that there were differences of learning motivation between before and after state universities. This proved that institutional status was able to distinguish motivation. Motivation in this case came from external.

Panisoara, et.al, (2015) [16] also conducted a similar study of student learning motivation based on social reasons. Students would be more motivated to learn if they were given the opportunity to express reasons to be present or not present in their fellow social interactions. Motivation in this case came from internal sources.

Based on theoretical studies and empirical studies above, the hypothesis was formulated, there were differences of learning motivation between PTN and PTS students.

## 2. Methods and Equipment

This type of research is comparative (Sugiyono, 2016) [17] by comparing the variables of learning motivation of PTN and PTS students, that is encouragement that arises from within students from outside themselves which becomes the driving factor of students towards the goals to be achieved seen from:

1. Learning frequency
2. Doing assignments frequency
3. Lecture frequency
4. Group learning frequency
5. The library frequency
6. Books owned number

7. University atmosphere
8. University location
9. University facility
10. Lecturer ability

The study population was all students in *Kecamatan Seberang Ulu 1* Palembang City. The number of samples was 96 people for each university (Riduwan, 2014) [18] so that the overall sample was 192 people. The sample technique used Snowball Sampling (Sugiyono, 2016: 85). Primary data was collected through a questionnaire developed based on the indicators used in the study. Furthermore, the data is processed using the chi square test technique (Riduwan, 2014).

### 3. Results

#### 3.1. Characteristics of Respondents

The number of respondents who came from PTN and PTS were the same that was 96 people. Of these 65.1% were women. Their GPA was mostly (76.6%) > 3.00 and 56.3% were in the seventh semester. The students lived in their own homes (49%), lived in boarding (38%), and lived in your place (13%).

#### 3.2. Testing Process Results.

### 4. Discussion

The test results proved that the things that motivated students to study at PTN and PTS were not entirely the same.

#### 4.1. Indicators that do not distinguish

PTN and PTS students were equally diligent in attending the class and studious. This fact could be attributed to the characteristics of the respondents with 76.6% having GPA > 3.00. This GPA was generally owned by students who were diligent in learning. This meant that PTN and PTS students had the same opportunity to get financial value in lectures that in the process might meet certain requirements such as maximum attendance and complete value components with sufficient amount. Based on this

TABLE 1: Summary of Testing Results.

No	indicator	Decision	Meaning
1	Studious	Ho was accepted	PTN and PTS students were equally studious
2	Diligently Working on Assignments	Ho was rejected	PTN students were more diligent in working on assignments than PTS students
3	Always Attending the Class	Ho was accepted	PTN and PTS students were equally diligent in attending college
4	Always Learning in Groups	Ho was rejected	PTS students studied groups more often than PTN students
5	Always going to the library	Ho was rejected	PTN students were more diligent in libraries than PTS students
6	Having All Books	Ho was rejected	PTS students had more books than PTN students
7	Comfortable University Atmosphere	Ho was rejected	The learning atmosphere in PTS was better than PTN
8	Strategic Universities Location	Ho was rejected	PTS location was more strategic than PTN locations
9	Complete Facilities	Ho was rejected	PTS facilities were better than PTN
10	Reliable Lecturer	Ho was accepted	PTN and PTS lecturers were both considered to have abilities

Source: Summary of Testing Results, 2018

indicator, both PTN and PTS students were generally proven in attending the class and studious.

PTS and PTN lecturers were also considered to have the same abilities so that they both motivated students to learn. Provisions that might be met by a PTN lecturer or PTS lecturer were basically the same. For the appointment of PTS lecturers, the arrangement referred to the Minister of Education and Culture Regulation Number 84 of 2013 concerning Permanent Lecturer of Non Civil Servants at State Universities and Permanent Lecturers at Private Universities. Furthermore, each lecturer, both PTN and PTS lecturers might carry out the obligations of *Tridarma Perguruan Tinggi* whose planned and implementation were contained in the workload valley and lecturer performance reports.

Based on this regulation both PTN and PTS lecturers basically had the same workload, only a place of work that distinguishes it. With the same burden, it appeared that lecturers' daily tasks were the same. However, the work of lecturers might be different. But why did students give the same assessment, because students in detail did not know what kind of ability was intended. The ability of the lecturer to be understood

by students was only limited to teaching in front of the class, giving assignments or counseling. These abilities only illustrated how the lecturer reacted with students so that in the view of students this was the ability of the lecturer in question.

