

# CHAPTER I

## INTRODUCTION

### 1.1 BACKGROUND OF THE RESEARCH

Education sees as the correct way for create the human resources that have quality for support the national development. With education, human got knowledge, skill, value and attitude and with that can think more sistematic, rational, and critical about the problem that faced. To know the level of success from an education, then evaluation is needed here. The study result evaluation of educate members did to sees the process, growth and improvement from the study result of educate members times by times.

The academic achievement is the result from measuring and marking from study effort. Academic achievement from the collage students is the result from study activities that already done and kind of form of ending formula that gift by lecturer to sees until where the capability of their students that described in symbol, number, alphabet or words that reflect the achieved result. The academic achievement from collage students can be sees in their grade point average (GPA). But it's not easy for get a good academic achievement, there is need an optimal efforts from the students.

At now, many peoples wonder why some students seem to work harder in their studies than others. For instance, we can raise several questions, why do some of the students do the required readings while others never open the

textbook? Why do some students use superficial learning strategies, such as rote memorization, while others use more sophisticated strategies, such as elaboration? Why do some students ask for help while others do not? The answers to these questions have a great deal to do with students' motivation and have consequences for their current and future academic achievement. For example, students who want to understand course material will most likely read the assigned readings, use sophisticated learning strategies, and ask for help when they are confused which will lead to higher academic achievement. One of the most applicable and predominant tools used to understand students' academic achievement is Motivated Strategies for Learning Questionnaire (MSLQ).

The Motivated Strategies for Learning Questionnaire (MSLQ) is an instrument designed to evaluate "college students' motivational orientation and use of different learning strategies for a college course" (Pintrich, Smith, Garcia, and McKeachie, 1991). The broad cognitive analysis of motivation and learning strategy, paired with the social cognitive view of motivation and self-regulated learning, serves as the foundation of MSLQ. The MSLQ consists of two major sections: a motivation section and a learning strategies section. The motivation segment has 31 items that evaluate students' goals and value beliefs, students' beliefs about skills necessary to succeed, and test anxiety associated with a specific course (Duncan & McKeachie, 2005). Duncan & McKeachie further differentiate the learning strategy section of the MSLQ as identifying students' use of different cognitive and metacognitive strategies as well as student

management of resources. The motivation section and the learning strategies section of the MSLQ include 81 items.

Pintrich, Smith, Garcia, & McKeachie (1993) describe the motivation scales of the MSLQ as vehicles to acquire information associated with value, expectancy, and affect. Value assists in exploring intrinsic and extrinsic goal orientation; expectancy targets beliefs about learning and self-efficacy, and affect gauges test anxiety. Learning strategies investigated through the motivation scales are drawn from a broad compilation of cognitive research representing cognitive processing and its affect on student learning (Lynch, 2006). Numerous MSLQ studies have been conducted that present evidence of internal consistency, reliability, and predictive validity of the instrument (Pintrich, Smith, Garcia, & McKeachie, 1993; Artino, 2005; Duncan & McKeachie, 2005). The MSLQ represents a method to accurately and holistically gauge student motivation and self-regulated learning grounded by a theoretical basis. The MSLQ allows student learning researchers to move beyond traditional examinations of individual differences in learning styles to gain insight into the motivation and learning specifically occurring in a targeted college course.

Students' motivation is the driving force behind their choice of action to learn (Good & Brophy, 1990). Even among motivated students, the type of motivation can differ. One student might want to score well in order to look good in front of his/her peers, while another student might want to score well because s/he wants to know if s/he understands the subject well.

Learning strategy can be defined as useful skills for effective learning, for storage and retrieval of information (Weinstein, 1985 in Beltrán, 1996). To measure students' motivation and learning strategies, the Motivated Strategies for Learning Questionnaire (Pintrich, Smith, Garcia, & McKeachie, 1991) was used. The MSLQ is a self-report instrument with a Likert-type scale that goes from 1 (*Not not true*) to 5 (*Very true*).

Andalas University is one of popular university in Indonesia ;which located in Padang. It is mention that Andalas University had already become the top university in Indonesia where is build more image this university. As one of the top University, Andalas University has declared itself as “A leader University Character Building and Entrepreneurship”. In order to achieve all of this aspiration we would like to study further how Andalas University students have Motivation Strategies for Learning Questionnaire as an indicator for character building.

So, based on the case background above, we can see that motivation and strategy of learning is very crucial for people, especially for students in higher education (Andalas University). Because of that, the author is very interested to raise this issue and do research for his scientific work with a title of **“The Analysis of Students’ Motivated Strategies for Learning Questionnaire (MLSQ) in Higher Education (Case: Andalas University).**

## **1.2 The Research Question**

The question for this research are :

1. Is there the effect of students' learning motivation to academic achievement?
2. Is there effect the of students' learning strategies to academic achievement?

