Intrinsic or Extrinsic Motivation: Which More Dominant at Excellent Class in Indonesia Middle School Students?

Hasanudin Hasanudin[1], Nella U. Maghfiroh[2], Inna Mahjanisuri Woretma[3], Ahmad Wael[4]

[1,2,3,4] English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sorong, Indonesia

[1] innaworetma@gmail.com, [2] nellaullam98@gmail.com,[3] hasanuddinmr@um.sorong.ac.id
[4]ahmadwael818@gmail.com

*hasanuddinmr@um.sorong.ac.id

Abstract

This study aims to measure middle school students' dominant motivation in learning English at an excellent class and the interference of extrinsic motivation toward intrinsic motivation. A survey was used on thirty-one excellent class students. The results showed students' intrinsic motivation is more central than their extrinsic motivation, which the students felt self-desire and satisfaction are the central aspect affecting their motivation in learning English. Moreover, the scores of extrinsic motivation revealed that prizes and imitating something are the essential part of increasing students' motivation. Likewise, the average motivation results found that students' extrinsic motivation comparatively dominance with their intrinsic motivation.

Keywords: *Intrinsic motivation, Extrinsic motivation, Learning English, Excellent Class*

INTRODUCTION

The acquisition of knowledge is an intrinsic aspect of human development, manifesting as a transformative process in behavioral patterns within the intricacies of the human personality. This transformative phenomenon is characterized by enhancements in both the quality and quantity of various behavioral facets, encompassing the cultivation of skills, accrual of knowledge, formation of attitudes, adoption of habits, attainment of understanding, stimulation of critical thinking, and development of other cognitive abilities (Brown, 2007). The acquisition of the English language, as a specific domain of learning, necessitates a comprehensive comprehension of the underlying linguistic constructs. In this context, Kridalaksana (2008) explicates language as a structured system of sound-symbols employed by individuals for collaborative communication, social interaction, and self-identification. Given the ubiquity of English as a globally pervasive language, its significance is underscored in educational institutions across diverse levels. Consequently, the paramount objective in English language education is the realization of students' proficiency and success, serving as the ultimate culmination of the educational trajectory

The cultivation of learning motivation represents a crucial mechanism for fostering the successful acquisition of English language proficiency among students (Hasanudin, *et.al*., 2023). Learning motivation functions as a catalyst (Adamu & Yusuf, 2015), instilling enthusiasm and dedication in students (Gusman, *et al.* 2023), thereby promoting heightened commitment to the improvement of their academic achievements. Within this context, students often engage in diverse learning activities propelled by an intrinsic desire to attain optimal results or learning outcomes, as emphasized by Hamdu & Agustina (2011).

This motivational impetus may manifest in distinct forms, characterized primarily as either intrinsic or extrinsic motivation.

Intrinsic motivation constitutes a self-generated impetus emanating from within an individual, signifying an inherent and personal drive to excel in the learning process (Akib & Patak, 2018). In contrast, extrinsic motivation involves external stimuli or encouragement from sources outside the individual, as elucidated by Purwanto (2010:107). The dichotomy between intrinsic and extrinsic motivation underscores the nuanced interplay of internalized passion and external influences that collectively shape students' motivation to engage with the English language learning journey. Recognizing and understanding these dynamics are imperative for educators and educational policymakers to implement effective strategies (Saputra, Said & Maipauw, 2020) that cater to diverse motivational orientations, thereby optimizing the language learning experience for all students (Tahang, *et al.* 2018).

The concept of an excellent class in the context of Indonesian middle schools delineates a specialized program meticulously crafted for prospective students possessing innate talent, profound interest, optimal academic potential, robust motivation, and a marked proclivity for dedicated learning. This program is strategically designed to confer various advantages upon its participants in comparison to regular classes. These advantages encompass superior facilities, extended study time, enriched teaching materials, and innovative learning approaches employed by instructors. As articulated by Silalahi (2012), the excellent class serves as an educational enclave offering specialized service programs. Its primary objective is to nurture the talents and creativity of students, tailoring the educational experience to meet the unique needs of individuals characterized by exceptional intellectual capacities and talents (Edelytics, 2023). This conceptualization underscores the commitment to providing an enriched and personalized educational milieu that transcends conventional pedagogical approaches, thereby fostering holistic development and realizing the potential inherent in students of exceptional abilities.

