



## Learning Motivation in Educational Psychology: A Comparative Study between General Educational Psychology and Islamic Educational Psychology

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### ABSTRACT

This article tries to uncover and unravel the essence of learning motivation from two different perspectives or starting points, namely General Educational Psychology and Islamic Educational Psychology. The purpose of writing this article is to describe the similarities and differences between these two educational psychology ideas when explaining one of the core discussions in them, that is learning motivation by comparing the both (comparison). The research method used is library research, have as a source from books and scientific journals that have a relation in this research, while the type or substancial of writing this article is descriptive comparative. The results of the main findings are that there are differences between general educational psychology and Islamic educational psychology, where western theories are only worldly and short-term, while in Islamic thoughts they are more *ukhrawi* or to life after death. Although both of them think that motivation has a very important role in the world of education.

**Keywords:** *Learning Motivation, Educational Psychology, Islamic Educational Psychology*

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## PENDAHULUAN

The educational process does not only occur through interactions between teachers and students, lecturers and students, santri and kyai, but also interactions between all those involved with educational activities, either directly or indirectly. In order for the interaction process to run effectively, each party must be in a comfortable and pleasant psychological condition.

Among the important factors that influence the learning process in the world of education is motivation, where it is considered the dominant factor. Every human activity is basically based on an urge to achieve goals or fulfill needs, that driving force is called motivation. something or act (Khadijah, 2017). In other words, motivation is a condition in a person's personality that encourages individuals to carry out certain activities in order to achieve a goal, motivation is also not something that can be observed, but something that can be concluded because of something we can see (Suryabrata, 2018). The term motivation is sometimes distinguished by the meaning of

the term motive. Winkel stated that motivation is a motive that has become active at a certain time, while a motive is a driving force within a person to carry out certain activities in order to achieve a certain goal (Winkel, 1996). Thus, the motive arises from within, while the motivation can come from oneself or others.

Based on the source, learning motivation is divided into two types, namely; intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that arises from within the person concerned without stimulation or help from others, for example a student studies hard because he wants to master the various sciences learned at school. Intrinsic motivation can be in the form of personality, attitude, experience, education or in the form of awards and ideals (Kristiawan, et al., 2021). While extrinsic motivation is motivation that arises because of stimulation or help from others, usually occurs because of the desire to receive rewards or avoid punishment. Rewards and punishments are external factors, for example a student does his homework for fear of being punished by the teacher (Winkel 1996).

After knowing motivation, the author considers it important to know how Islamic concepts and perspectives on learning motivation are, this is because so far there are many books that discuss motivation, which is part of psychological discourse in the world of education, but is not fully used in solving educational problems. Islam, this happens because there are differences and similarities between general educational psychology and Islamic educational psychology, literature on Islamic educational psychology is still rare and very rare and still requires the contribution of many Muslim psychologists in developing it.

## **METHODS**

This research method uses two approaches. First, a descriptive method that is useful in conveying the views of related experts around the problem of learning motivation in education. And second, the comparative method which functions to compare the different opinions and views and find the similarities and differences. As for this type of research, the author uses library research, namely studies that study various reference books as well as the results of previous studies that are similar and useful to get a theoretical basis on the problem to be studied (Sarwono, 2006).

While the stages are to collect written materials in the form of books related to learning motivation in Indonesian, Arabic and English, then examine them and make patterns and frameworks of writing and draw conclusions, then the writing process is carried out by continuing to explore and find other additional materials.

## **RESULTS AND DISCUSSION**

### **1. Learning Motivation in General Educational Psychology**

Theories about learning motivation are based on or sourced from western theories, including those proposed by Morgan et al. about four theories of motivation, namely: Drive theory, Incentive theory, Opponent-Process theory, and Optimal-Level theory (Morgan, 1986).

a. Drive Theory, this theory is described as a motivational drive theory in which behavior is "driven" toward a goal by driving conditions in humans or animals. According to this theory, motivation consists of: (1) the state of being moved, (2) the behavior is directed toward a goal that begins with the condition that is moved, (3) the achievement of the goal appropriately, and (4) the reduction of the motivated state and subjective satisfaction and relief when the goal is reached. achieved.

b. Incentive theory, this theory is the opposite of drive theory where it is described as pull theory. According to this theory, it is precisely the object that is the goal that attracts behavior towards them. The objective object that motivates behavior is known as an incentive. The most important part is that the individual expects pleasure from the so-called positive incentives and avoids the so-called negative incentives.

c. Opponent-Process Theory, this theory takes a hedonistic view of motivation, which views that humans are motivated to seek goals that give pleasure emotions and prevent goals that produce displeasure.

d. Optimal-Level Theory, according to this theory, individuals are motivated to behave in a certain way to maintain an optimal level of pleasurable arousal.

