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Implementation Student Learning Achievement for Student: Literature Review

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Abstract: The purpose of this article is to investigate and describe the role of intrinsic factors and motivation in student learning achievement and explain how students' internal characteristics (intrinsic factors) and drive to learn (motivation) are interrelated and how these interactions affect their learning outcomes with a literature review. This article uses qualitative methods with a literature review for the implementation of Intrinsic Factors, Motivation, and Intrinsic Factors, Motivation, Student Learning Achievement. Innate and motivational factors play a fundamental role in the realm of education, shaping the path of student learning achievement. Identifying and leveraging these factors can enhance the learning journey, allowing students to maximize their academic capabilities. The complex interaction between intrinsic factors and motivation serves as the basis of student achievement. Acknowledging and fostering students' internal attributes, coupled with creating a motivating environment according to their unique needs, is essential to unlocking their full academic potential. The recommendations given in this article are in the form of views that are expected to create an educational environment that supports students' development holistically, motivates them to learn, and helps them reach their full academic potential.

Keyword: Intrinsic Factors, Motivation, Student Learning Achievement

INTRODUCTION

Intrinsic factors and motivation play an important role in shaping and influencing student achievement. These interconnected elements contribute to the overall educational experience, impacting students' ability to acquire knowledge, engage in the learning process, and ultimately succeed academically. Intrinsic factors refer to internal aspects inherent in individual students, which include characteristics such as intelligence, cognitive abilities, personality traits, and prior knowledge (Smit et al., 2014). These factors serve as the foundation upon which students build their understanding of new concepts (Getenet &

Callingham, 2019). For example, a student with strong analytical skills may excel in a subject that requires critical thinking, while another with a creative mindset may thrive in an artistic discipline.

Motivation, on the other hand, is the driving force that energizes and directs student behavior to achieve specific learning goals. It can be classified into two main types: intrinsic motivation and extrinsic motivation (Kao et al., 2023). Intrinsic motivation arises from within the individual and is driven by a genuine interest in the subject matter, a desire for mastery, or a sense of personal satisfaction. Instead, extrinsic motivation comes from external factors such as rewards, values, or social recognition (Mutter et al., 2023). Ethics of these intrinsic factors and motivation meet positively, creating an environment conducive to effective learning (Tatnall, 2022). Motivated students are more likely to actively participate in class, show perseverance in the face of challenges, and show a genuine desire to learn. Intrinsic factors serve as catalysts for sustained motivation, as students harness their inherent strengths and interests to push themselves (Harmes, 2015).

When these intrinsic factors and motivation meet positively, it creates an environment conducive to effective learning (Macklem, 2015). Motivated students are more likely to actively participate in class, show perseverance in the face of challenges, and show a genuine desire to learn. Intrinsic factors serve as catalysts for sustained motivation, as students harness their inherent strengths and interests to push themselves. Conversely, when intrinsic factors are not aligned with the learning environment or when motivation is lacking, students may face hurdles in reaching their academic potential (Meel, 2018). Students who are not passionate may find it difficult to find relevance in the subject matter, leading to decreased performance and overall learning achievement (Lokman et al., 2022). Educators play an important role in cultivating intrinsic motivation by designing curricula and teaching methods that suit diverse student learning styles and interests (Ribeiro et al., 2018).

Encouraging a growth mindset, where effort is seen as a path to improvement, can also have a positive impact on students' intrinsic motivation (mence Lambert, 2014). In addition, providing constructive feedback, acknowledging individual strengths, and creating a supportive learning atmosphere can increase intrinsic factors and motivation (Paris et al., 2018). Educational institutions and teachers must understand the variety of intrinsic factors, recognizing that each student has unique talents, preferences, and learning styles. By combining varied teaching methods, offering a wide choice of subjects, and fostering an inclusive learning environment, educators can harness the intrinsic factors that make every student different (Prastuti et al., 2020). This personalized approach not only increases motivation, but also fosters a sense of ownership and autonomy in the learning process.

