TEKNIK MEMOTIVASI MAHASISWA

Disampaikan dalam Pelatihan PEKERTI
TELKOM University - BANDUNG
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Outcomes Sesi Ini

Setelah mengikuti sesi ini peserta diharapkan memahami:

- Empat faktor yang mempengaruhi motivasi mahasiswa yaitu *goals, values, expectancy* dan *environment*
- Tindakan yang perlu dilakukan untuk meningkatkan motivasi pada empat faktor diatas

Engaged
Learners

Engaged
Teachers
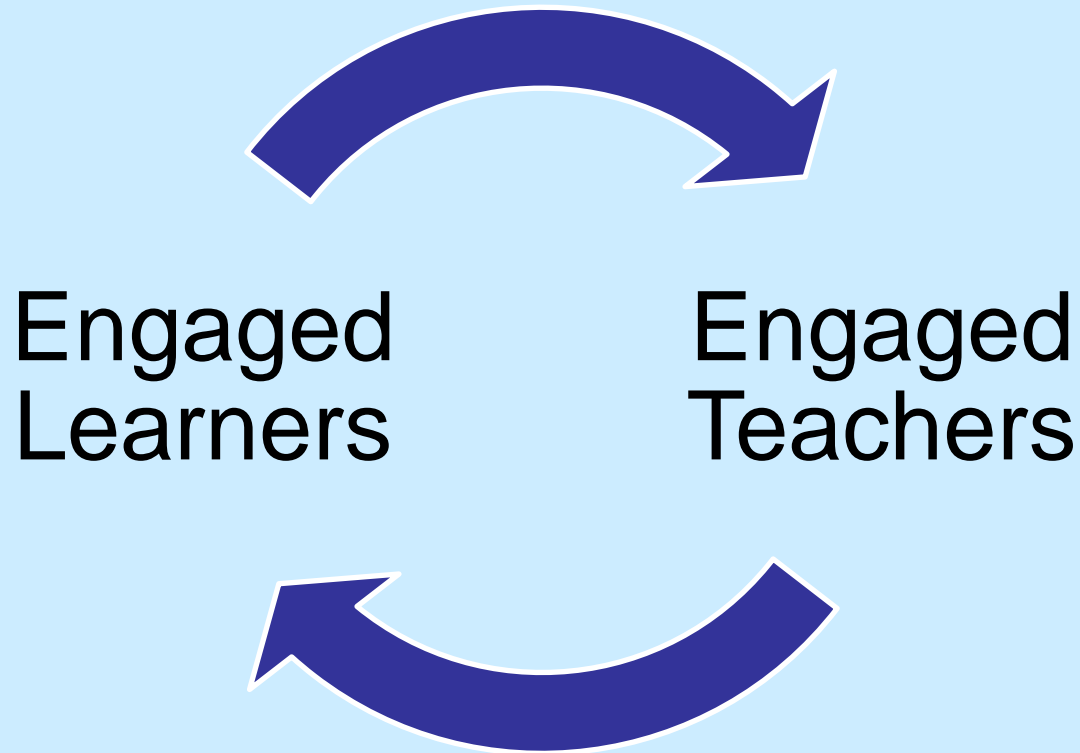
Quotes on Motivation

There are three things to remember about education. The first is motivation. The second one is motivation. The third one is motivation. (Terrel Bell, U.S. Secretary of Education, 1981-85)
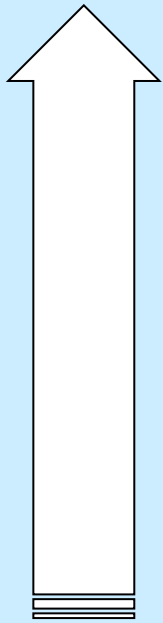
One thing that is most certain about the past as well as the future is the importance of motivation in the practice of education. (Maehr and Meyer, 1997)

Motivation as an outcome is important to all students in the classroom all the time. (Ames, 1990)

