

Kongres Pengajaran dan Pembelajaran UKM, 2010

## Methods of Increasing Learning Motivation among Students

Salasiah Hanin Hamjah\*, Zainab Ismail, Rosmawati Mohamad Rasit &  
Ermy Azziaty Rozali

*Faculty of Islamic Studies, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Malaysia*

---

### Abstract

Learning motivation is important in the life of undergraduates for furthering their studies at university. Therefore, this study was carried out to identify factors of improving learning motivation and to determine methodology that could be used by the Faculty of Islamic Studies to improve the learning motivation among the students. By using systematic random sampling, a total of 291 students from the Second and Third year undergraduates were chosen. The data were collected through questionnaires and being analysed using descriptive statistics. The results of this study showed that the methods that could be implemented to improve learning motivation among Islamic Studies students are enhancement of the identified contributing factors namely the students' personality development, lecturers' career awareness, choice of peers, students' spiritual connection with Allah, family's encouragement, students' financial aid and learning facilities at university.

© 2011 Published by Elsevier Ltd. Open access under CC BY-NC-ND license.

Selection and/or peer-review under responsibility of Kongres Pengajaran & Pembelajaran UKM, 2010

*Keywords:* Learning motivation; learning problems; academic performance; spiritual connection with Allah; Islamic Studies;

---

### 1. Introduction

The basis of the word “motivation” comes from a Latin word which means “for moving” (Mahmood Nazar, 2001). In Arabic, motivation is mentioned as *al-dawafi<sup>c</sup> al-nafsiyyah* or spiritual self-encouragement (Najati, 1985). This definition has similarity with Aqil (1985) who stated that motivation is the inner encouragement and behavioural guidance based on physiological factors, attitude and ambition to reach something. It is also similar to the viewpoint of Baron (1989) who clearly explained that motivation is the process of inner attraction that encourages, controls and keeps up the behaviour, and the concept of motivation elucidates why one behaves in a particular way. Motivation is always related to the goal to be achieved. In this context, Rotter stated that human behaviour is encouraged by the aspiration to achieve a goal. This self-encouragement is the effect of habitual actions. Human behaviour has to be motivated, and it is motivation that encourages man to make every effort to achieve the greatest success and avoid failure (Ryckman, 2004) whereas according to Zuccolo (2006) motivation is a form of encouragement that makes consistent behaviour clear in order to achieve a goal. Generally, motivation was defined by Ma'rof (2001) as a desire or motive that someone has to behave in a particular way, and the

---

\* Corresponding author. Tel.: +0-603-89213505; fax: +0-603-89213152.

E-mail address: [salhanin@ukm.my](mailto:salhanin@ukm.my).

encouragement to increase the efforts to do such behaviour. According to Saedah, Zainun and Tunku Mohani (1996) one who has motivation means that he or she has obtained the encouragement and strength to improve himself or herself to attain excellence in life either in this world or in the hereafter or both. From the above discussion, it is clear that motivation in this context means a form of encouragement or inner drive towards the aspiration to improve oneself in attaining a goal or success besides avoiding failure.

Motivation is essential in the aspect of education, especially to carry out the learning process. Azizi (2005) stated that motivation is seen as the main factor that plays an important role in determining a student's achievement. Besides, motivation is also one of the main factors that could influence students to have self-encouragement and aspiration to perform learning activities. Without motivation, learning process is seen as difficult when in fact it requires effort and diligence to ensure that students can achieve their goals. Indeed, academic performance is the yardstick for students to keep succeeding in their life. Nevertheless, there are various factors such as lack of family's encouragement, problems of peers, problems of environment and financial constraints which hinder students from success in motivating themselves to keep striving and thus attaining excellence. As a result, there are students who are very quick to get disheartened. Therefore, learning motivation is essential for maintaining students' academic performance in realizing the desired success based on good strategy and diligence in learning.

### *1.1. Objectives of the Study*

The objectives of this study are :

- a. To identify the Faculty of Islamic Studies students' academic performance.
- b. To identify enhancement factors in learning motivation among students of the Faculty of Islamic Studies.
- c. To identify methodology in improving learning motivation among students of the Faculty of Islamic Studies.

## **2. Methodology**

### *2.1 Research Design*

This study adopted survey as its research design. A total of 291 students were chosen as samples from the total of 715 students from the Faculty of Islamic Studies. The method of sampling selection was done through a systematic random sampling. The respondents in this study comprise at 291 Second and Third Year students who are in the second semester for the academic session of 2009/2010. 141 (48.5%) respondents were the Second Year students whereas the remaining 150 (51.5%) were the Third Year students. 102 (35.1%) were male respondents and the remaining 189 (64.9%) respondents were female. They represented five departments in the Faculty of Islamic Studies; *Shariah*, *Usuluddin* and Philosophy, Arabic Studies and Islamic Civilization, The *Quran* and Sunnah Studies and *Da'wah* and Leadership Studies Department. 24.4 percent (17) of the respondents were from Kelantan and followed by Kedah with 33 respondents (11.3%). Indonesian recorded the lowest number of respondents that made up of 0.3 percent. This study used self-administered questionnaires that were constructed based on the research questions and objectives.

### *2.2 Data Analysis*

The data was analyzed quantitatively through descriptive statistics and was presented in the form of percentage, frequency and mean. It was conducted by using SPSS 16.0.

## **3. Findings and Discussion**

### *3.1. The Faculty of Islamic Studies Students' Academic Performance*

Generally, the respondents' level of education before entering the Faculty of Islamic Studies, UKM was the Higher School Certificate of Malaysia (*STPM – Sijil Tinggi Pelajaran Malaysia*) and the Religious Higher School Certificate of Malaysia (*STAM – Sijil Tinggi Agama Malaysia*). This study found that majority of them (255) were STPM and STAM holders (87.6%). Respondents who had diploma were only 36 (12.4%) individuals.

Download English Version:

<https://daneshyari.com/en/article/1123995>

Download Persian Version:

<https://daneshyari.com/article/1123995>

[Daneshyari.com](https://daneshyari.com)