Intrinsic motivation often leads to more durable and independent engagement in academic activities. Intrinsically motivated students are more likely to face challenges willingly, persevere in the face of setbacks, and demonstrate a genuine commitment to learning for their own sake (Javed et al., 2022). This type of motivation is associated with a deeper level of understanding and retention, since knowledge is acquired not only for assessment purposes but for intrinsic satisfaction in mastering a subject (Baygi et al., 2017). Conversely, extrinsic factors, such as external grades and rewards, can influence motivation, but do not always contribute to continued academic success (Silva et al., 2018). Although external incentives can initiate engagement, relying solely on extrinsic motivation can result in temporary obedience rather than a genuine desire to learn (Meel, 2018). Therefore, a balance between intrinsic and extrinsic motivators is essential to foster a well-rounded and sustainable approach to education.

The purpose of this article is to investigate and describe the role of intrinsic factors and motivation in student learning achievement and explain how students' internal characteristics (intrinsic factors) and drive to learn (motivation) are interrelated and how these interactions affect their learning outcomes with a literature review.

METHOD

This study was conducted as a literature review to investigate the implementation of student learning achievements. The research design chosen is non-experimental, with a focus on analysis and synthesis of relevant scientific literature to gain in-depth insight into the factors that influence student learning achievement. The population studied in this literature review is scientific literature which includes research, articles and books that discuss the implementation of strategies and methods to increase student learning achievement. Samples will be selected systematically based on predetermined inclusion and exclusion criteria.

This research design uses a non-experimental design, which focuses on analyzing existing studies, theories and empirical evidence related to student learning achievement. The main data source is scientific literature, then identification, selection and review of relevant articles, books and research papers are carried out. Inclusion and exclusion criteria were established for the literature to ensure a focused and thorough review. Data analysis in the context of this literature review will be qualitative in nature. Findings from the literature will be categorized based on emerging key themes, trends, and theoretical frameworks used by researchers in studying the implementation of student learning achievements.

RESULTS AND DISCUSSION

Pedagogical Approaches

One of the prominent pedagogical approaches explored in the literature is student-centered learning. This approach places the learner at the center of the educational process, encouraging active participation and engagement. Research consistently indicates that student-centered learning not only enhances students' critical thinking skills but also promotes a deeper understanding of the subject matter. By allowing students to take ownership of their learning journey, educators create an environment that fosters curiosity and autonomy, ultimately contributing to improved learning outcomes.

The literature underscores the significance of active learning methodologies in the educational landscape. These methodologies encourage students to participate actively in the learning process through discussions, group activities, and hands-on experiences. Studies suggest that active learning not only enhances knowledge retention but also cultivates essential skills such as problem-solving and teamwork. Educators embracing active learning approaches witness heightened student engagement, fostering a dynamic classroom environment that goes beyond traditional lecture-based methods.

Technological advancements have ushered in new possibilities for education, and the literature highlights the positive impact of technology integration on pedagogical approaches. The use of educational technology, such as interactive simulations, online platforms, and multimedia resources, has been associated with increased student motivation and improved learning outcomes. Integrating technology into teaching practices provides students with diverse learning opportunities, catering to different learning styles and preferences, thereby promoting a more inclusive and adaptable educational environment.

Another pedagogical innovation gaining attention is the flipped classroom model. In this approach, traditional teaching methods are inverted, with students engaging in self-directed learning outside the classroom and using class time for collaborative activities and discussions. Research suggests that the flipped classroom model can lead to improved student performance and a deeper understanding of complex concepts. By leveraging pre-recorded lectures and online resources, educators can optimize in-person class time for interactive and application-focused activities.

Pedagogical approaches extend beyond instructional methods to include assessment strategies. The literature emphasizes the importance of aligning assessments with learning objectives and employing diverse assessment tools. Formative assessments, such as quizzes and peer evaluations, provide ongoing feedback to students, facilitating continuous

improvement. Additionally, authentic assessments, such as project-based assessments, not only gauge students' understanding but also nurture critical thinking and problem-solving skills.

Acknowledging the cultural diversity within classrooms, the literature underscores the significance of culturally responsive pedagogical approaches. Culturally responsive teaching involves recognizing and valuing the cultural backgrounds of students, incorporating diverse perspectives into the curriculum, and creating an inclusive learning environment. Studies suggest that culturally responsive teaching not only enhances students' sense of belonging but also positively influences their academic achievement. By embracing cultural diversity in pedagogy, educators contribute to a more equitable and enriching educational experience for all students.

