

**MOTIVATIONAL ORIENTATIONS IN
LEARNING AND ACADEMIC ACHIEVEMENT
AMONGST HIGH SCHOOL STUDENTS AT
PONDOK PESANTREN DARUNNAJAH
JAKARTA, INDONESIA**

BY

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**A THESIS SUBMITTED IN PARTIAL
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ABSTRACT

This study analyzed the motivational orientations in learning and academic achievement among high school students at Pondok Pesantren Darunnajah, Jakarta, Indonesia. It also examined the three dimensions of motivational orientations, namely mastery, performance, and performance-avoidant with other related variables, such as gender, age group, and ability group. The present research used a modified questionnaire from the established questionnaires developed by prominent researches in the field. The questionnaire was administered to 280 students from the selected forms in Pondok Pesantren Darunnajah. A 4-point Likert scale was used to measure the students' motivational orientations, and the aggregate score on the final examination for first semester 2002/2003 was used as indicators of students' academic achievement. One-way ANOVA and Pearson's Correlation tests were administered.

This study found that the students of Pondok Pesantren Darunnajah were high in mastery orientation. It also revealed that there was a statistical significant difference between male and female students in performance-avoidant orientation as well as between Junior and Senior high school in mastery orientation. However, with regard to high and low ability group students, there were no statistical significant differences in all dimensions of motivational orientation. By using Pearson's Correlation test, this research indicated that there was a positive correlation between mastery orientation and academic achievement and also between performance orientation and academic achievement. However, performance-avoidant orientation was negatively correlated. Finally, recommended implications for teachers and parents along with areas of future research were suggested.

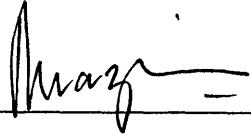
الخلاصة

هذه الدراسة تحاول البحث عن دوافع التعلم والتحصيل الدراسي في طلبة الثانوية بمدرسة بوندوق بيسنترن بجاكرنا اندونيسيا. والدراسة تعرضت كذلك ثلاثة ابعاد تتعلق بالدافع التوجيهي، وهي التحكم، والتفوق، والهروب من الاداء، وامور اخرى تتعلق بالاعمار والجنس والمقدرة. وقد استخدمت الدراسة استبيان معدل استنبطت من الدراسات السابقة. وقد قام ببناء هذه الاستبيانات مجموعة من العلماء المتخصصين في هذا المجال. وتكونت عينة البحث ٢٨٠ طالبا من طلاب المدرسة، وقد اتبعت الدراسة معيار اللكراتي رباعي النقاط لجمع المعلومات عن المشاركين قيما يتعلق بالدافع التوجيهي. واما مايتعلق بالتحصيل الدراسي للطلبة فان البحث استخدم مجموع الدرجات التي تحصل عليها الطلبة في الفترة الاولى من العام الدراسي ٢٠٠٢/٢٠٠٣.

وقد دلت النتائج على ان الطلبة لديهم مقدرة عالية فيما يتعلق بالتحكم التعليمي. وتشير النتائج على ان هناك فروق هامة بين الاناث والذكور فيما يتعلق بمسألة الهروب من الاداء، وكذلك هناك فروق هامة بين الصفوف المتقدمة والمتأخرة فيما يتعلق بهذه المسألة، وليس هناك اختلافات احصائية ذات اهمية بين المشاركين فيما يتعلق بالمقدرة العلمية. وهناك علاقة ايجابية بين التحكم التعليمي والتحصيل الدراسي للطلبة، وقد توصلت الدراسة الى توصيات مهمة للاباء والمدرسين تتعلق بموضوع البحث والنتائج التي توصل اليها، كما اشار البحث الى جوانب هامة يمكن للباحثين ان يقوموا فيها بدراسات جادة في المستقبل ان شاء الله.

APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion it confirms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master of Education.



Nor Azian Md. Noor

Supervisor

Date: 22/07/03

I certify that I have read this study and that in my opinion it confirms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master of Education.

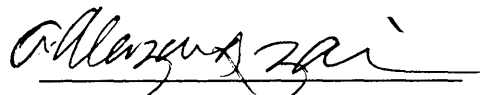


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This thesis was submitted to the Centre for Education and Human Development and is accepted as a partial fulfilment of the requirement for the degree of Master of Education.



Ahmad Marzuki Hj Zainuddin

Director, Centre for Education
and Human Development

Date: 22/07/03

DECLARATION

I hereby declare that this thesis is the result of my own investigation, except where otherwise stated. Other sources are acknowledged by proper citations giving explicit references and a bibliography is appended.

