

## **SUSTAINING STUDENT'S MOTIVATION THROUGH TEACHING METHODS**

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### **Abstract**

This study is a literature review focusing on the impact of teaching methods on student's motivation. Articles and books are explored to seek and explain the influence of teaching methods to student's motivation. It is found that both educational practitioners and educators agree that variations of teaching methods are compulsory to trigger, stimulate, and sustain student's motivation to learn, intrinsic motivation, and motivation to achieve. Thus, educators in all levels of education must consider to change the conventional teaching methods in their classrooms because the skills of communication, collaboration, critical thinking, and creativity can be shaped from the daily teaching methods used in the classrooms.

Keywords: teaching methods, student's motivation, 21<sup>st</sup> century skills.

### **INTRODUCTION**

Technology has changed every side of human's life. Education must adapt with the change brought by technology in order to educate people to live with better choices in the recent lives and also be responsive towards any change that is happening around them, especially for the generations who have integrated technology to their lives. High usage of internet results to open-access information which has replaced the function of teacher as the only source of information.

The next question appears is "if the teacher's function has replaced by the internet, then what is function of teacher in the 21<sup>st</sup> century?" A teacher must understand the needs of the century. The 21<sup>st</sup> century doesn't just need people who just "know the knowing" but also must have the skills of critical thinking, collaboration, communication and creativity. Teachers should adapt with the demands, before teaching the students about the skills then they must understand and internalize the skills. The one-method-fits-all-students-need is not enough to facilitate students in order to have these skills yet teachers creativity is needed to develop a meaningful learning process. An active learning process is what the students need which provide different and various learning methods for students to develop the 21<sup>st</sup> century. As suggested by Chickering and Gamson that to be active, students must be doing more than listening. Such strategies as cooperative and collaborative learning, integrated learning, problem-based learning, and work-based learning may be used to encourage inquiry and stimulate higher-order thinking.

Encouraging inquiry and stimulating high-order thinking among the students need on-purpose systematic efforts. Applying teaching methods from cooperative learning, problem-based learning, contextual teaching and learning and other learning models can be used to develop inquiry and high-order thinking. Based on the observation during my teaching experience as an elementary teacher, I could conclude that students who involve actively in the learning process will be stimulated to draw the conclusion independently. The learning experiences in the classroom become the stimulations for the students to ask questions that will create new understanding, even Hudson and Whisler convinced that questions which asked by the students would rehearse them to become problem solvers and they would be used to be solution makers in every circumstance. When the students build their understanding through active and independent learning experiences, it will become memorable experiences and create independent human beings.

The role of educators in the classroom is to become the facilitator who is able to facilitate the students with challenging, active, hands-on and relevant learning experiences which they can relate with their daily life issues. Nowadays, active learning has been developing very rapidly and promoting many kinds of learning models which contain various of active, interesting, fresh and challenging teaching methods. All those traits in the teaching methods will trigger students' curiosity, independence, and feeling of competence. Eventually they will heighten students' learning motivation.

Alderman, in his book *Motivation for Achievement* (249; 2004) stated that intrinsic motivation is action done by the students without being coerced by anyone else. This indicates that the willingness to do an action comes from the inner self. Students are expected to have intrinsic motivation especially during the learning process in order to explore and understand the lesson deeper.

This study will review the literatures which discuss how the previous literatures have proven that teaching methods contribute to the students learning motivation.

Our society today needs young people who are flexible, creative, and proactive – young people who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups. The 'knowing of knowledge' is no longer enough to succeed in the increasingly complex, fluid, and rapidly evolving world in which we live. In order to optimize life-long learning and potential success it is now widely accepted that young people need to have opportunities to develop personal capabilities and effective thinking skills as part of their well-rounded education (Northern Ireland Curriculum, 2000:1).

The aim of this study is to convince that teaching method has the influence in stimulating, directing, and maintaining students' motivation from the literatures published by educational researchers. The articles chosen are the educational articles and books which discuss teaching methods as an influential aspect in stimulating and sustaining student motivation. There are 10 literatures chosen and books based on the content which explain about the impact of teaching method on the students motivation. The oldest article was published in 1991 in the form of monograph and the latest article was published in 2017.