The literature reveals a diversity of pedagogical approaches employed to enhance student learning achievement. Studies highlight the effectiveness of student-centered learning, active learning methodologies, and technology integration in fostering a conducive learning environment.

Implementation Intrinsic Factors on Student Learning Achievement

Study from (Wang, 2023) Intrinsic factors such as attitude, motivation, personality, and intelligence can significantly impact student learning achievement. Research has shown that student-centered learning can create intrinsic motivation and academic capabilities essential for success. According study from (Listyono et al., 2018). Intrinsic and extrinsic factors such as self-efficacy, the need for achievement, campus environment, and lecturer learning methods can affect student motivation in completing thesis (Pranitasari & Maulana, 2022).

Study from (Chiu et al., 2023) Teacher support can moderate the effects of student expertise on needs satisfactions and intrinsic motivation to learn with AI technologies in the classroom. According to (Akhtar et al., 2017) that intrinsic motivation of teachers was having strong correlation with academic achievement of the students. The motivation for student learning is impacted by intrinsic factors by 28%, whereas the impact of extrinsic factors on student learning motivation extends to 39.4%. The combined influence of both intrinsic and extrinsic factors on learning motivation amounts to 29.5% (Pranitasari, 2017). suggests that growth mindset was a stronger predictor of SRL than self-efficacy and intrinsic value. Implications for fostering adaptive motivational beliefs and SRL are discussed (Bai & Wang, 2023).

In both student-specific and school-wide contexts, it was observed that positive growth feedback consistently correlated with a notable prediction of intrinsic valuing, which in turn significantly predicted academic achievement. Furthermore, growth feedback demonstrated substantial indirect effects on achievement through its impact on intrinsic valuing. In summary, our results suggest that the incorporation of growth feedback and the development of intrinsic valuing in science yield individual and comprehensive academic benefits at both personal and school levels (Burns et al., 2019). According to (Heyder et al., 2020) these findings imply that teachers' convictions about math success being reliant on inherent ability could pose a significant barrier to establishing a classroom environment conducive to engagement and learning for every student.

Study from (Kapo et al., 2023) investigate the collective impact of various extrinsic and intrinsic factors on the utilization of e-learning. Factors such as course content, the e-learning system, personal innovativeness, self-efficacy, and knowledge sharing were found to positively influence the intention to use e-learning. Additionally, it was observed that the intention to use an e-learning system correlates with the actual utilization of e-learning technologies, ultimately leading to enhanced learning performance. The implementation of intrinsic factors has a key role in influencing student learning achievement. Recognizing and fostering internal elements such as intelligence, cognitive abilities, and personal interests

greatly contributes to creating a conducive learning environment and enhancing overall academic success.

The implementation of intrinsic factors in education often begins with understanding and fostering students' motivation. Research consistently shows that students who are intrinsically motivated, driven by a genuine interest in the subject matter, tend to perform better academically. Educators play a crucial role in cultivating this motivation by aligning the curriculum with students' interests, providing autonomy in learning choices, and creating a supportive learning environment. By tapping into students' intrinsic motivation, educators can enhance engagement and ultimately contribute to improved learning achievement.

Intrinsic factors are closely linked to the natural curiosity inherent in learners. Implementation of inquiry-based learning approaches allows students to explore topics in depth, ask questions, and seek answers independently. Studies suggest that fostering curiosity through intrinsic motivation leads to a more profound understanding of concepts and better retention of information. Educators can encourage curiosity by incorporating real-world examples, case studies, and problem-solving activities into the curriculum, creating an environment that stimulates intrinsic interest and curiosity.

The belief in one's ability to succeed, known as self-efficacy, is a significant intrinsic factor influencing student learning achievement. Implementation strategies should focus on building students' confidence in their capabilities. This can be achieved through setting realistic goals, providing constructive feedback, and offering opportunities for skill development. Students with high self-efficacy are more likely to persevere through challenges, take on complex tasks, and exhibit a greater sense of agency in their learning journey, all of which contribute positively to academic achievement.

Recognizing and accommodating individual differences is essential in the implementation of intrinsic factors. Personalized learning approaches, tailored to students' learning styles, preferences, and pace, have shown positive effects on learning achievement. Adaptive technologies, differentiated instruction, and student choice in assignments are examples of strategies that can be employed to personalize learning experiences. By acknowledging and accommodating diverse learning needs, educators create an environment where students feel valued and empowered, leading to enhanced academic outcomes.