Robin Pappas, Inspiring Student's Motivation to Learn

Motivation: Definition

Personal investment an individual has in reaching a desired state or outcome (Maehr and Meyer, 1997)

- Investment metaphor suggests all persons possess resources
- Focuses on behaviors, not innate or fixed characteristics
- Attend to processes and causes
- May be seen in action taken and affect expressed

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Students' motivation determines, direct, and sustains what they do to learn
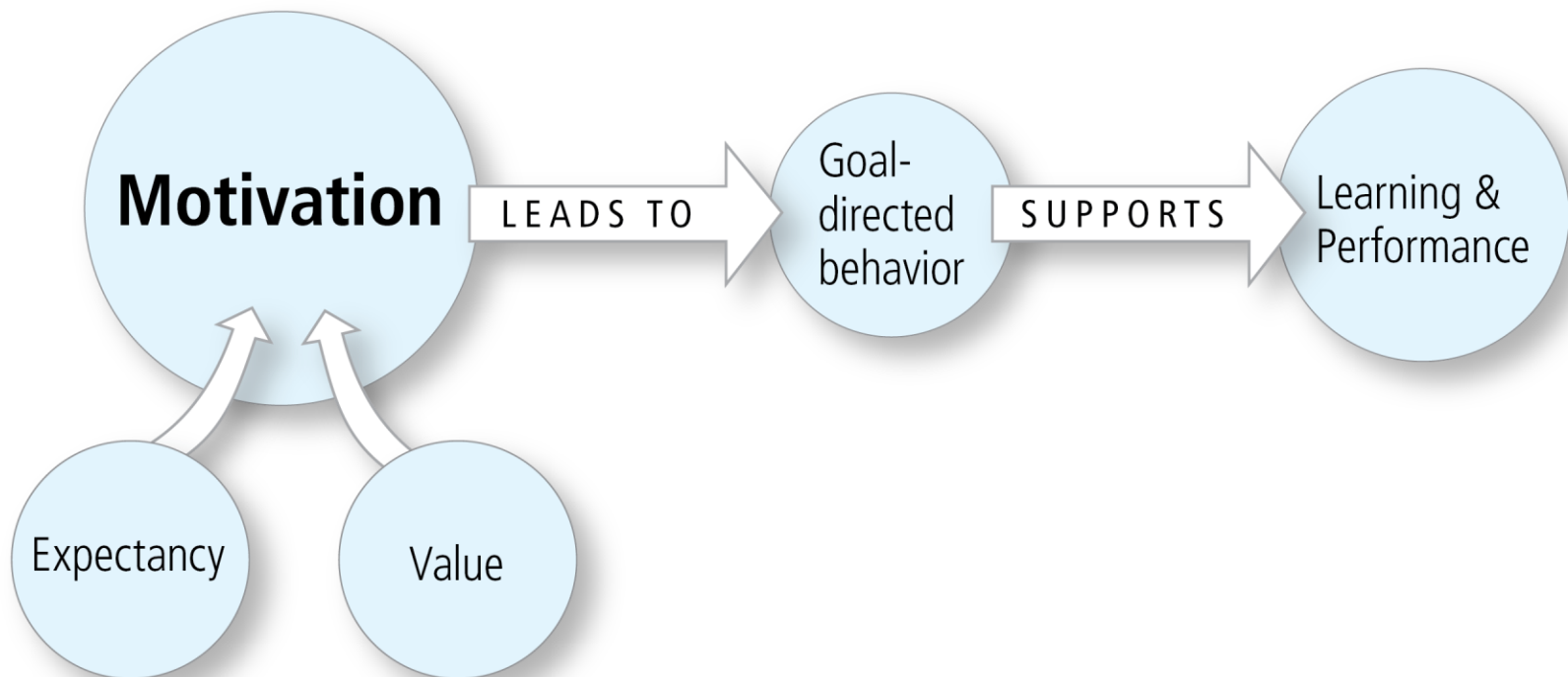
Learning Goals

- Learning goals linked to increased use of study strategies that promote deep learning; seeking help when needed; persisting when faced with difficulty; and taking risks and trying difficult tasks.