Name: DUNA IZFANNA

Signature: 

Date: 22 July 2003



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**Motivational Orientations and Academic Achievement amongst High School
Students at Pondok Pesantren Darunnajah Jakarta, Indonesia**

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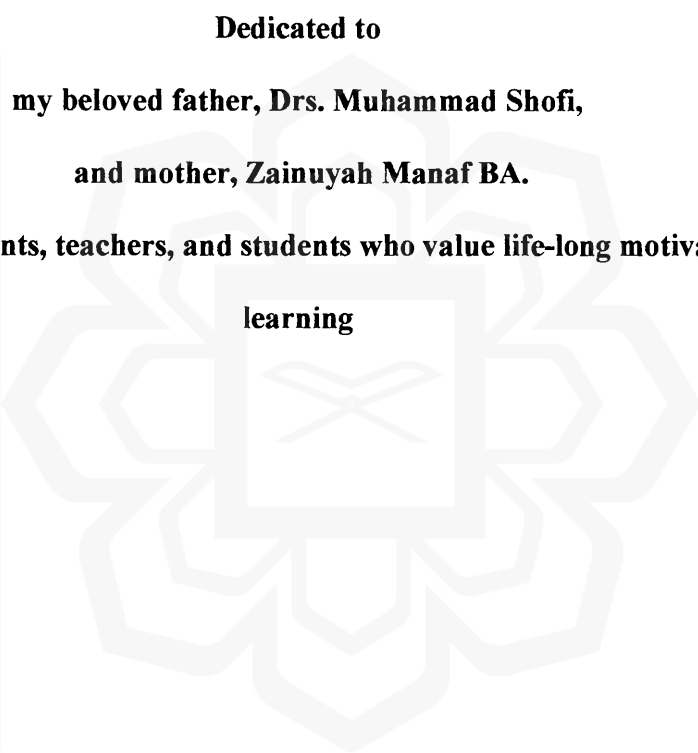
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Dedicated to

my beloved father, Drs. Muhammad Shofi,

and mother, Zainuyah Manaf BA.

And to all parents, teachers, and students who value life-long motivation in

learning

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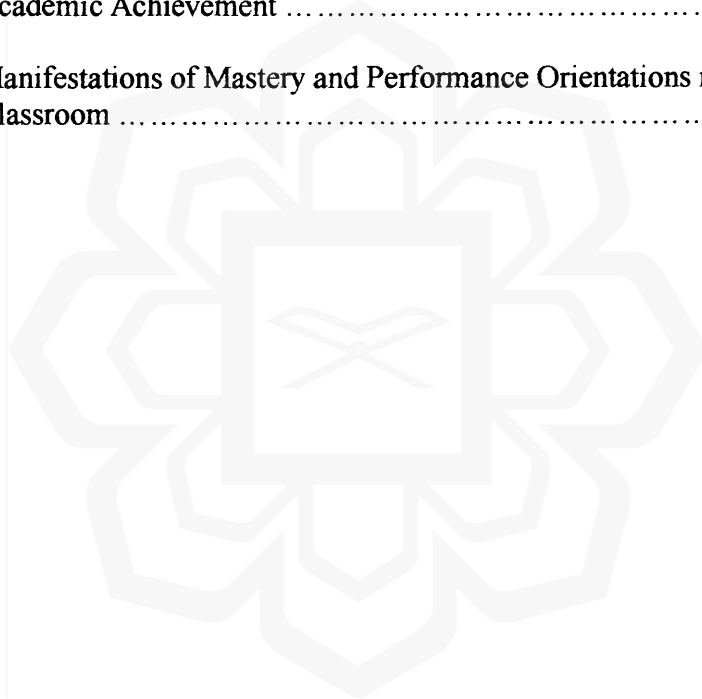
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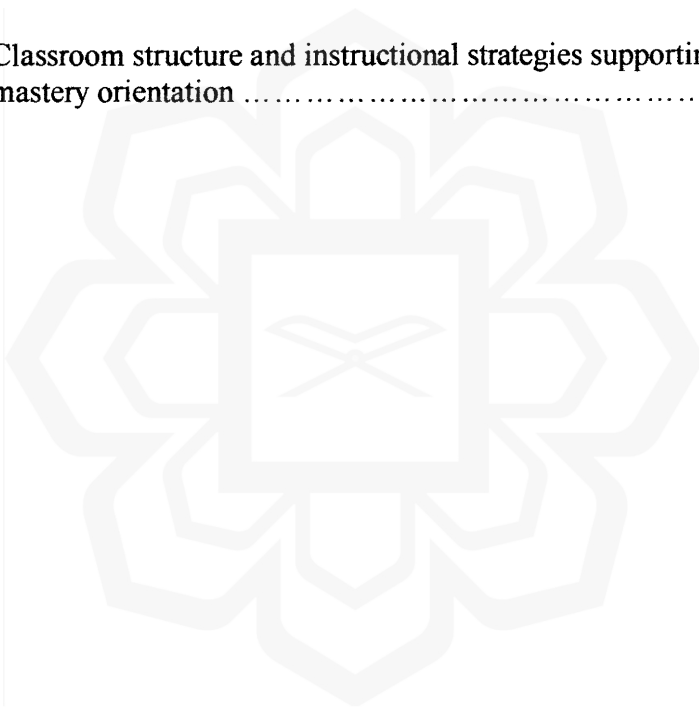
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CHAPTER ONE