### **1.3 The Purpose of The Research**

The purpose of research are as follow:

1. To analyze the effect of students' learning motivation to academic achievement.
2. To analyze the effect of students' learning strategies to academic achievement.

The urgency of this research could be seen from several perspectives: 1) by knowing and analyzing the level of students' learning motivation and learning strategies, Andalas University could recognize the strength and weaknesses of their student character; and 2) university can design various programs to improve the students' learning motivation and learning strategies since learning motivation and learning strategies has known as one the key success for graduates to be competitive in the global market.

### **1.4 The Benefit of The Research**

The benefit of the research:

1. Knowing the qualification of students and help them to grow and improve in all phases of their development.
2. This research can be useful to help the leaders in Andalas University to make a proper policies and suitable programs to become a leader university in character building and entrepreneurship.

### **1.5 Contributions of The Research**

1. For Author

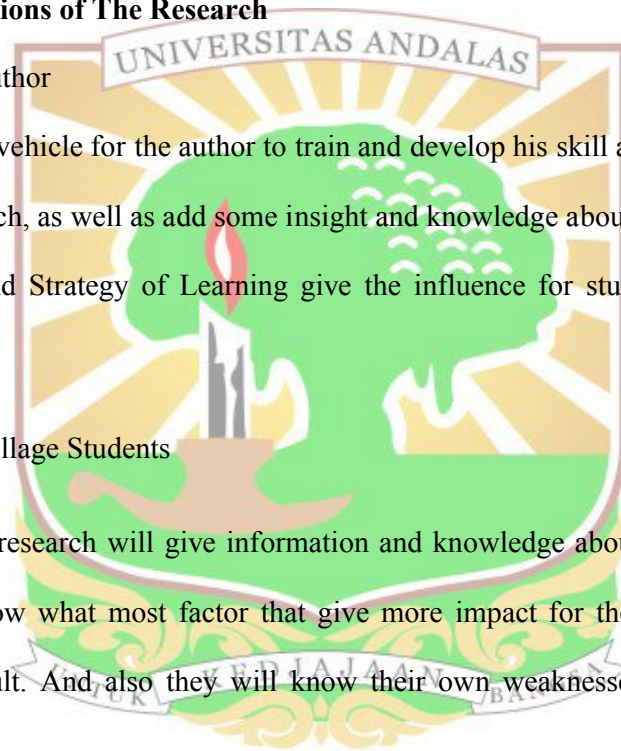
As a vehicle for the author to train and develop his skill and ability in the field of research, as well as add some insight and knowledge about how strong the Motivation and Strategy of Learning give the influence for students' academic achievement.

2. For Collage Students

This research will give information and knowledge about their ownself. They will know what most factor that give more impact for them to get better academic result. And also they will know their own weaknesses, and improve themself.

3. For Lecturers

As a guideline to make a better way for teaching, improve and find the new way of teaching. They also will more know about the student problem in academic and help them to solve that.



#### 4. For Andalas University Stakeholders

As strategic consideration to achieve university's purposes, with the result that university can meet the expectation of society to produce the output that have competencies and good quality.

### 1.6 Scope of The Research

This research has a limited scope of analyzes in terms of numbers of variables and object of the research. The variables will be tested in this research are limited into: students of Andalas University. The result has possibility to change but this research based on future situation. The researcher limits the research context by focusing to students in Andalas University.

### 1.7 Outline of Research

This thesis is prepared using the following systematic:

#### CHAPTER I INTRODUCTION

Contains background and formulation of the problem, the objectives to be achieved, the benefits of the research, and writing systematic thesis is used.

#### CHAPTER II LITERATURE REVIEW

Contains theories include previous research, understanding about Employee commitment, Substitute for Leadership in reference supporting and related issues presented, review past research and the research hypothesis.

#### CHAPTER III RESEARCH METHODOLOGY

The chapter raised about frame of mind, population, samples, and sampling, the operational definition of variables, sources and types of data and techniques of data collection, and data analysis techniques used.

#### CHAPTER IV RESULTS AND DISCUSSION

This chapter contains an overview about the object of study, history establishment of the company, organizational structure, and the process of data analysis and discussion.

#### CHAPTER V CONCLUSION

Writing will conclude the issues discussed based analysis that has been carried out, with suggestion as input for the continuation and development of the personality.

#### REFERENCES

#### APPENDIX