Over the past decades, extensive research efforts have been dedicated to investigating various facets of education, employing both qualitative and quantitative methodologies. Noteworthy contributions in this domain include studies conducted by Harandi (2015), Mahmud, Akmal & Arias (2023), Chen (2015), and Ramadhani & Munfangati (2023). However, it is noteworthy that the focal point of these aforementioned researchers has predominantly centered around exploring the motivation and achievements of students in regular class settings. In contrast, the present study endeavors to distinguish itself by concentrating specifically on discerning the dominant motivational factors influencing superior students engaged in the process of learning English.

As a unique feature of this research, it diverges from the existing body of literature by narrowing its focus to the motivational dynamics within the cohort of academically adept students. By delving into the distinctive factors that propel superior students towards English language proficiency, this study aims to contribute valuable insights that extend beyond the conventional scope of prior research. This nuanced approach is geared towards enhancing our understanding of the motivational intricacies inherent in high-achieving students, ultimately enriching the broader discourse on educational motivation and success.

METHOD

The research design employed in this study utilized a survey methodology with a descriptive approach. A comprehensive questionnaire, comprising fifty-three items, was administered to an excellent middle school class, with a total student cohort of thirty-one individuals. The ensuing data analysis was conducted interactively, and a Likert scale was implemented to gauge the frequency of responses to each

statement. Subsequently, various analytical procedures were undertaken, including data reduction, presentation, and the drawing/verification of conclusions. This methodological framework, characterized by its systematic approach to data collection and analysis, ensures a rigorous exploration of the research objectives, providing a robust foundation for meaningful findings and insights.

RESULT

Intrinsic Motivation

The descriptive statistics outlining the intrinsic motivation levels of students within the leading class undertaking the process of learning English. The dataset comprises 31 participants, with a mean intrinsic motivation score of 78.87 and a standard deviation of 9.010. The minimum intrinsic motivation score observed is 57, while the maximum reaches 103. The detailed results can be seen in Table 1.

Table 1. Descriptive Statistics of Intrinsic Motivation

Statistic	Intrinsic Motivation for Excellent Class Students
N	31
Mean	78.87
Std. Deviation	9.010
Minimum	57
Maximum	103

The mean score of 78.87 suggests a relatively high level of intrinsic motivation within the excellent class students. This indicates a generally positive orientation and internal drive among these students towards the English learning process. The narrow standard deviation of 9.010 suggests a degree of homogeneity in the intrinsic motivation levels within the cohort, indicating a cohesive motivational profile among the class students.

The observed minimum score of 57 and maximum score of 103 reflect the variability in intrinsic motivation within the group. While the minimum score signifies that some students exhibit lower levels of intrinsic motivation, the maximum score illustrates the presence of highly motivated individuals within the class. This diversity in scores underscores the need for a nuanced understanding of individual differences in motivational factors. The descriptive statistics in Table 1 paint a picture of the class with a generally high level of intrinsic motivation in learning English. However, the observed variability in scores emphasizes the importance of recognizing and addressing individual differences in motivational levels. Further inferential analysis and exploration of potential influencing factors would contribute to a more comprehensive understanding of the dynamics of intrinsic motivation within this academic context. For the details of average percentages, the sub-indicators analyzed self-desires, satisfaction, good habits, and awareness can be seen on Figure 1.