INTRODUCTION

BACKGROUND OF STUDY

There are only three things of importance to successful learning; motivation, motivation, and motivation... any fool can teach students who want to learn (Sir Christopher Ball, 1995 as cited in Galloway, Rogers, Armstrong, & Leo, 1998, p. 5).

Motivation is the process whereby goal-directed activity is initiated and sustained (Pintrich & Schunk, 2002). It is an integrative construct that represents the direction a person is going, the amount and flow of energy being used to move in that direction, and also the expectancies of the person, i.e. whether he/she can ultimately reach that direction. For students, this orientation is an important aspect because it takes place as the direction that motivates them to attain their desired goal in study. Motivational orientation plays an important role in determining the nature, process, and quality of students' motivation in learning (Beatty, 1999).

There are three types of motivational orientations that can direct and influence motivation of students; mastery orientation, performance orientation, and performance-avoidant orientation (Meece, Blumenfeld, & Hoyle, 1988; Rogers, Galloway, Armstrong, & Leo, 1998; Somuncuoglu & Yildirim, 1999). Mastery orientation is developed when individuals are concerned more with competency and developing understanding, while performance orientation happens when individuals focus on doing better than others, demonstrating intelligence, and winning approval (Stipek, 1993). According to her, mastery orientation and performance orientation have very different implications on how students behave in achievement settings and

how they interpret performance outcomes. The third motivational orientation is performance-avoidant, in which students are satisfied with achieving average marks and do easy tasks.

Many research studies indicate that mastery orientation contributes positively towards learning. It has been associated with students' choice of achievement task (Fernandez-Fein, 1997), use of positive learning strategy, self regulated learning, and self-beliefs (Pintrich & De Groot, 1990). A number of studies also stated a positive relationship between motivational orientations and academic achievement (Vaslow, 2000; Beatty, 1999). For example, mastery orientation has been associated with students' strategy use, their choice of moderate and challenging tasks, and higher achievement (Pintrich et al., 1990 as cited in Fernandez-Fein, 1997). The continuation of this adaptive motivation is vital to effective education for all students as motivational problems negatively affect students' learning and achievement.

Furthermore, based on previous research, there are factors that may influence the development of motivation orientations, such as home/parental influences (Gage & Berliner, 1984; Ryan & Stiller, 1991; Hokoda and Fincham, 1995; Heights, Wong, Wiest, & Cusick, 2002), teachers/classroom environment (Ames & Archer, 1988; Wentzel, 1991; Meece, 1991; Blumenfeld, 1992; Lefrancois, 1997; Beatty, 1999), students' conception of their ability (Dweck, 1986; Nicholls, 1984; Meece, 1991; Schunk, 1991), students' self-perception and self-belief (Ames & Archer, 1988; Meece, Blumenfeld, & Hoyle, 1988; Harter, 1992; Pintrich & Garcia, 1991; Bandura, 1995; Miller, Greene, Ravindran, & Nicholls, 1996; Beatty, 1999), and their experiences of success and failure (Galloway et al., 1998). Although students may be

equally motivated to perform a task, their motivation orientations may differ. Therefore, it is important to firstly identify the most adaptive motivation in learning, which later influences performance and achievement, to be adopted and developed amongst students.

