

Factors That Influence Outstanding Student (Mawapres) In Learning Motivation

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Abstract: This study examines the effect of learning motivation of high achieving students at Universitas Negeri Malang. Learning motivation has an important role in the lecture process. Learning motivation is an impetus in a conscious effort to make changes in cognitive, affective and psychomotor aspects. So it takes students who are able to increase their motivation for achievement in order to be an example for other students. Therefore researchers are interested in studying research related to learning motivation and ways of learning from outstanding students. The object of research studied was outstanding students at Universitas Negeri Malang. The research method used is quantitative data obtained through the distribution of questionnaires in the Google form. The results of this study reveal the motivation to learn and how to learn from each respondent who is an outstanding student at Universitas Negeri Malang. The results of the research are expected to be a reference in increasing learning motivation for other students. It seen by explained about the desires of respondents in learning. From the picture, it is explained that 75 percent of respondents want to learn because they are trying to find experience, 13 percent of respondents say they want to learn because they are trying to find a new channel (friends) with the same vision, 4 percent say the first and third choice, 4 percent say they have a character who is hungry for learning and wants learn whenever and wherever and 4 percent say they want to learn.

Keywords: learning motivation, ways of learning, learning theory, high achieving students.

Science and Technology is growing more rapidly and feels benefits in various aspects of human life. Provision of quality Human Resources (HR) is always sought in line with the development of Science and Technology. Science and technology whose development is increasingly advanced certainly can not be separated from the progress of the education sector which basically aims to educate the nation's life. Education is one of the main keys to achieving success in human life (Yahya, Nasir, & Syahril, 2017). According to Law Number 20 of 2003 concerning the National Education System what is meant by education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills required by himself, the community, the nation and state.

Learning is an effort in learning students (Degeng, 1989). In an effort to teach students, there

needs to be encouragement in doing so. The motivation is called learning motivation. Learning motivation is an encouragement arising from within and outside the individual to make changes in behavior. Learning motivation that exists in students with one another is different, there are students who have high motivation to learn and some who have low motivation to learn (Wulandari & Surjono, 2013). Without motivation, the learning process will be difficult to achieve optimum success (Hamdu & Agustina, 2011). According to Bomia, learning motivation refers to the willingness, needs, desires and necessity of students to participate and succeed in the learning process (Farhan & Retnawati, 2014).

A student is someone who is studying in a university/polytechnic institution. In an effort to improve the learning process, students really need motivation in terms of learning. This learning motivation will encourage students to do something to achieve their goals. If students are motivated to do learning, effective learning will occur which will

ultimately result in high learning achievement (Mediawati, 2010). This is in line with the opinion of Sardiman (2006) which states that motivation can function as a business driver and achievement.

Students are human being who are prepared for development. Based on data from the Central Statistics Agency in 2015 there were a total of 1,958,111 students in public universities and 3,938,308 students in private universities. This indicates the potential of renewable human resources in Indonesia very much. Although it has great potential, this can actually threaten the future of the students themselves. This can be seen from several aspects. In terms of attendance, based on research conducted by Pratama (2017) qualitatively interviewing students with the initials D mentioned that these students often skip classes because of addiction to online games. In addition, students also on average lack confidence. Students also tend to be embarrassed when asking questions to the lecturer if students feel unclear about the lecturer's explanation. Many students also still feel themselves unsure of their abilities. It can be said that students are still not confident in their appearance and abilities, and not only that the cheating culture among students is difficult to eliminate as a form of low self-confidence of students (Syam & Amri, 2017). So we need students who are able to set an example for other students to be able to increase their learning motivation.

During this time in each university there was the awarding of outstanding students. These outstanding students were selected through a rigorous selection process. Mawapres or college student who have achieved high achievements, both curricular, curricular, and extracurricular in accordance with specified criteria (Christioko, Indriyawati, & Hidayati, 2017). This outstanding student is not only pursuing knowledge in his field in their chosen study program but also having activities in developing his soft skills that are expected to become independent, full of initiative, work carefully, responsibly and responsibly when facing the world employment and entrepreneurship (Kemenristekdikti, 2019). So far, high achieving students tend to be role models for other students.