Figure 1. Average Percentages of Intrinsic Motivation
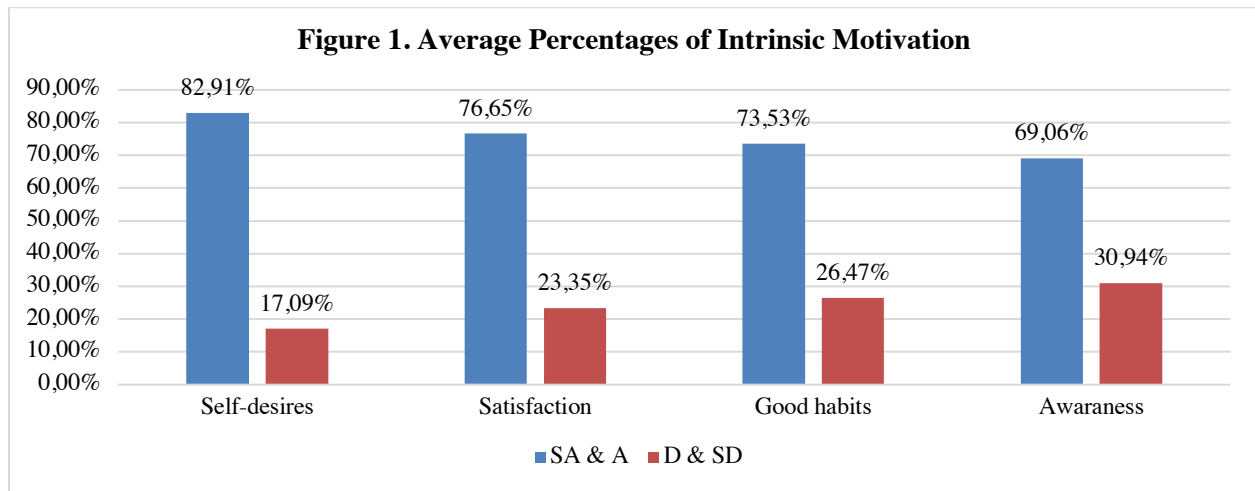
Self-desires exhibit the highest percentage, reaching 83%, indicating an overwhelmingly positive inclination among the students in pursuing English language learning driven by their individual aspirations and personal goals. This substantial figure underscores the significance of personal ambitions as a potent motivator within this academic context. Likewise, satisfaction follows closely, with a percentage of 77%, signifying a strong sense of contentment and fulfillment experienced by the students in their English language learning endeavors. This high level of satisfaction may stem from a perceived alignment between their educational experiences and personal expectations, contributing positively to their overall motivation.

For good habits, at 74%, represents a noteworthy commitment among the students to cultivate positive learning behaviors. This component highlights the acknowledgment and incorporation of constructive habits, suggesting a proactive approach to learning English. And awareness, at 69%, reflects a moderate level of consciousness among students regarding the importance and relevance of learning English. While not as pronounced as the other categories, this level of awareness still indicates a notable recognition of the value associated with English language acquisition. For the interpretation of each indicator, the Table 2 presents an analysis of various indicators related to intrinsic motivation among the participants.

Table 2. The Interpretation of Sub-Indicators of Intrinsic Motivation

No	Sub-indicator	Point	Total score	Average Score	Interpretation
1	Self-Desire	10	966	3,11	High
2	Satisfaction	4	386	3,11	High
3	Good Habits	7	633	2,91	High
4	Awareness	5	460	2.96	High

The participants consistently demonstrate high levels of intrinsic motivation across all four indicators, emphasizing their strong personal desires, satisfaction with the learning process, commitment to positive habits, and awareness of the significance of learning English. This positive motivational profile bodes well for their engagement and success in the English language learning context.

Extrinsic Motivation

The data frequency distribution derived from the research findings on students' extrinsic motivation reveals a range from the lowest score (minimum) of 47 to the highest score (maximum) of 100, with an average of 80.81 and a standard deviation (SD) of 9.389. A detailed presentation of the complete results is available in Table 3.

Table 3. Descriptive Statistics of Extrinsic Motivation

Statistic	Extrinsic Motivation for Excellent Class Students
N	31
Mean	80.81
Std. Deviation	9.389
Minimum	47
Maximum	100

Table 3 offers valuable insights into the distribution and characteristics of the 31 participants' extrinsic motivation. The mean score calculated at 80.81, serves as a central measure representing the average motivation level among the participants. The standard deviation (Std. Deviation) of 9.389 offers crucial information regarding the dispersion or variability of extrinsic motivation scores. A higher standard deviation implies a greater diversity in individual motivation levels within the sample. In this context, the relatively moderate standard deviation indicates a certain level of consistency among the students, suggesting a degree of uniformity in their extrinsic motivation experiences. The range between the minimum and maximum extrinsic motivation scores further emphasizes the diversity within the sample. The minimum score of 47 and the maximum score of 100 showcase the spectrum levels, underscoring the varied degrees of external influences shaping students' engagement with learning English. This range highlights the individual differences in how external factors impact motivation among the students.