The present study focuses on Pondok Pesantren Darunnajah, a private Islamic boarding school in Indonesia. This is an Islamic educational institution, well known as 'Pondok' or 'Pesantren' or 'Pondok Pesantren'. This Pondok, which is one of the well known Islamic Boarding Schools in Indonesia, was established in 1942 by K.H. Abdul Manaf Muhayyar. The campus, on 5 hectares of land, is located in Pesanggrahan, south of Jakarta, the capital city of Indonesia.

The Pondok offers almost all levels of education; kindergartens, elementary school, secondary school, and tertiary level. However, this study was conducted only in the Junior and Senior secondary schools, which are called *Tarbiyyah al-Muallimin wa al-Mua'allimat* (TMI). They offer a six-year course that is divided into two; three years for junior high school and another three years of senior high school, a typical educational system in Indonesia. This Pondok also uses a tracking system in which students are divided into high-ability and low-ability classes based on their intellectual abilities (Bulletin Darunnajah, 2002).

STATEMENT OF THE PROBLEM

Motivating students to learn is the most difficult problem that educators and teachers face. It is related with students' desire to participate in the learning process. Some students are clearly self-motivated; they value learning not only as a responsibility,

but mainly as a means to acquire knowledge. However, others show very little interest in learning, gaining new skills, or improving their capabilities. Far too many students do not develop their academic abilities and talents simply because they lack the desire and interest to do so.

By adolescence, poor and maladaptive motivation becomes one of the dominant contributors to the problem of students' underachievement (Meece, 2002). Research studies have focussed on the increasing phenomena of students at high school who lack motivation to learn or do not find enjoyment in learning. For some students, learning is often associated with drudgery instead of delight. Other students are physically present in the classroom but largely mentally absent. They fail to fully participate in the learning experience. Also, there are those who enjoy being 'average' students rather than putting in their best efforts to learn valuable things for their future. As a result, learning for its own sake and giving their best effort in studying are given low priority. These orientations are maladaptive towards students' learning and academic performance (Rogers et al., 1998), which later may cause declining academic performance, high absenteeism, truancy, and underachievement. In the end, they may drop out of school.

The problems of underachievement and student dropout are widespread, including Indonesia. As the Educational Minister of Indonesia, Yahya A. Muhaimin said, the number of dropouts and underachievers has been increasing in most of the provinces such as Irian Jaya, Kalimantan, and Java (Mendiknas, 2001). This is seen as an unfinished task for educators, teachers, and even parents to enhance and foster values

that can promote achievement by instilling the most positive and adaptive motivation in students.

Based on the collected data and the researcher's personal observation, there is an increasing phenomenon of students at Pondok Pesantren Darunnajah who have difficulties in adopting and maintaining their motivation to learn, or enjoyment in learning. The recent results of the students' achievement reported at the Pondok from 2000 to 2002 (Darunnajah, 2002), there is a slightly increase in the number of unconditional (*doif*) and pass (*maqbul*) students. In 2000, there were only 5.15% students in the category of unconditional (*doif*), while in 2001 the number increased to 7.34%. Also, in the category of pass (*maqbul*), there were 41.23% students, whereas in 2002 the number increased to 42.39%. Despite a positive improvement in excellent (*mumtaz*) students from 1.13% to 2.72%, the increasing number of students in the lower ranks is worrying.

The present study aims to investigate the motivational orientations and academic achievement amongst students of Pondok Pesantren Darunnajah. It focused on the concern for student accomplishment or competency in a school setting and its relation to motivation. Specifically, the study will examine: (1) the types of students' motivational orientation, (2) students' motivational orientation related to demographic variables such as gender, age group, and ability group, and (3) the relationship between motivation and academic achievement.

PURPOSE OF THE STUDY

Although much research has been done on motivation, motivational orientation is one of the contemporary theories on motivation that still needs to be explored. Research on motivational orientation is important in order to understand the differences in students' motives, directions, behaviours, and processes in learning and achievement (Elliot & Dweck, 1988; Pintrich & De Groot, 1990). Also, it helps to identify the maladaptive orientations of students that can lead to under-achievement and dropout in school.

The purpose of this study is to find out the type of motivational orientations of high school students at Pondok Pesantren Darunnajah, and then relate their orientations to academic achievement and other related variables such as age group, gender, and ability group. This research is significant in acknowledging one of the most important values of students in improving their academic achievement, i.e. motivation. It may also contribute positively to Pondok Pesantren Darunnajah, and to the educational development in Indonesia.