Therefore the writer is interested in studying the motivation of learning from high achieving

students. The purpose of this study was to determine the motivation of students who excel in learning. The hope from this research can be a reference in increasing learning motivation for other students.

METHOD

Research Design

The method used in this research is descriptive quantitative method. And data obtained are data that researchers obtained through the distribution of the google form questionnaire to respondents. Respondents in this study were outstanding students at the State Universitas Negeri Malang. In this study there are variants of answers that vary from each respondent. This study involved 26 respondents.

The research steps taken by researchers include formulating the problem, making research instruments, testing the instruments by experts, then making revisions to the stage of questionnaire distribution. At the instrument testing stage, the researcher asked for input from the supervisor regarding descriptive quantitative research instruments. This research was conducted for 2 months.

The analysis activity carried out was descriptive analysis by looking at the answers of the respondents. Analysis was carried out to make conclusions in this study. This conclusion discusses the respondents' motivation and learning methods.

RESULT AND DISCUSSION

Result

In this study, various data results from each respondent were presented. The description of the results of the study will be explained through the following graphs accompanied by descriptions of each graph.

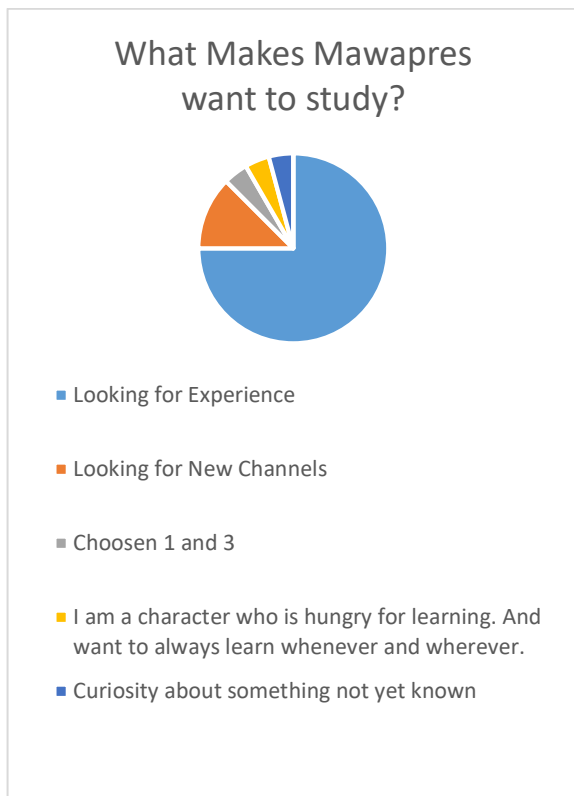


Figure 1. Graph of desires in learning

In figure 1 explained about the desires of respondents in learning. From the picture, it is explained that 75 percent of respondents want to learn because they are trying to find experience, 13 percent of respondents say they want to learn because they are trying to find a new channel (friends) with the same vision, 4 percent say the first and third choice, 4 percent say they have a character who is hungry for learning and wants learn whenever and wherever and 4 percent say they want to learn because they are curious about something they don't know yet.

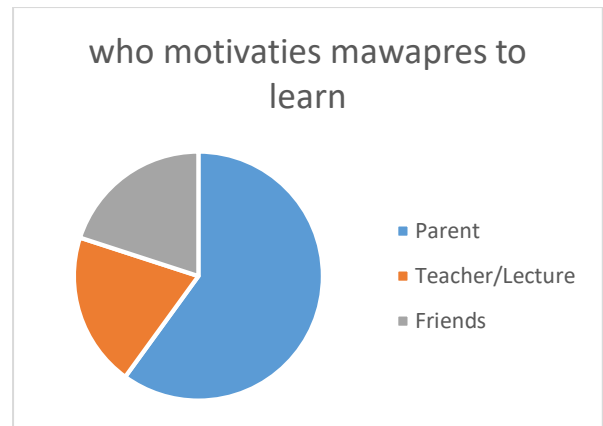


Figure 2. Graph of motivation to learn from the immediate environment

In Figure 2 explained the respondent's learning motivation in terms of the immediate environment. As many as 60 percent of respondents said they were motivated to learn from their parents, 20 percent said they were motivated to learn from teachers / lecturers and 20 percent said they were motivated to learn from their friends.

