CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focuses on motivation, the source of motivation, motivation in the learning process, and Maslow’s Hierarchy of Need.

2.1 Motivation

Some scholars have a different point of view in interpreting the motivation. In the basic terminology of motivation, it was drawn from Latin utterance *movere* that means, “to move” (Scunk et. al, 2014). Further, the initiative of someone to move mirrored in common senses such as gets us going, keeps us working, and helps us to comprehend the task.

Derive from the above statement, in that case, they generalized motivation as a stimulus that has continuously respond and transported by corroboration of rewards. At that point, they consider motivation as a process directed for maintaining and sustaining the goal. Afterward, Scunk et al. (2014) wrap up that motivation is more focus in the process than product, for instance picking up the tasks, endeavor, and diligence; also, it can be verbalized by kind of statement like “I truly would like to work on this”.

In line with the previous statement, Wahyuni (2010) says that motivation is reinforcement for every individual to act and behave in order to accomplish the target. In addition, she argues, by means of attaining the goals, someone will do trial and error. It can be concluded that motivation drives someone to be well-built. Once they failed, they will do the same action and even modifying it until they deserve what they wish.
2.2 Source of Motivation

1. Intrinsic motivation

Wahyuni (2010) articulates, it appeared since someone was born. This natural motivation leads human to be more active, curious, and ready for encouraging new information. In addition, Uno (2013) says, some pure actions do not involve environmental influences that sometimes it is cannot be discovered. It means this motivation does not depend on reward and punishment after someone did something. Students that execute and perform something based on their willingness will be intrinsically motivated (Long, Ming, & Chen, 2013). Intrinsically motivated students will connect in some activities based on their joy, interest, and excitement (Vibulphol, 2016).

2. Extrinsic motivation

In order to offer a better understanding of extrinsic motivation, simply, Wahyuni (2010) gives a brief example; a child that is forced and obliged to execute his or her tasks because of his or her parent will be classified in extrinsic motivation. In addition, extrinsic motivation emerges when educational activities do not fascinating at all by nature (Vibulphol, 2016). In addition, learners with extrinsic motivation would get a lack of intention to deal with learning activities. Further, they do not have any try because externally controlled (Vibulphol, 2016).

2.3 Motivation in the Learning Process

Motivation has a significant role in the learning process. Zimmerman, as cited in Schunk et al. (2014), claims that motivated students believe in their self for some ways such as an attempt to instruction, put in order and review the material, record
it in order to support the next material, check their level understanding, and ask over the difficult objects. Hence, those activities produce a better learning process by means of improvement.

On the contrary, further, amotivated students will be so much different rather than motivated students in the learning process. It is can be seen from their performance in the classroom when they did not organize and even record the material. Chaotically, there is a small possibility that they note the material or even worst they did not do that at all. Schunk et al. (2014) note:

“When students reach their learning goals, the goal attainment conveys to them that they possess the capabilities for learning, which then motivates them to set new learning goals. In short, the motivation for learning promotes learning and sustains itself for future learning.”

By means of motivation as a psychological construct that gives a major effect on learning performance, related to that notion, there are four ways why those happened (Wahyuni, 2010). They are as mentioned below:

1. Motivation increases students’ energy that supports them to do some activities intensively and seriously.
2. In order to reach the target, motivation provides its direction.
3. It is potential that students will start everything based on their responsibility and readiness in facing complexities.
4. Motivation powers students’ cognitive aspects. Therefore, they will give more attention to learning, practicing and trying the material and even asking the complicated material.
The document describes Maslow’s Hierarchy of Needs in the context of motivation theories. It explains that motivation theories come up to some variety of concepts. Scholars have a different perspective in explaining motivation. Franken (2007) divides them into six theories: (1) instinct theories, (2) need/personality theories, (3) drive/learning theories, (4) growth and mastery motivation theories, (5) humanistic theories, and (6) cognitive theories. Each theory has its branches, he breaks up needs theory into four assumptions, which are Murray’s Need Theory, Maslow’s Need Hierarchy, Strengthening and Acquiring Needs, and The Factor Analytic Tradition. In this research, the writer concerns on the needs theory specifically in Maslow’s Need Hierarchy.

Further, he explains that Abraham Maslow (1908-1970) is one of the familiar need theorists. In addition, he becomes one of the top psychologists of the 20th century (Zalenski & Raspa, 2006). Then, he was ranked 10 of the most prominent in that era by a survey of 1,725 members of the American Psychological Society (Compton, 2018).

Maslow had his own perspective about needs and he classified it into five categories. In the top of the classification is the fundamental need or best-known as primary needs. Someone will experience the next level only if he or she completed the crucial needs. His theory has a large impact in some fields, more than ever in education that shapes human to be a fully functioning or self-actualized person (Medcalf, Hoffman, & Boatwright, 2013). MHN is drawn into five stages:
1. Physiological needs

This is a very basic and fundamental need even the strongest by means of sustain life (food, oxygen, and water) (Medcalf et al., 2013). People who lack things to sustain life will not grow to have a security level. The example of this issue can be seen from the extreme hunger in Africa that contrast from the West area with sufficient food and the availability of education (Zalenski & Raspa, 2006). Those statements are in line with the fact that starvation in Africa is even chaos.