RESEARCH QUESTIONS

Specifically, this study attempts to investigate and answer the following research questions:

Table 1.1 Research Questions, Objectives, Data Analyses, and Hypotheses of Study

Research Questions	Objectives	Data Analyses	Hypotheses
1. What are the motivational orientations of students at Pondok Pesantren Darunnajah?	To determine students' motivational orientations	Frequency, percentage and min	
2. Are there any differences in the motivational orientations between male and female students at Pondok Pesantren Darunnajah?	To analyze significant differences in students' motivational orientations according to gender	One-way ANOVA	Ho: There are no significant differences in the motivational orientations between male and female students at Pondok Pesantren Darunnajah. Hi: There are significant differences in the motivational orientations between male and female students at Pondok Pesantren Darunnajah.
3. Are there any differences in the motivational orientations of students at Pondok Pesantren Darunnajah according to their age group?	To analyze significant differences in students' motivational orientations according to age group	One-way ANOVA	Ho: There are no significant differences in the motivational orientations of students at Pondok Pesantren Darunnajah according to their age group. Hi: There are significant differences in the motivational orientations of students at Pondok Pesantren Darunnajah according to their age group.
4. Are there any differences in the motivational orientations of students at Pondok Pesantren Darunnajah according to their ability group?	To analyze significant differences in students' motivational orientations according to ability group	One-way ANOVA	Ho: There are no significant differences in the motivational orientations of students at Pondok Pesantren Darunnajah according to their ability group.

Continue...

Research Questions	Objectives	Data Analyses	Hypotheses
			Hi: There are significant differences in the motivational orientations of students at Pondok Pesantren Darunnajah according to their ability group.
5. Are there any relationships between the motivational orientations of students at Pondok Pesantren Darunnajah and their academic achievement?	To analyze the relationship between motivational orientations and academic achievement	Pearson's Correlation	Ho: There are no relationships between the motivational orientations of students at Pondok Pesantren Darunnajah and their academic achievement. Hi: There are relationships between the motivational orientations of students at Pondok Pesantren Darunnajah and their academic achievement.

SIGNIFICANCE OF THE STUDY

Although there are many studies on motivation, only a small number have been done in Indonesia, and no related research has been conducted on students at Pondok Pesantren Darunnajah. This research tries to explore the different orientation of students' motivation, and then relates their motivation to academic achievement and other related variables; age group, gender, and ability group. The study attempts to make a valuable contribution to the advancement of knowledge in this area.

In addition, the present research will be beneficial to educators, teachers, counsellors, and parents who are involved in helping and directing students to excel in academic achievement. A need exists for them to become aware of motivation as a necessary requirement for achievement, and to assess students' motivation orientations so that their achievement can be enhanced. Also, this study is useful to identify and motivate students to engage in productive learning activities, prevent them from becoming underachievers and school dropouts, and encourage them to become better learners. All these could have a long-term effect on the students and the society at large by enabling students to achieve what they are capable of becoming.

DEFINITION OF TERMS

Motivation

Motivation is a goal-directed behaviour, and students tend to work hard on academic activities because they believe they are meaningful and worthwhile. It is something within the individual student that will direct, arouse, and regulate learning behaviours to achieve certain desired orientations that he/she has adopted.

Motivational orientation

Motivational orientation is a set of behavioural intentions that determine how students approach and engage themselves in learning activities. It plays a profoundly important role in the determination of the nature, purpose, and quality of students' motivation and learning. There are three types of motivational orientations; mastery, performance, and performance avoidance or learned helplessness.

Mastery orientation is a tendency to be inclined towards mastery of skills or content and developing understanding (Pintrich, Roeser, & DeGroot, 1994 as cited in Beatty, 1999). Students with this orientation tend to evaluate their performance on an internal basis (intrinsic motivation) and knowledge competency.

Performance orientation is concerned with doing better than others, demonstrating intelligence, and winning approval of others. Performance-oriented students seek to demonstrate high ability or to gain favourable judgements of their abilities in relation to others (extrinsic motivation) (Pintrich et al., 1994 as cited in Beatty, 1999).

Performance avoidance orientation or learned helplessness is a form of avoidance motivation where students seek to complete their work with minimum effort. They have the most negative attitude towards learning and report the lowest level of cognitive engagement in learning activities (Dweck, 1986).

Ability group

The school system categorized the classes based on students' ability and achievement in the learning processes. Each form has 2 ability group levels; high-ability class (A) and low-ability class (B).

Academic Achievement

Academic achievement was measured by students' aggregate score on the final examination for first semester 2002/2003. This score reflects students overall performance. The Pondok ranks the grades of students into five categories;