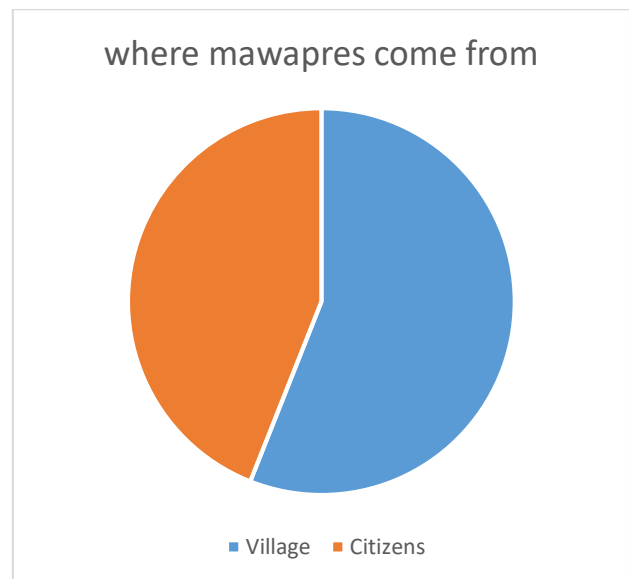


Figure 3. Graph of respondent's residence location

In Figure 3 explained information related to the location of the respondent's residence. As many as 56 percent said they came from rural areas and 44 percent said they came from urban areas. This can indicate learning motivation can be from the area of residence.

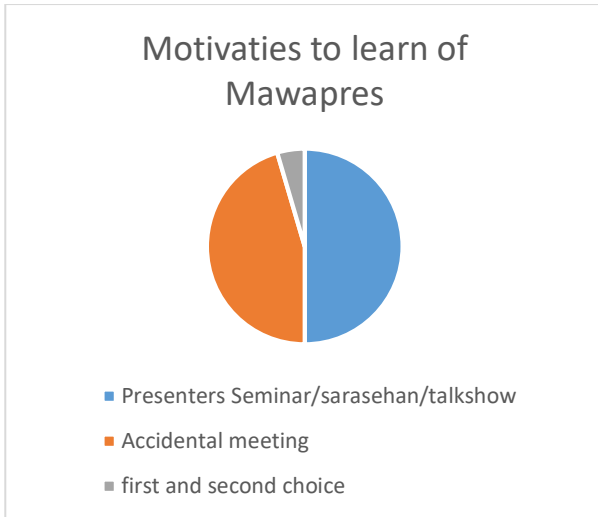


Figure 4. Graph of learning motivation from the outside environment

In Figure 4 explained the motivation to learn from the outside environment. As many as 50 percent said they were motivated to learn from presenters of seminars, gatherings or talkshows they had met, 45 percent said they were motivated to learn because of unintentional meetings and 5 percent said they were motivated to learn either by meeting presenters or meetings accidentally.