## **THEORY**

Learning is not only about knowing the knowledge anymore but how to be able to collaborate, communicate the ideas, to think critically, and to be creative. A teacher necessitates to developing the characters of students which can survive the rapid change of the century. It

can be done through systematic activities which motivate them to learn and understand the lesson and even to master a new skill. In the book titled *Motivation for Achievement* by M. Kay Alderman, it is delivered that optimum motivation will help students to develop self-regulation in themselves. Self-regulation includes intrinsic values, self-monitoring, and self-evaluation (Zimmerman in Alderman, 35, 2004). Moreover, students who own self-regulation is likely to maintain concentration in the face of obstacles (Corno in Alderman, 35, 2004). Further Alderman concluded that students with self regulation tend to learn on their own.

Optimum motivation involves personal qualities of motivation and classroom that supports and cultivates it (Alderman, 35; 2004). The inner motivation which comes naturally from student can be supported by the classroom environment. Classroom environment includes both the classroom atmosphere and the person who has the influence and capacity to create the environment. Every activity given by the teacher in class has role to support the intrinsic motivation of the students. A specific method conducted in the classroom regarding a topic in the classroom will cultivate the students intrinsic motivation to learn. Using appropriate method based on human development, meaningful, active, daily-life related activities is a way to maintain students' intrinsic motivation, even a reward would not be meaningful if the activity conducted in the classroom doesn't fit their autonomy or respect towards the activity (Ryan & Deci, 17: 2000). This is based on Ryan and Deci (17: 2000) through the theory of *Cognitive Evaluation Theory* (CET) which states that *as the informational aspect of rewards will be salient only if people feel a sense of autonomy with respect to the activity and/or its outcomes*.

According to Alderman (247:2004) intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge. Learning can stimulate intrinsic motivation, a learning which is well-planned, active, hands-on, learner-centered activities, and challenging is a strategy that can maintain the intrinsic motivation amongst the students. Added by Wu in his study that intrinsic motivation involves enjoyment in the learning process (Wu: 2003). Furthermore, in his study about intrinsic motivation in learning second language, intrinsic motivation is gained without coercion. Ryan & Deci (Wu: 2003) categorized intrinsic motivation into three kinds: 1) Intrinsic Motivation-Knowledge is the motivation for learning a new concept for the feelings associated with exploring new ideas and developing knowledge, 2) Intrinsic Motivation-Accomplishment refers to the sensations related to the attempt to master a task or to achieve a goal, 3) IM-Stimulation is related to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation, fun or excitement.

Alderman's theory is also convinced by Daniel Pink (Greenstein, 15: 2012) that autonomy, purpose, and mastery are the foundations of motivation and are best exemplified in student-focused classrooms, and they can reached by priming the brain for learning, helping it make meaning from new learning, and intrinsically recognizing the value of learning. How can the sense of autonomy be maintained? According to Spaulding (Wu: 2003), a predictable learning environment, a balance between challenging and easy tasks, instructional support, and the evaluation practice that emphasizes self-improvement are effective ways of improving learners' self-confidence. Convinced by Zimmerman (Wu: 2003) that to cultivate the sense of autonomy in learners, they should be provided with a moderate amount of freedom in choosing the content, methods, and performance outcomes of learning. Moreover, Paris and Byrnes (Wu: 2003) must be equipped by learning strategies. It is clear that teaching method will help maintain intrinsic motivation when it is chosen and fit the need of the students in the classroom.

Wu (2003) supported the previous studies through her longitudinal study about learning English as a second language that by creating a supportive learning environment and effectively intervening in the learning process, the intrinsic motivation of young foreign language learners could be stimulated from the beginning.

According to an article written by Malouff, et.al (2008), teaching method becomes a contributor to learning motivation as being stated in his article:

*"Students come into classes with various levels of motivation to learn. As teachers, we want our students to try hard to learn during the unit and to continue learning about the subject area after the class ends. Hence, we try to motivate our students to learn."*

Teacher's expectation during the learning process is the students will have high and stable motivation in order to understand the learning concept which is being taught. Hence, they will be able to achieve the target of learning outcomes. Malouff, et.al (3; 2008) formulated 12 ways to maintain student's motivation such as (1) making content relevant to student values and goals, (2) helping students achieve their goals through learning, (3) providing potent models of learning, (4) prompting and persuading students to learn, (5) establishing a positive relationship with students. (6) rewarding student achievement and learning efforts, (7) not de-motivating students, (8) enhancing student learning self-efficacy, (9) using engaging teaching methods, (10) using an appealing teaching style, (11) giving motivational feedback, and (12) monitoring student motivation levels and adjusting motivation methods as needed.