The descriptive statistics in Table 3 provide a nuanced perspective. The mean score points to an overall high level of extrinsic motivation, while the standard deviation and range shed light on the diversity and variability within the cohort. This information lays the foundation for a more in-depth exploration and understanding of the external factors influencing the motivational landscape of the students in their English language learning journey. Further analysis and interpretation could delve into the specific factors contributing to these motivation levels, enhancing our insights into the intricacies of extrinsic motivation in this academic context. Here is the following diagram of the data within six indicators

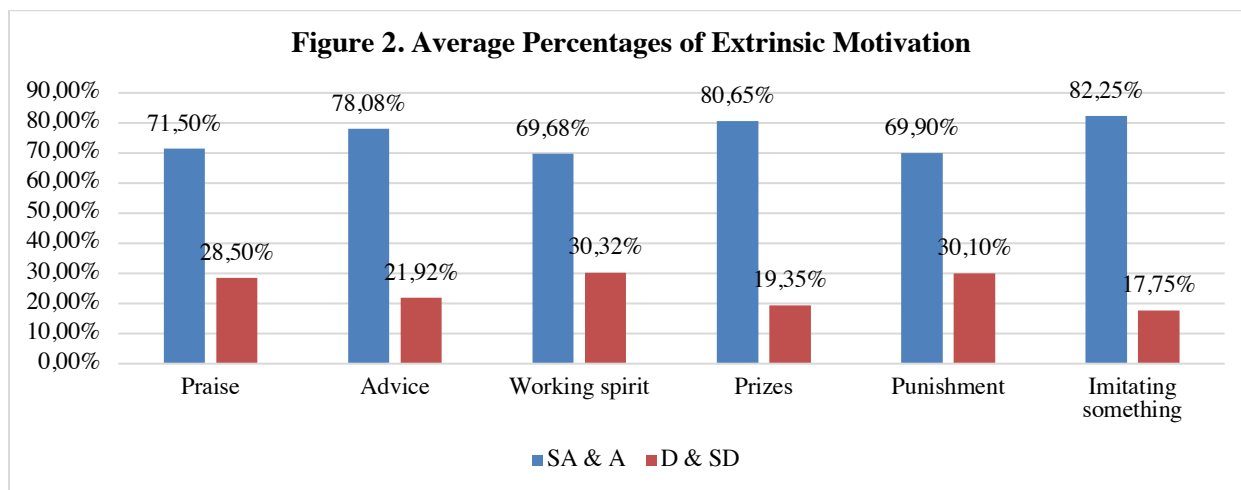**Figure 2. Average Percentages of Extrinsic Motivation**

Figure 2 showed insights into extrinsic motivation sources influencing students learning English. Praise (78.08%) and Advice (69.68%) emerge as significant motivators, reflecting the impact of positive acknowledgment and guidance. Working, with 80.65%, indicates motivation derived from tangible outcomes. Prizes are the most influential at 82.25%, underscoring the power of tangible rewards. In contrast, Punishment plays a minor role (30.10%), while Imitate Spirit has the lowest impact (17.75%). This nuanced understanding guides educators in tailoring effective motivational strategies, emphasizing positive reinforcement and tangible rewards.

The varying percentages across categories highlight the diverse factors influencing students' engagement, facilitating the development of targeted interventions for a supportive and motivational learning environment. The next findings will show the calculation each indicators continuing the interpretation that give the picture of how extrinsic motivation affect their performance in learning English.

Table 4. The Interpretation of Sub-indicators of Extrinsic Motivation

No	Sub-indicator	Point	Total Score	Average Score	Interpretation
1	Praise	6	543	2,91	High
2	Advice	5	464	2,99	High
3	Spirit	5	453	2,93	High
4	Prizes	4	383	3,08	High
5	Punishment	3	277	2,97	High
6	Imitating Something	4	385	3,10	High

Table 4 offers a detailed analysis of various sub-indicators contributing to the extrinsic motivation. The consistently high average scores, ranging from 2.91 to 3.10, underscore the overall prevalence of high motivation across all evaluated factors. Notably, Praise, Advice, Spirit, Prizes, and Imitating Something are all categorized as "High," signifying their significant influence on motivating students, while Punishment, despite a slightly lower average score, remains interpreted as "High," indicating its noteworthy role as well.

