



The Relationship Between Abraham Maslow's Theory of Learning Motivation and the Learning Motivation of FKIP Students of Nusa Cendana University

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Abstract

The goal is that students have motivation that is in line with the principles of learning motivation and can participate in every learning activity in theory and practice. The design used in the implementation of this research is Ex post facto. The method used is non-experimental quantitative. The instrument used in the form of a questionnaire aimed at collecting data on Abraham Maslow's motivation theory with the learning motivation of Physical Education Students consists of five aspects namely physiological needs, security needs, social needs, self-esteem needs, self-actualization needs which are independent variables or those that affect two aspects, namely learning activities in the classroom or the field and independent activities of students which are dependent or influenced variables. The sample in this study used simple random sampling. The research sample selected as many as 35 students of Semester II, IV and VI. The results of Abraham Maslow's theory of learning motivation with learning motivation of 35 Penjaskesrek students are in moderate qualifications with an average score of 162, in the interval (157 – 164), and the learning motivation of Penjaskesrek students lies in moderate qualifications with an average score. the average is 130, is in the interval (126 – 132). Thus, there is a significant influence between Abraham Maslow's theory of learning motivation and the learning motivation of Penjaskesrek FKIP students, Nusa Cendana University, Kupang in 2020. It appears that r count (0.609) is greater than r table (0.344), $0.609 > 0.344$. The results showed that there was a positive and quite strong influence so that there was a relationship between Abraham Maslow's theory of learning motivation and the learning motivation of Penjaskesrek FKIP students, Nusa Cendana University, Kupang in 2022 of 0.609.

INTRODUCTION

In the learning activities carried out, motivation has an important role because with motivation, attention to the lesson will arise in every student if the lesson material is felt as something needed, or needed in everyday life, it will generate motivation to learn it. Physical education has a very important role in intensifying the implementation of education as a process of human development that lasts life (nainggolan, 2019).

Motivation is a driving force that changes the energy in a person through motivation into the form of real activities to achieve certain goals in the target (arif et al., 2019). Motivation is an absolute requirement in learning (suharni, purnawati, 2019). Students who are motivated to learn will pay attention to the lessons delivered, read the material so they can understand it, and use certain learning strategies that support it.

Higher education uses adult learning (sari et al., 2017). Therefore, as a student, it must be understood that the student is an adult and must understand how to become an adult. In addition, students also have an intense involvement in these learning activities, high curiosity, looking for related materials to understand a particular topic or subject and complete the given task. Learning concentration is the concentration of attention in the process of changing behavior which is expressed in the form of mastery, use, and assessment of or regarding attitudes and values, basic knowledge and skills contained in various fields of study (sandayanti et al., 2021).

Learning motivation should be based on a learning theory that is more concerned with the learning process and

learning outcomes, on the content or content of teaching materials, and which prioritizes the formation or construction of knowledge, attitudes or skills. Students should have high learning motivation skills so that they always have the drive and enthusiasm in following the learning process and achieving the expected learning goals (riyadi, 2020).

The aim of this research is to increase students' learning motivation. Supporting factors for increasing learning motivation. Learning activities cannot be carried out haphazardly, but must be based on certain learning theories and principles in order to act appropriately. Humanistic flow emphasizes "content" or what is learned (ratnawati, 2016). This is what is emphasized in the theory of abraham maslow. Learning theory is expected to direct in designing and implementing learning activities. One of the theories of learning motivation is abraham maslow's hierarchy of needs theory which consists of physiological needs, safety, love and belonging, self-esteem and self-actualization. Maslow developed a theory of human motivation, where variations in human needs are seen as arranged in a hierarchical or tiered form (rahmawati, 2016).

When basic human needs are met, higher needs will arise. If these higher needs can be met again, humans will have higher desires than before, and so on (feist, 2019). In learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensures the continuity of learning activities, so that the goals desired by the learning subjects can be achieved.

Learning motivation is a mental force that encourages learning or a mental

impulse that moves and directs human behavior (learning behavior). So learning motivation is an internal and external motivation (push) for students to learn in order to obtain good achievements (nugraheni, 2019).

Learning motivation is a non-intellectual psychological factor. His distinctive role is in terms of growing passion, feeling happy and eager to learn. In interacting with the environment, individuals are able to adapt and organize their environment, resulting in changes in their cognitive structure, knowledge, insight and understanding. (sutarto, 2017).

Students who have strong motivation will have a lot of energy to carry out learning activities. It is like a person attending a lecture, but because he is not interested in the material being lectured, he will not take it into account, let alone record the contents of the lecture. A person has no motivation, except by coercion or simply ceremonial.

For universities, student achievement is one of the effective indicators of the teaching and learning process, which can also be used to improve the image of the university (wiyono, 2019). So the task of the lecturer is to encourage students to grow self-motivation.