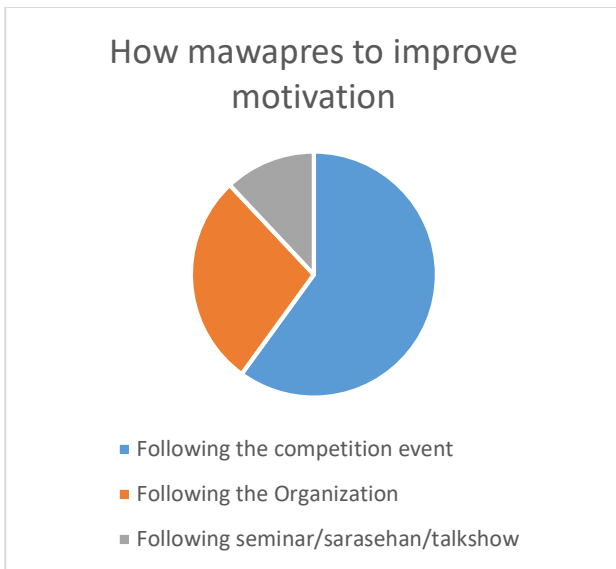


Figure 5. A graphic way to increase learning motivation

In Figure 5, it is explained about the way respondents increase their motivation to learn. As many as 60 percent say the way to increase their motivation to learn is by joining competitions, 28 percent say by joining organizations and 12 percent

say by attending seminars, gatherings or talk shows. This data can be a reference for other students in increasing motivation to learn.

DISSCUSION

Basically, academic education is education directed at the mastery of science, technology and art which can be concrete in the form of scientists, intellectuals and experts in certain fields (Saryono, 2017). Academic education is one part of higher education. People who study in college are usually referred to as students.

Students are people who study at the tertiary level of universities, polytechnics and high schools. According to Dayati (2017), the innate characteristics of students make the diversity of student behavior that is supported by the learning experience in higher education as a learning environment. In the end it forms a motivation in learning the student.

Learning is a conscious effort to make changes in cognitive, affective and psychomotor aspects in self-learner. Motivation is the drive to do something that is done. So learning motivation is the impetus that a person does to make changes in terms of cognitive, affective and psychomotor in self-learning. Another understanding reveals that learning motivation is an impulse, desire, a person's need to do certain activities in this case motivation to learn (Cleopatra, 2015). The characteristics of students who are highly motivated to learn. They will always work hard, tough, not easily discouraged, future-oriented, like assignments that have moderate levels of difficulty, and like quick feedback about their achievements are also responsible for solving problems (Mulyaningsih, 2014). So basically people who have been motivated to learn tend to be competing to maximize their potential.

Students who have been able to maximize their learning potential well, then can be awarded a bonus as Outstanding Student (Mawapres). Specifically, the criteria for achieving students can be seen from: 1) GPA, 2) scientific papers, 3) active in curricular, co-curricular, and extra-curricular activities, 4) can speak English well, and 5) superior personality (Haryani & Tairas, 2014). The

Outstanding Student (Mawapres) program is a superior program among students (Wibowo, 2018). In its implementation the selection of outstanding students has the following objectives (1) Selecting and awarding students who have high achievements (2) Providing motivation to students to carry out curricular, curricular and extracurricular activities as a vehicle to synergize students' hard skills and soft skills (3) Encourage universities to develop academic culture that can facilitate students to achieve a proud achievement on an ongoing basis (Sumitro, Rismanto, & Prasetyo, 2017). This is what often makes Mawapres can become a model for other students.

In this study, researchers found a diversity of learning motivation expressed by each respondent. Starting from the desires of respondents in dominating learning to seek experience, the immediate environment that motivates learning in dominance comes from parents, the dominant residential location comes from the countryside and dominant outside environment comes from speakers because they like to take part in seminars. Then the way for students to excel in improving learning motivation is to say dominantly by joining the competition. This can be a reference for other students in increasing motivation to learn in order to increase their potential. So that this research can be an inspiration to learn to prepare the future of students as a whole thoroughly and optimally.

CONCLUSION

Achievement students have been considered to be able to maximize the potential that exists in students themselves. This is because the selection made at the Outstanding Student Election can be said to be very strict. So this outstanding student can be an inspiration and role model for other students. Then it can also increase learning motivation and help students reach their best point. In addition, in an effort to increase learning motivation for students, it requires someone else who has maximized his potential or someone who is an expert in a field that the student is engaged in so that he can become the best part of himself. In the end this article was able to analyze the motivation to learn from high achieving students with the aim of being a place for sharing with other students.

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