Point number 9 displays that using engaging teaching methods in the classroom helps students' motivation to learn maintained. Moreover, Malouff, et.al (5; 2008) breaks down the methods to apply the engaging teaching methods in the classroom. The methods are a) Give students as much choice as possible about how you help them learn, e.g., whether you assign group or individual projects. b) Create novel, surprising, or emotion-arousing learning events, such as the following. c) Use active learning methods such as the following: (1) Stimulate discussions. (2) Use Socratic teaching (ask the students questions about the topics being covered) (3) Assign hands-on or lab tasks. (4) Assign in-class writing, e.g., stating the most important thing the student learned in class today. (5) Give content quizzes, graded or not. (6) Give interesting home assignments. Methods of Motivational Teaching (7) Assign interesting projects, group or individual. (8) Ask students to teach each other in pairs. (9) Give students topic-related problems to solve or tasks to accomplish and ask them to form small groups in which to do the work. (10) Ask students to carry out a game-like activity relating to the topic, e.g., playing emotions charades in small groups to learn about nonverbal signs of emotions. (11) Ask students to apply learned principles in class and out. (12) Ask students to imagine themselves playing some part in a topic-relevant process, e.g., imagining themselves on the first day at a new school. It becomes clear that variation of teaching methods in the classroom trigger students excitement towards learning process. The same idea is also proposed by the Northern Ireland Curriculum that motivation to learn is affected by many aspects.

The Northern Ireland Curriculum reminds that some consideration must be taken along with the application of active methodologies, teachers must think of the age appropriateness of the method, students' awareness of learning objectives, the equal chance of participate in the activity, and the variety of the methods (2: 2000). Even a monograph published in 1991 had vision that teaching in the classroom must be reformed. Bonwell and Eison confirmed in their

monograph that one way lecturing is not effective anymore, and they offered another method; discussion. This idea was developed by the awareness that learning was not only about listening but also being involved in the activity in order to achieve deeper understanding and, of course, variation will grow enthusiasm (Bonwell & Eisen, 1991).

Based on the result of literature review written by), Yimaz, Sahin, dan Turgut (2017) teaching method became one of the most influential aspects to maintain students' motivation besides classroom management, parent communication and students' feature. Thus, effective technique, materials, and tools used in learning process have positive impact on students' motivation. As stated by Suhag (Yimaz, Sahin, dan Turgut; 2017) that motivation is a critical component of learning and plays a very important role in helping students become involved in academic activities. Motivation is defined as a situation that gives energy to behavior, directs and sustains it. It signs that motivation needs to be directed and sustained, hence teacher must have creative and innovative teaching methods to direct students' motivation in the learning process.

Varieties of learning models have been invented, designed, and applied in order to facilitate the need of learners who are dynamic and changing. From Inquiry learning, Problem-Based Learning, Cooperative Learning, to Contextual Learning. All learning models expect the learners to gain deeper understanding and even create a brand new idea from the learning process. The learning strategies apply kinds of learning methods to facilitate the difference needs of learners. Many methods have been tried in classrooms to see students' engagement academically, socially, and emotionally. Some learning methods are tested and believed to have positive impact to improve students understanding about the topic mentioned in the classroom. Jigsaw as one method from hundreds of cooperative learning methods have been known widely around the world. Jigsaw is a distinct teaching method that pushes learners to master the knowledge for themselves first and must be able to transfer the same understanding about the topic learnt among other learners.

Independence, group-work skill, appropriate-practice, ability to draw conclusions, make decisions, and communicate ideas properly are parts of the constructivism learning methods which build the interest of learners to explore the lesson. From the book of Active Learning (Northern Ireland Curriculum; 2000), it can be concluded that different methods applied in learning process can help students to learn more deeply and stimulate their motivation to learn.