This is an important thing to be studied in student learning motivation, because if students are not motivated in learning then this will have an impact in the future during the study period. Increase their learning motivation (anastasia sri mendari, 2010). The importance of maslow's hierarchy of needs theory in improving students' learning motivation lies in the relationship between basic needs and growth needs. Higher education institutions should realize that if the basic needs and the growing needs of students are not fulfilled, the learning process can

be interrupted. In conditions like this, you can overcome it by providing physical needs facilities. But the most important basic need is the need for love and self-esteem. Students who do not have the feeling that they are loved and that they are capable, are less likely to have strong learning motivation to achieve development to a higher level.

The reason the author uses this theory is because this theory is a basic theory that represents human needs. In maslow's hierarchy of needs, we can see where the student's motivation is, so that later the right form of motivation can be given. Abraham maslow's theory is still relevant to the millennial generation which is adjusted to the standards of the needs of the current generation.

Students of the faculty of teacher training and education are expected to consciously and plannedly prepare themselves as a whole in order to become teachers who are responsible for the knowledge gained, personally and in the community, in this case the students who will be their students. This is integrated in the student of physical education, health and recreation at the faculty of teacher training and education at the university of nusa cendana, which in view of the need to be fully prepared, not only acquire knowledge, but apart from that, physical and spiritual abilities are also prepared. Knowledge becomes an individual priority when in education, but improving physical and spiritual health is left to the individual, who personally responds and interprets it through his interests, motivations, attitudes and potential.

METHODS

The research method used in this study is non-experimental quantitative research, which is a study in which the researcher does not have the opportunity to provide treatment or manipulate

variables that may play a role in the emergence of a symptom. (Ellis, 2020).

The research was conducted quantitatively with a descriptive research design. Descriptive design aims to explain something, such as: explaining the characteristics of a relevant group, estimating the percentage of units in a certain population that exhibit certain behaviors, knowing perceptions of product characteristics, knowing how big the relationship is between a variable and to find out specific predictions. Through this study, researchers want to know how big the relationship between a variable and other variables is (Jannah, 2015).

Participants

So the population in this study were all students of the Physical Education Study Program and Recreational and Recreational Health (Penjaskesrek) totaling 350 students from the Faculty of Teacher Training and Education, Nusa Cendana University, Kupang. So the sample in this study was taken based on representatives from all students of the Physical Education and Recreational Health (Penjaskesrek) study program starting from semester 2 to semester 8 with a simple random sampling technique, a sample technique taken randomly, regardless of the level in the population.

The random sampling technique uses the Slovin formula $n = \frac{N}{N(d)^2 + 1}$. So the researcher presents the determination of the sample that represents the population in this study with a total of 38 students, then the number of samples used is $n = \frac{38}{38(0.05)^2 + 1} = 34.7$ rounded up to 35.

In conclusion, the sample used is 35 students who represent the population of the entire population of existing subjects. Technique.

Materials and Apparatus

Data collection or research instruments are tools or facilities used by researchers in collecting data. The instrument used in this study was a questionnaire using a Likert scale. Achievement motivation instruments used a test instrument in the form of a questionnaire in the form of questions guided by the Likert scale (Arif et al., 2019). The questionnaire sheet questionnaire is a questionnaire to the subject or respondent according to the research objectives. The achievement motivation instrument uses a test instrument in the form of a questionnaire in the form of questions guided by the Likert scale. The purpose of making this questionnaire is to obtain relevant information. The data collection technique chosen in this research is to use a questionnaire, literature study and documentation.

Procedures

Based on the implementation of the research, it will be discussed whether or not there is a relationship between Abraham Maslow's Learning Motivation Theory and the Learning Motivation of Penjaskesrek Students FKIP Nusa Cendana University Kupang in 2020, the researchers conducted an analysis of the data obtained and the next step was the characteristics of the respondents, analyzing with statistics and quantitative analysis, hypothetical testing and discussion of hypothetical test results.

Design or Data Analysis

Data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations

to answer the problem formulation and performing calculations to test hypotheses that have been carried out.

RESULT

Based on the results of the research, it will be discussed whether or not there is a relationship between Abraham Maslow's Learning Motivation Theory and the Learning Motivation of Penjaskesrek Students FKIP Nusa Cendana University Kupang in 2020, the researchers conducted an analysis of the data obtained and the next step was the characteristics of the respondents, analyze with statistics and quantitative analysis, hypothetical testing and discussion of hypothetical test results.

- a) the relationship between Abraham Maslow's theory of motivation and learning motivation

Table 1. Variable X Interval Value (Abraham Maslow's Theory of Motivation)

No	Interval	Qualification	Code
1	173 - 180	Very High	A
2	165 - 172	Height	B
3	157 - 164	Medium	C
4	149 - 156	Less	D
5	141 - 148	Very Less	E

In this analysis, it is described how big the relationship is between Abraham Maslow's motivation theory and the learning motivation of Penjaskesrek FKIP Students, Nusa Cendana University Kupang in 2020, through the data obtained. The results above show the mean with a value of 166 from the variable X about Abraham Maslow's motivation theory is classified as moderate because it is included in the interval (157 - 164). This means that the relationship between Abraham Maslow's

motivation theory includes a moderate level of qualification to influence the learning motivation of Penjaskesrek FKIP Students, Nusa Cendana University, Kupang in 2020.