As a starting point, these needs can be seen in two concepts (Maslow, 1970). He breaks up as homeostasis that passes on body’s automatic efforts in a sense of maintaining as its balance. Then, appetites refer to food choices. In the educational context, food supplies partake students’ performance. Ary et al. (2010) outlined the well-known assumption of this concept which students who are given breakfast before school will show higher achievement than those who are not.

Maslow (1970) presented some indicators in accordance with physiological needs. Further, the writer picked four of them that fit to be adopted in the instrument as well as students’ point of view (i.e., food for basic need, spare of a partial hunger, the fulfillment of food nutrient, and stable health). According to Hanson (2019), “it is impossible to advance to higher needs if students are hungry”. It is clearly speaking that starvation disrupts concentration and effects class performance. In addition, Kline (2015) said, in order to maintain students’ health stability and good energy, food with complex nutrients are needed. Hence, those dimensions connect to one another.

2. Security needs
Some cases occurred because of extreme hunger. This is just an example of how terrible when a basic need is not fulfilled. Lack of food causes looting and other crimes. Students have a possibility to do the same, especially in the college student life. They may experience an economic issue. They cannot buy some food. As their escape, robbing is may occur. How important having sufficient food and stable security are.

Freedom of fear, protection, stability, and a comfortable environment are just several aspects of security dimension. In the sense of educational framework, those items hold essential construct. Comfortable environment leads students to learn in their best way (Demir, 2019) and decrease tension (Diaz-Rico, 2009). In addition, Demir (2019) argued, “students need to feel comfortable and safe in order to learn most effectively”.

3. Belongingness and love needs

According to Oved (2017), it is one of the three essential needs and not belongs to psychological needs anymore. Love is needed by means of safety, it can be drawn in an action of someone keeps the lover and family from harm. Hence, these circumstances will lead people to climb the esteem needs (Oved, 2017). The same kind of thing has been articulated by Berscheid as cited in Fehr, Harasymchuk, & Sprecher (2014), in the compassionate love context, a romantic partner is responsible for an important relationship. To sum up, important relationship, then, can be implied in the sense of how people treat their partner.

These needs do not always refer to love and its framework, but it could be in term of friendship, frenemy and even enemy. Friendship comes along with mutual
affection, trust, honesty, and solidarity as an interpersonal bond (Patil, 2017). Then, she articulated that friendship tolerated individuals to broaden the point of view of this notion in a sense of empathy and affection. Further, those all generate essential virtues that worth to be demonstrated. How important it is to have a noble friendship. Added to this, it erases harsh or violent means by turning the prospective enemies into friends (Patil, 2017).

Activities done with friends supply the growth of it (Mathur & Berndt, 2006). To sum up, friendship is not only giving a good value but disadvantages, sometimes, as they said that it participates in some specific detriments such as delinquency and even school dropout. The awful effect can be an obstruction to reach the upper stage.

Love, family, friend, and friendship mean a lot for students. Kline (2015) stated that strong peer relationship and acceptance include in this notion, as well as trigger a sense of belonging. Regarding the family point of view, Ceka and Murati (2016) go on the state, “the parents take a crucial stand, when it comes to their children’s development and education as a whole, as the parents themselves are the ones to take care on the overall children physical and intellectual development”.

4. Esteem needs

High self-esteem creates constructive outputs while low self-esteem often turns out to some troubles (Stets & Burke, 2014). Further, Stets & Burke (2014) note that high overemphasize self-esteem may lead to aggressive trend and tendency. One’s who has it does not essentially believe that he or she has better quality than others
(Orth & Robins, 2014). They expressed, self-esteem is not essentially mirrored on talents and abilities or people’s assumption to others. Merely, it can be portrayed in a term of “feeling that one is good enough.” The satisfaction of this need triggers to some feelings of being useful, adequacy, capability, strength, self-confidence, and worth (Maslow, 1970).

Additionally, self-confidence triggers students to rely on the ability, optimistic facing the trouble, and work independently (Nurhayati, Rosmaiyadi, & Buyung, 2017). Further, it will produce mastery of a specific skill for glory, so achievement and appreciation come up in accordance with students’ needs. Hence, this section focuses on self-confidence, mastery, glory, and achievement of students’ needs.

5. Self-actualization needs

This is the highest hierarchy, which provides self-fulfillment and realizes one’s potential. Simply, to feel the enjoyment, producing a piece of brand new music is an obligation for a musician (Kenrick, 2017). Further, he connects self-actualization to an activity to reach its sake. Self-actualization is in the active mode when an individual was born to do what he or she wishes for (Medcalf et al., 2013). Through this stage, in the educational context, educators can relate to the student’s growth in order to see their potential (Medcalf et al., 2013). However, the emergence of this need depends on prior satisfaction before (Maslow, 1970). An educational institution is home of potential actualization regarding activity, creativity, and optimism.