The prominence of motivational factors above robust average scores and consistent "High" interpretations across all sub-indicators emphasize the multifaceted nature of motivation, combining positive reinforcements and punitive measures. This nuanced understanding contributes valuable insights

for educators and policymakers, providing a foundation for the development of targeted strategies that capitalize on the diverse motivational influences within the academic context.

Which more dominant?

Intrinsic motivation, as indicated by high average scores, is prominently driven by personal aspirations and desires (Self-Desire) and a sense of contentment and fulfillment (Satisfaction), both scoring 3.11. These factors stand out as dominant contributors, highlighting the students' internal drive to succeed in learning English. Good Habits, with a slightly lower, also plays a significant role, emphasizing the importance of cultivating positive learning behaviors. Awareness adds to the intrinsic motivation landscape by underscoring the students' understanding of the relevance and importance of their English language studies.

In the other hand, the realm of extrinsic motivation, tangible rewards, represented by Prizes, emerge as a dominant factor with the highest average score of 3.08. The importance of external recognition and incentives is evident in motivating the students. Imitating Something also stands out, suggesting that mimicking certain behaviors or practices is a powerful extrinsic motivator. Praise, Advice, and Spirit, though contributing significantly, have slightly lower average scores. Punishment, with an average score of 2.97, plays a noteworthy role but is not as dominant as Prizes or Imitating Something.

Comparatively, in the context of the provided data, extrinsic motivation appears to have slightly higher average scores (ranging from 2.91 to 3.10) compared to intrinsic motivation (ranging from 2.91 to 3.11). Therefore, based on these average scores, extrinsic motivation seems to be more dominant among the excellent class students in their English language learning.

DISCUSSION

Based on the provided data, it can be concluded that there are significant differences between intrinsic and extrinsic motivation among students in the superior class when learning English. Extrinsic motivations in the superior class do not seem to interfere with students' intrinsic motivation in learning. Several expert opinions on motivation shed light on the complex nature of this phenomenon. Purwanto (2010) defines motivation as the process of influencing or encouraging individuals from external sources, while Hamdu & Agustina (2011) emphasizes the tendency of students to engage in learning activities driven by the desire to achieve specific outcomes.

Moreover, the study reveals for the some specific aspects, like students are motivated to learn English when influenced by friends and aware of the benefits of learning the language. This aligns with Harmer's (2009) viewpoint that motivation to learn English is influenced by the community's attitude, individuals close to them, including teachers, and the methods employed in the learning process. Likewise, the study establishes a connection with prior research from Harandi (2015), Mahmud, Akmal & Arias (2023), Chen (2015), and Ramadhani & Munfangati (2023), emphasizing the significant relationship between intrinsic and extrinsic motivation in the classroom and in the context of technology. The comprehensive analysis sheds light on the multifaceted nature of student motivation, providing valuable insights for educators and policymakers in fostering an environment conducive to effective learning.

CONCLUSION

The journey of acquiring knowledge is integral to human development, influencing various aspects of behavior and cognitive abilities. This study has delved into the intricate dynamics of intrinsic and

extrinsic motivation among excellent class students engaged in learning English. The data reveal a generally high level of intrinsic motivation, driven by self-desire, satisfaction, good habits, and awareness. These factors underscore the students' internal drive, personal goals, positive learning behaviors, and recognition of the importance of English language acquisition.

On the other hand, extrinsic motivation also exhibits a high overall level, with tangible rewards (Prizes) and imitating certain behaviors (Imitating Something) emerging as dominant factors. Positive reinforcement through praise, advice, and the spirit of work also significantly contributes to students' motivation, emphasizing the multifaceted nature of external influences. Reasonably, extrinsic motivation appears slightly more dominant than intrinsic motivation based on the average scores. However, it is crucial to note that both intrinsic and extrinsic motivation coexist harmoniously, contributing to a comprehensive understanding of the motivational landscape. The study establishes a connection with prior research, emphasizing the intricate relationship between intrinsic and extrinsic motivation and shedding light on the diverse factors influencing students' motivation in an excellent class setting.

Educators and policymakers can leverage these insights to tailor effective strategies that cater to the nuanced motivational orientations of high-achieving students. By recognizing and addressing individual differences in motivational levels, educational stakeholders can optimize the language learning experience, fostering a supportive and motivating environment for all students. This study contributes valuable insights to the broader discourse on educational motivation and success, paving the way for continued research and informed educational practices.

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