- b) Analysis of the Learning Motivation of Students from Penjaskesrek FKIP Nusa Cendana University Kupang in 2020.

Table 2. Y Variable Interval Value

No	Interval	Qualification	Code
1	140 – 146	Very High	A
2	133 – 139	Height	B
3	126 – 132	Medium	C
4	119 – 125	Less	D
5	112 – 118	Very Less	E

Shows the mean with a value of 130 from the Y variable regarding the learning motivation of Students from Penjaskesrek FKIP University of Nusa Cendana Kupang in 2020 is classified as moderate because it is included in the interval (126 – 132). This means that the influence of learning motivation includes a moderate level of qualification to influence Abraham Maslow's motivation theory.

- c) Hypothesis test

Based on the results of the calculation of the correlation of two variables from each of Abraham Maslow's five needs on the learning motivation of Penjaskesrek FKIP Students, Nusa Cendana University Kupang in 2020 using the SPSS Version 20 program, it explains in the output results above that there is no visible correlation between physiological needs and student learning motivation. - Students of Penjaskesrek FKIP Nusa Cendana University Kupang in 2020, because the value of r_{x1} (0.315) is below the r table (0.344). The output results further explain that there is a significant correlation between the need for security

and the learning motivation of Penjaskesrek FKIP Students, Nusa Cendana University, Kupang in 2020, because r_{x2} (511) is above r table (0.344). The output results further explain that there is a significant correlation between social needs and learning motivation of Penjaskesrek FKIP Students, Nusa Cendana University Kupang in 2020, because r_{x3} (0.503) is above r table (0.344).

The output results further explain that there is a significant correlation between self-esteem needs and learning motivation of Penjaskesrek FKIP Students, Nusa Cendana University Kupang in 2020, because r_{x4} (0.585) is above r table (0.344). The final output results explain that there is a significant correlation between self-actualization needs and learning motivation of Penjaskesrek FKIP Students, Nusa Cendana University Kupang in 2020, because r_{x5} (0.593) above r table (0.344).

DISCUSSION

The first step that must be taken is to first find df (degree of freedom) or degrees of freedom, with the formula $df = n - nr$. The respondents studied were 35 people, with $n = 35$. The variables that the writer was looking for were the variables x and y , so $nr = 2$. It was easy to get the df , namely $df = 35 - 2 = 33$.

After knowing $df = 33$, then consulting the " r " product moment table, it can be seen that with a df of 28, we get " r " product moment at a significance level of 5% = 0.344.

This shows that the positive correlation between r_{xy} (609) is a positive and significant correlation at the 5% level ($609 > 0.344$), so it can be concluded that abraham maslow's motivational theory can increase the learning motivation of penjaskesrek students fkip nusa cendana university

kupang in 2020 the magnitude of the r_{xy} obtained turns out to be between 0.60 - 0.799, so the correlation between the variables of learning motivation theory and learning motivation of penjaskesrek fkip students, nusa cendana university, kupang in 2020 is quite strong.

Meanwhile, among the five motivational needs of abraham maslow that have not been fulfilled based on the results of the calculation of research data are physiological needs regarding students' physical needs, learning facilities and infrastructure, conducive level of learning, level of cleanliness. Learning environment, learning resources for students and lecturers, students' mental readiness before studying. , as well as providing motivation before studying for students who are still not fulfilled so that it affects the learning motivation of penjaskesrek fkip students at nusa cendana university kupang in 2020. So it is directly said that the learning motivation of penjaskesrek students in 2020 has not been maximally assessed from abraham maslow's learning motivation in particular. This research is expected to provide something useful for other researchers to use.

CONCLUSION

1. The level of Abraham Maslow's theory of learning motivation with the learning motivation of Penjaskesrek FKIP University Nusa Cendana Kupang students in 2020 is in moderate qualification with an average score of 162, in the interval (157 – 164)
2. The learning motivation of Penjaskesrek FKIP students at the University of Nusa Cendana Kupang in 2020 lies in moderate qualifications with an average score of 130, in the interval (126 – 132).
3. There is a significant effect between Abraham Maslow's theory of learning motivation and the learning motivation

of Penjaskesrek FKIP students at Nusa Cendana University, Kupang in 2020. It appears that r count (0.609) is greater than r table (0.344), $0.609 > 0.344$.

4. There is a positive and relatively strong influence so that there is a relationship between Abraham Maslow's theory of learning motivation and the learning motivation of Penjaskesrek students, FKIP University of Nusa Cendana, Kupang in 2020 of 0.609.
5. There is a significant effect between security needs, social needs, self-esteem needs, and actualization needs with the learning motivation of Penjaskesrek Students FKIP Nusa Cendana University Kupang in 2020. It appears that r_{x2} (0.511), r_{x3} (0.503), r_{x4} (0.585), r_{x5} (0.593), greater than r table (0.344).
6. There is an insignificant effect between physiological needs and learning motivation of Penjaskesrek FKIP University Nusa Cendana Kupang students in 2020. It appears that r_{x1} (0.315), is greater than r table (0.344), $0.315 < 0.344$.

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