

## Guiding Questions Method and Extrinsic Learning Motivation of First Year University Students

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The study aimed to examine the effects of guiding questions method on university students' extrinsic motivation to study. The theory used was the ARCS model from Keller (1987) regarding extrinsic motivation to study. This study used a quasi-experimental method using a sample of 51 university students enrolled in General Psychology subject. Measurement used was an extrinsic motivation to study scale consisting of ARCS aspects which are attention, relevance, confidence, and satisfaction. Data was analysed using paired sample *t-test* and results showed that the guiding questions method was not effective to increase students' extrinsic motivation to study. However, results also showed an increase in the "satisfaction" aspect of extrinsic motivation to study following the guiding questions method.

*Keywords:* extrinsic motivation to study, guiding questions method, university students

Penelitian ini bertujuan untuk melihat pengaruh metode *guiding questions* pada motivasi belajar ekstrinsik mahasiswa. Dasar teori yang digunakan adalah model ARCS dari Keller (1987) tentang motivasi belajar ekstrinsik. Penelitian ini adalah penelitian kuasi-eksperimental dengan subjek penelitian 51 orang mahasiswa peserta mata kuliah Psikologi Umum. Alat ukur yang digunakan adalah skala motivasi belajar ekstrinsik yang terdiri atas aspek ARCS yaitu *attention*, *relevance*, *confidence* dan *satisfaction*. Data dianalisis menggunakan *paired sample t-test* dan hasil penelitian menunjukkan bahwa metode *guiding questions* belum efektif untuk meningkatkan motivasi belajar ekstrinsik pada mahasiswa. Namun, hasil penelitian juga menunjukkan adanya peningkatan aspek *satisfaction* dari motivasi belajar ekstrinsik subjek setelah mengikuti metode *guiding questions*.

*Kata kunci:* motivasi belajar ekstrinsik, metode *guiding questions*, mahasiswa

Motivation to study is a drive that pushes students to study. Some research on university students showed that motivation to study is a key factor in students' learning process in the university (Lin, McKeachie, & Kim, 2001; Sumargi, Simanjuntak, & Christanti, 2007; Simanjuntak, 2010; Pan & Gauvin, 2012). Motivation to study functions to maintain students' effort in studying despite the presence of many of obstacles preventing them from studying (Elliot, Kratochwill, & Cook, 2000; Santrock, 2006; Betoret, Artiga, & Segura, 2014). Burden and Byrd (2010) said that motivation to study will give students' meaning to their studies so they will be willing to study and focus on their own learning goals.

Motivation to study can be classified into intrinsic and extrinsic motivation. (Elliot et al., 2000; Santrock,

2006). Intrinsic motivation is a motivation that originates from within the individual, whereas extrinsic motivation is a motivation that comes from outside of the individual (Elliot et al., 2000; Santrock, 2006; Schunk, 2012). Intrinsic motivation is deemed to be stronger in predicting students' academic success compared to extrinsic motivation (Lin et al., 2001). From this assumption, many research on motivation to study was done focusing on the effects on intrinsic rather than extrinsic motivation (Mills & Blankstein, 2000; Sumargi et al., 2007). On the other hand, there needed to be more research on the role of extrinsic motivation in students' learning process. Ryan and Deci (2000) stated that lecturers cannot always depend on intrinsic motivation, and thus they need to also nurture students' extrinsic motivation. Students who initially lack intrinsic motivation to absorb learning materials may become more motivated if lecturers are successful in developing extrinsic motivation. Not all subjects are innately interest-

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