Emotional well-being is a crucial intrinsic factor that significantly influences student learning achievement. The implementation of practices promoting a positive emotional climate in the classroom, such as fostering a sense of belonging, providing emotional support, and addressing stressors, contributes to better academic performance. Studies indicate that emotionally secure students are more likely to take risks in their learning, participate actively in class, and exhibit higher levels of perseverance when faced with challenges.

Allowing students, a degree of autonomy in their learning choices is a key aspect of implementing intrinsic factors. When students have the freedom to make decisions about their learning path, they become more engaged and invested in the educational process. This sense of autonomy not only enhances intrinsic motivation but also promotes a sense of responsibility for one's own learning. Educators can implement this by offering project-based assignments, allowing students to choose topics of interest, and providing opportunities for self-directed exploration.

Implementation Motivation on Student Learning Achievement

According to (Wang, 2023) Intrinsic factors such as attitude, motivation, personality, and intelligence can significantly impact student learning achievement. Research has shown that student-centered learning can create intrinsic motivation and academic capabilities essential for success. Study from (Rahali et al., 2023) Intrinsic and extrinsic factors such as self-efficacy, the need for achievement, campus environment, and lecturer learning methods can affect student motivation in completing thesis. eachers, their individual characteristics,

and their approach to structuring and overseeing the learning process can affect student motivation (Fanani et al., 2022).

Study from (Yanuarti & Rosmayanti, 2018) There is a substantial and moderately correlated relationship between students' motivation and their achievement in English language learning. Intrinsic motivation directly influences learning behavior, and both factors independently impact learning achievement. The combination of intrinsic and extrinsic motivation along with learning behavior collectively shapes the academic success of students in the biology education department (Tokan & Imakulata, 2019). The impact model indicated that motivation exerts a positive influence on student achievement at a relatively low level. The study identified several moderator variables, including publication type, publication year, school subject, country (culture), and sample group (Orhan Özen, 2017).

Highlighted that the size of the sample, the duration of interventions, and the regions from which samples were drawn played a significant moderating role in the effect sizes. The study's results are thoroughly examined, and their implications for the practical application of the flipped classroom approach are discussed in detail (Zheng et al., 2020). Statistically significant improvements were observed in self-directed learning, learning motivation, efficacy, and learning achievement among university students with the implementation of flipped learning. It is recommended that this approach be actively incorporated into university education (Kim & Lim, 2021).

Study from (Chan & Norlizah, 2017) the research revealed a notable correlation between students' motivation for science learning and their achievements in science. The utilization of conceptual mapping has the potential to enhance students' comprehension and motivation, thereby contributing to improvements in their academic achievements (Almulla & Alamri, 2021). The implementation of motivation has a significant influence on student learning achievement. Recognizing and encouraging motivation plays an important role in increasing academic success. From the literature of the results described above that the implementation of intrinsic factors, motivation, and Learning Achievement that implementation has been conveyed from various research results in various research objects is no exception in higher education discussed in this object.

CONCLUSION

From the results and discussions submitted, the conclusions in this article in addition to making a real contribution to research also display perceptions or views of research results from the various literature above. In conclusion, innate and motivational factors play a fundamental role in the realm of education, shaping the path of student learning achievement. Identifying and leveraging these factors can enhance the learning journey, allowing students to maximize their academic capabilities. The complex interaction between intrinsic factors and motivation serves as the basis of student achievement. Acknowledging and fostering students' internal attributes, coupled with creating a motivating environment according to their unique needs, is essential to unlocking their full academic potential. By doing so, educators not only contribute to immediate academic success but also encourage the growth of individuals who are naturally motivated to pursue knowledge throughout their lives. The implementation of intrinsic factors in education is a multifaceted endeavor that involves understanding and leveraging students' internal motivations. By nurturing curiosity, building self-efficacy, personalizing learning experiences, promoting emotional well-being, and fostering autonomy, educators can create a learning environment that not only enhances student engagement but also leads to measurable improvements in learning achievement. These intrinsic factors, when strategically implemented, contribute to the holistic development of students as lifelong learners.

The recommendations given in this article are in the form of views that are expected to create an educational environment that supports students' development holistically, motivates them to learn, and helps them reach their full academic potential.

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