## 4.2. Distinguishing indicators

PTN students were more diligent in working on assignments than PTS students. The relatively good student recruitment results allowed teaching in PTN to be more independent students. Thus PTN students learned more independently with lecturer instruction. Associated with the characteristics of the respondents, it happened that 56.3% were in the seventh semester. In this semester more independent assignments were given by lecturers. While PTS students sometimes needed more specific instructions to work independently.

For indicators working on group assignments, visiting the library turned out that more PTS students did it than PTN students. Lecturers at PTS realized that they had a harder task to encourage better student motivation. Therefore lecturers often gave assignments both independently and in groups. The results of the assignment would usually also be a consideration to strengthen the eligibility of student graduation. To do the task, one of the actions was taken to visit the library. More often the lecturer gave assignments to PTS students to make students more often had to go to the library to find answers to the task.

In relation to book ownership, it turned out that the number of books owned by PTS students was more. The argument that could explain, first, related to the previous discussion, PTS lecturers provided more assignments, as a result PTS students were more absorbed in entering the library and had books to complete various tasks. Second, PTS students often had books by accessing them online (e-books) so that physically they did not have books. Third, sometimes in certain PTS there were several lecturers who wrote books as instructional materials and required students to buy implicitly to make it easier to graduate.

Another element that distinguished the motivation of PTS and PTN students was the atmosphere of the college. Based on the assessment, it turned out that PTS students assessed the lecture atmosphere as more comfortable than PTN students. When conducting interviews to clarify the atmosphere in question, PTS students assessing relations with PTS lecturers were generally more familiar. PTS lecturers were generally considered to be more open and responsive. PTN lecturers were considered the opposite. Perhaps this was because PTN lecturers were more preoccupied with the



demands of their work so that the heavy time they had to complete various tasks made them not have too many opportunities to conduct free interaction with students.

PTN locations were considered less strategic. There were three PTN's in Palembang such as Sriwijaya University, Raden Fatah State Islamic University (UIN RF) Palembang, and Sriwijaya Polytechnic Palembang. For Sriwijaya University the location is considered too far from the center of Palembang City (Inderalaya, about 32 km). Daily facilities at the location were considered not as complete and easy as in the center of Palembang City. For UIN RF Palembang even though it is located in the city of Palembang, the traffic and parking location were considered too chaotic.

In terms of facilities, PTS students assessed the facilities received were relatively complete compared to PTN. Based on observations and interviews conducted, this finding was because generally PTS students came from cities around Palembang, while PTN students came from outside the city and even abroad (Malaysia, Thailand, etc.). For students who came from cities around Palembang, seeing universities and their facilities was a new event that they had never met before. Thus they argued that the facilities they receive / feel were something "great". Even if you could compare it with other PTS or PTN, the truth was not always the case.

The results of the above studies were in line with the findings of Saeed and Zyngier (2012) [19]. In his findings, it was explained that motivation to learn could be from intrinsic or extrinsic. Studious, diligently working on assignments, always attending the class, diligently studying groups, always going to the library, and having books were intrinsic elements that came from personal students. Whereas the atmosphere, location, facilities, and capabilities of lecturers were extrinsic elements of students. Both elements did have a different influence. According to Herzberg (Kotler & Keller, 2009) for failures/ errors that occurred generally people made extrinsic factors as the cause, on the contrary to success achieved people would state intrinsic factors as the cause.

Compared to the results of Rozali's study (2013), this study both saw differences in motivation. However, Rozali (2013) sees the difference of motivation based on student learning experience, while this study distinguished motivation based on the origin of student colleges namely PTN and PTS. Compared with the results of Arumsari's research (2017) this study had more similarities. Arumsari (2017) distinguishes learning motivation based on regional origin (Java and Papua) while this study distinguished learning motivation based on the origin of student colleges namely PTN and PTS.

## 5. Conclusion

The results of the study through  $X^2$  testing (Kai Squares) showed that there were differences of learning motivation between PTN Students.

## Funding

In this study overall students prefer PTS, although in some cases PTS had weaknesses. Therefore PTS had the opportunity to be considered as the purpose of the lecture. This opportunity would be better if combined with providing other things that would provide additional benefits for students, for example a complete library, a comfortable atmosphere, adequate facilities, etc. would make the attraction even higher.

## Acknowledgement

This research was conducted in Palembang, South Sumatra where students learning motivation was generally different than the motivation to learn outside Sumatra for various reasons, especially in Java. Therefore the results of the study would not be the same when compared with student learning motivation in Java.

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