Performance Goals

- Performance goals involve demonstrating competency/avoiding demonstrating incompetency, appearing intelligent, gaining status, and acquiring recognition and praise

Work-Avoidance Goals

- Do as little as quickly as possible

Value

Value refers to the level of importance of a goal

- **Attainment value**: satisfaction gains from mastery or accomplishment of a goal

- **Intrinsic value**: satisfaction gains from doing the task

- **Instrumental value**: the degree to which an activity or goal helps one accomplish other important goals

S.A. Ambrose et.al., How Learning Works, 7 Research-Based Principles for Smart Teaching, p. 74-75, Jossey Bass, 2010

Expectancy

Expectancy: expectation of a successful outcome

Three main components of this positive expectation:

1. Outcome expectancy: beliefs that certain behaviors are causally connected to desired outcomes

2. Efficacy expectancy: that one has the ability to do the work necessary to succeed (*self-efficacy)*

3. Environmental expectancy: that the environment will be supportive of one's efforts

(1) Outcome expectancy

A belief that certain behaviors are causally connected to desired outcome (Vroom 1964)

✓ Generally accepted for studying and learning

✓ Some contested areas:
- o Coming to class helps learning and performance
- o Keeping up with the readings helps learning and performance

(2) Self-efficacy and beliefs about learning

Self-efficacy: belief that one has the ability to do the work necessary to succeed (Bandura 1997).

Research studying students' beliefs about themselves and about how learning works:

Learning is fast and easy	vs.	Learning is slow and effortful
You "have it" or you don't	vs.	The mind is like a muscle
I'm no good at math	vs.	I lack experience in math
I just can't draw	vs.	I could use drawing lessons

How would student behaviors be affected if they endorsed the beliefs on the left vs. the ones on the right?

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(3) Belief in a supportive environment

Environmental expectancy: Belief that the environment will be supportive of one's efforts (Ford 1992)

What matters here is students' *perception:*
    If I do what it takes to succeed, will it work out?

Perceptions of:
- Instructor's fairness
- Feasibility of the task
- Instructor's approachability/helpfulness
- Team members' ability and effort

...

Environment

Less supportive   More supportive

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Environment and Motivation

	Environment is NOT SUPPORTIVE		Environment is SUPPORTIVE	
	DON'T SEE Value	SEE Value	DON'T SEE Value	SEE Value
Student's efficacy is… LOW	Rejecting	Hopeless	Rejecting	Fragile
Student's efficacy is… HIGH	Evading	Defiant	Evading	Motivated

Adapted from Ambrose et al., How Learning Works, 2010.

To Establish Value

- Connect material to students' interests
- Provide authentic, real-world tasks
- Show relevance between content and students' current academic lives
- Demonstrate relevance of higher-level skills to students' professional lives
- Identify and reward what you value (syllabus, class discussion/lecture, feedback, modeling, assessments aligned to course objectives)
- Show your own passion and enthusiasm for the discipline

To Build Value and Expectancy

- Provide flexibility and control

- Give students opportunities to reflect

- Attend explicitly to course climate

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To Build Positive Expectancies

- Ensure alignment of learning objectives, assessments, and instructional strategies

- Identify appropriate level of challenge

- Create assessments that provide an appropriate level of challenge

- Provide early success opportunities

- Articulate expectations: desired learning for the course *and* what students are expected to do to demonstrate that learning

- Provide rubrics

- Describe effective study strategies

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Establishing and Maintaining Supportive Course Climate

- Work across cultures and use examples, etc., to relate to people from diverse backgrounds and statuses

- Establish ground rules for interaction

- Use syllabus and first day of class to set tone for climate

- Set up processes to get feedback on climate

Ambrose et al., 2010; Ames, 1990

TERIMAKASIH