The ideas of applying various, interactive, and appropriate methods in the classroom are the keywords to assure that they can sustain student's motivation. Every ideas and research result from the literatures become the proves that teaching methods have the influence in stimulating, directing, and sustaining motivation to learn. The result of this study is in the form of recommendations for educators in conducting their learning process in the 21<sup>st</sup> century.

The Educational researchers have agreed that to heighten student's motivation during learning process, it is a compulsory to apply active teaching methods in the classroom. Bonwell and Eison (1991) shared that there are many kinds of methods to activate active learning such as questioning and answering: according to Bonwell and Eison the questions can be divided into cognitive questions, convergent questions, divergent questions, and evaluative questions. It signs that the methods used in the classroom help students to be used to high order of thinking, even Bloom also suggested a hierarchy in questioning. Students feel the challenge in their learning process, variation of challenge through teaching methods cause the motivation to elevate.

Discussion is also suggested by Bonwell and Eison (1991) as one of the effective methods to influence student's motivation. Bligh (Bonwell and Eison: 1991) stated that an effective discussion is initiated by an individual work and then sharing in the small group. The length, size, and difficulty can gradually be heightened. Furthermore, they offered other teaching methods to activate active learning in the classroom such as visual-based learning, writing, problem solving, case study, guided design, computer-based instruction, cooperative learning, debate, drama, role play, simulating, games, and peer teaching.

Xinyi Wu (2003), in the study to find the impact of learning environment on the intrinsic motivation to learn English as a second language, found out that teaching methods was the significant predictor of Intrinsic motivation-knowledge, intrinsic motivation-Accomplishment, Intrinsic Motivation-Stimulation to learn English as a second language. Moreover, through ANOVA test, Wu figures out that age and gender has no effect to perceived competence yet teaching methods is powerful predictor of perceived competence and perceived autonomy. Furthermore, Wu proves that learners; in this case young learners, who have positive perceived competence and autonomy are potentially to be intrinsically motivated.

In a literature study from 165 articles conducted by Yilmaz, Sahin, dan Turgut (2003), it is found there are five categories that affect the student's motivation. The first category is teacher's classroom management skills, the second category is teacher teaching methods, parent communication, student feature, and school. They further explains that there are several variables which contribute to student's motivation such as teaching method and strategies used in the classroom, the use of instructional technologies, making topics interesting, the use of material, the establishment of student-centered classroom environment, the use of mobile technologies, integration of education and education with real life, the homework is appropriate with the students, to inform to the students about the goals of the course, select course resources from student's list, positive feedback. This result proves that teaching method has a major influence in student's intrinsic motivation.

Some educational psychologists from Australia (Malouff, et.al; 2008) have clearly stated that motivational teaching methods are developed from social cognitive theory, from psychotherapy methods such as motivational interviewing, from the suggestions of teaching experts, and from our own experiences as students and teachers. The Northern Ireland curriculum (2000) has published a book which openly says that active teaching methods in the classroom are expected to increase student's motivation and enthusiasm. This curriculum has offered and created more than fifty teaching methods for teachers to use in the classroom. Furthermore, this curriculum also suggests teacher's roles in the active classroom to be a learner's centered, process- centered learning, teacher as an organizer of knowledge, teacher as an "enabler" to facilitate the learners, holistic learning focus (Northern Ireland Curriculum; 2000).

## **CONCLUSION**

It can be concluded that 21<sup>st</sup> education teachers must see this result as a big issue in the classroom in order to stimulate and heighten student's motivation in the learning process. The conventional teaching methods are not sufficient anymore to support the needs of our students in this century. It is not only memorizing the knowledge from top to bottom of the textbook but also to internalize the skills of communication, collaboration, critical thinking, and creativity.

Therefore, I give some recommendations to the educators in order to create a qualified 21<sup>st</sup> century learner:

1. Understand the demand of human resources in 21<sup>st</sup> century that the world needs people who are able and brave to make a change not people who only can follow the instructions.
2. Having the perspective that teacher is a facilitator who helps, guides, monitors, and challenges the students to activate their potential in learning.
3. Developing an active learning classroom.
4. Applying many kinds of active learning teaching methods from different kinds learning models to trigger and maintain student's motivation.
5. Having the principle of the process and the result of learning has the equal value. Thus, creating a meaningful learning process for students is very important.

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