Elliott, et al. proposed four theories of motivation that are more widely adopted today than Morgan's theory because it is considered the old view of motivation, namely Maslow's Hierarchy of Needs theory, Brunner's Cognitive theory, Achievement Needs theory, and Attribution theory (Elliot et.al, 1999).

a. Maslow's Hierarchy of Needs Theory, according to this theory, individuals are motivated to a behavior because they get satisfaction from the fulfillment of their needs. There are five basic types of needs and Maslow's theory, namely: (1) physiological needs, (2) the need for security and freedom from worries, (3) the need for love and acceptance in relationships with others, (4) the need for esteem or self-esteem. respect for other individuals, and (5) the need for self-actualization (self-actualization)

b. Bruner's Cognitive Theory, for Bruner the key to generating motivation is discovery learning. Students can see the meaning of knowledge, skills, and attitudes when they discover it all for themselves.

c. Achievement Needs Theory (need achievement theory), the theory states that individuals who have a need for achievement are those who seek to find challenges, difficult tasks, and then he is able to do well, then expect feedback that is more likely, and the individual easily bored with the successes that he has obtained (Sari, et al., 2021).

d. Attribution theory, this theory relies on three basic assumptions, namely: (1) people want to know the causes of their behavior and the behavior of others, (2) they do not assign causes of their behavior randomly, there is always an explanation of the causes associated with the occurrence of the behavior, and (3) the causes of behavior determined by individuals affect subsequent behavior, so according to this theory a person's behavior is determined by how he attributions to the causes of the same behavior before.

In addition, there are two theories related to learning motivation theory, namely Skinner's operant-conditioning theory and social-cognitive learning theory.

a. Skinner's operant-conditioning theory, behavior -according to Skinner- is formed and maintained by consequences, the consequences of previous behavior affect the same behavior, so people are motivated to show or avoid a behavior because of the consequences or consequences of that behavior. There are two consequences, namely positive consequences (reward) and negative consequences (punishment). Behavior that gives rise to reward has the potential to be repeated, while behavior that results in punishment must be avoided (Skinner, BF 1938).

b. Social-cognitive learning theory, namely people who learn to behave by imitating or imitating the behavior of others who are considered by the individual to

be worthy of being a model or role model. And observation of the model can produce some significant changes in a person's behavior (Skinner, CE 1959).

## 2. Learning Motivation in Islamic Educational Psychology

Mujib and Mudzakir reveal that various forms of motivation formulated by psychologists are only worldly, short-term, and do not touch spiritual and divine aspects at all (Mujib & Mudzakir, 2002).

In Islam, motivation is also recognized as having an important role in learning, because someone who has a strong and high motivation to achieve certain goals, then he will devote all the effort needed to learn the right methods to achieve these goals, if he encounters a problem. problem and need to solve it, then he will make various efforts for it until he finds the right solution (Najati, 2003).

Najati reveals the motivational techniques contained in the Qur'an and includes three forms, namely: (1) promises and threats, (2) stories, and (3) the use of important events.

a. Promises and Threats, the Qur'an promises rewards that will be obtained by believers in the hereafter, and also threatens to inflict punishment and punishment on unbelievers in the hereafter as well. These promises and threats give rise to hope and fear which become a strong impetus for every Muslim to do good deeds while living in this world, including studying or seeking knowledge.

b. Stories, which present various stories, events and personalities mentioned in the Qur'an and can attract attention, it creates an attraction for listeners and readers of the Qur'an to follow it, besides that the story also evokes impressions and feelings that make people feel happy. they are psychologically involved or emotionally affected.

c. Utilization of important events, using several important events or issues that occur that can move emotions, arouse attention and keep the mind busy. The Qur'an uses important events experienced by Muslims as useful role models in life, this makes Muslims more ready and accepting to learn and master these examples.

Abudin Nata revealed that Islamic instructions that motivate learning can be found through the explanation of the verses of the Qur'an and the traditions of the Prophet (Nata, 2018), some of which are:

a. Allah SWT. said:

الَّذِينَ آمَنُوا إِذَا لُكِّمَ لَهُمْ الْجُلُوسُ لِمَا يُبَيِّنُ لَكُمْ لِيُحَدِّثُوا إِلَيْكُمْ

hai assemblies", then open up, Allah will make room for you. And when it is said: "Stand up", then stand up, Allah will exalt those who believe among you and those who were given knowledge by several degrees, and Allah knows best what you do] (Surah Al-Mujdah/ 58:11)

In that verse, motivation to learn is done by giving and opening the widest possible access to people who want to learn, so that they feel recognized, respected, given the freedom to study, which is marked by providing a comfortable place for students and learner. In addition, the verse also states that people who are given knowledge will be elevated in rank by several levels, this will only be given at the end, this also shows that Islamic guidance is not short-term and is not only worldly.

b. Rasulullah SAW. Saying (in Hasyimi, 2000):

لِ الْعَالَمِ لِي الْعَابِدِ لِي لِي اَكْم، اللهُ لَانْتَكْتَهُ لِي السَّمَوَاتِ الْاَرْضِ النَّمْلَةَ الْحَوْتَ اَلِ

لِيص above what is below it, verily Allah and his angels, the inhabitants of the heavens and the earth, to the ants that are on the rock, the fish that are in the sea, offer shalawat to those who teach goodness to humans) [HR. Abu Hurairah]

The above hadith contains motivation in the form of awards and high positions for people who study or seek knowledge, as well as for a lim whose knowledge he can bring enlightenment and progress to society.

## CONCLUSION

Based on the description stated above, it can be concluded as follows: Motivation is an important impetus for everyone, so that passion and enthusiasm grow in doing all good deeds, especially studying or studying by producing superior quality. because it is so important, that it has invited experts to explore and develop it, as we have found in psychological studies proposed by Maslow, Skinner, Bruner, and so on. Islam provides unique ways to motivate learning in certain forms contained in the Qur'an and the Prophet's Hadith, such as promises and threats, stories and instructions drawn from the explanation of the meaning of the verses of the Qur'an and the Prophet's Hadith. There is a difference between general educational psychology and Islamic educational psychology, where western theories are only worldly and short-term, whereas in Islam they are more ukhrawi or to life after death. Although both of them think that motivation has a very important role in the world of education.

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