JOURNAL RESEARCH EDUCATION MAMMINASATA
Volume 1 Number 2 (2026) Page 174-180
ISSN : 3123-5018
DOI: https://doi.org/10.66303/pvje0776
Website: https://pp.jlikess.com/index.php/jmmm/index

STUDENT LEARNING MOTIVATION FROM AN EDUCATIONAL PSYCHOLOGY PERSPECTIVE LITERATURE REVIEW ON THEORY, DETERMINANT FACTORS, AND TEACHER INTERVENTION STRATEGIES

Motivasi Belajar Siswa Dari Perspektif Psikologi Pendidikan: Tinjauan Literatur Tentang Teori, Faktor Penentu, Dan Strategi Intervensi Guru

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ARTICLE INFO

Article History:
Received : 20/05/26
Revised form : 30/05/26
Accepted : 31/05/26
Published online : 06/06/26

Keywords
Self-efficacy;
Teacher;
motivation;
Psychology

Kata Kunci
Efikasi diri;
Guru;
Motivasi;
Psikologi

How to Cite: Sulolipu AA, Lipu AT. Student learning motivation from an educational psychology perspective literature review on theory, determinant factors, and teacher intervention strategies. *Journal Research Education Mamminasata*. 2026;1(2):174-180. doi:10.66303/pvje0776.

ABSTRACT

Learning motivation is a key factor in determining the quality of students' learning processes and outcomes and is a primary focus in educational psychology studies. Various theories and empirical findings indicate that learning motivation is influenced by complex interactions between internal factors in students and external factors in the learning environment, particularly the role of teachers. The purpose of this article is to comprehensively examine student learning motivation from an educational psychology perspective through a literature review covering key theories, determinants, and teacher intervention strategies. The method used is a literature review by examining relevant scientific articles, academic books, and reputable publications from 2000–2024. The results of the study indicate that self-determination theory, expectancy-value theory, and self-efficacy are the dominant conceptual frameworks in explaining learning motivation. Motivational determinants include self-efficacy, self-regulation, task value, the quality of teacher-student relationships, and classroom climate. Effective teacher intervention strategies include supportive learning for autonomy, formative feedback, cooperative learning, and a growth mindset approach. This study confirms that learning motivation is dynamic and can be enhanced through planned and theory-based pedagogical interventions specifically in economics education..

ABSTRAK

Motivasi belajar merupakan faktor kunci dalam menentukan kualitas proses dan hasil belajar peserta didik serta menjadi fokus utama dalam kajian psikologi pendidikan. Beragam teori dan temuan empiris menunjukkan bahwa motivasi belajar dipengaruhi oleh interaksi kompleks antara faktor internal peserta didik dan faktor eksternal lingkungan belajar, khususnya peran guru. Tujuan artikel ini adalah menelaah secara komprehensif motivasi belajar peserta didik dari perspektif psikologi pendidikan melalui kajian literatur yang mencakup teori-teori utama, faktor determinan, dan strategi intervensi guru. Metode yang digunakan adalah literature review dengan menelaah artikel ilmiah, buku akademik, dan publikasi bereputasi yang relevan dalam rentang tahun 2000–2024. Hasil kajian menunjukkan bahwa teori determinasi diri, teori nilai-harapan, dan efikasi diri merupakan kerangka konseptual dominan dalam menjelaskan motivasi belajar. Faktor determinan motivasi meliputi efikasi diri, regulasi diri, nilai tugas, kualitas relasi guru–siswa, serta iklim kelas. Strategi intervensi guru yang efektif mencakup pembelajaran suportif terhadap otonomi, umpan balik formatif, pembelajaran kooperatif, dan pendekatan growth mindset. Kajian ini menegaskan bahwa motivasi belajar bersifat dinamis dan dapat ditingkatkan melalui intervensi pedagogis yang terencana dan berbasis teori.

INTRODUCTION

Education is a fundamental process in the formation of quality human resources, and the success of this process cannot be separated from the role of student learning motivation. Learning motivation is understood as an internal and external drive that drives individuals to actively engage in learning activities, maintain effort, and achieve predetermined academic goals.[1] In the increasingly complex and challenging context of modern education, learning motivation is not merely a supporting variable, but a primary predictor that determines the quality of the learning process and outcomes of students at various levels of education.[2]Historically, the study of learning motivation in educational psychology has developed through various complementary theoretical approaches. Maslow's hierarchy of needs theory lays the foundation that human motivation is driven by hierarchical needs, ranging from physiological needs to self-actualization, which directly impacts student engagement in learning.[3] Furthermore, McClelland's achievement motivation theory asserts that individuals with a high need for achievement tend to exhibit stronger persistence and goal orientation in academic contexts.[4] Subsequent developments were marked by the emergence of Self-Determination Theory (SDT) proposed by Deci and Ryan, which distinguishes between intrinsic and extrinsic motivation and emphasizes the importance of fulfilling basic psychological needs of autonomy, competence, and relatedness in sustaining sustained motivation.[5] In addition, Bandura's self-efficacy theory makes an important contribution by showing that an individual's belief in their own abilities is a cognitive determinant that greatly influences academic motivation and behavior.[6]The factors that influence student learning motivation are multidimensional and complex. Internally, psychological conditions such as self-efficacy, goal orientation, interest, and emotional regulation have been consistently shown to correlate significantly with levels of learning motivation.[7] Externally, the quality of teacher-student interactions, classroom climate, parental involvement, and socioeconomic

conditions contribute to shaping students' motivational landscape.[8]

Cross-cultural research shows that these determinants do not operate uniformly, but vary depending on the cultural context, educational system, and demographic characteristics of students.[9]Regarding intervention strategies, various approaches have been developed and tested for their effectiveness to increase learning motivation. Classroom-based interventions such as cooperative learning, formative feedback, goal setting, and differentiated learning approaches have shown promising results in increasing students' intrinsic motivation.[90] The role of teachers as motivational agents has been proven to be crucial, where a teaching style that supports autonomy, the provision of positive reinforcement, and the teacher's ability to build warm emotional relationships with students contribute significantly to increasing learning motivation.[91]Although the study of learning motivation has progressed rapidly, several research gaps still require serious attention. First, most existing research still focuses on educational contexts in developed countries, so the generalizability of these findings to developing countries, including Indonesia, is still limited and requires further study.[12] Second, research that holistically integrates theoretical perspectives, determinants, and intervention strategies within a comprehensive analytical framework is still very rare.[13] Third, studies on the effectiveness of teacher intervention strategies that consider the diversity of student characteristics, including differences in age, gender, socioeconomic background, and learning styles, still require a more systematic and evidence-based synthesis.[14]Referring to these gaps, this article aims to conduct a comprehensive literature review on student learning motivation from an educational psychology perspective. Specifically, this review seeks to: (1) map and synthesize relevant and influential theories of learning motivation; (2) identify determinants that have consistently been shown to influence student learning motivation; and (3) evaluate various intervention strategies that can be implemented by teachers to effectively increase learning motivation. Thus, this article is expected to provide theoretical and practical contributions to the development of educational psychology and to improving the quality of learning practices in schools.

METHODS

This study employed a systematic literature review (SLR) approach, following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines.1[5] This approach was chosen because it allows for the identification, evaluation, and synthesis of findings from various relevant studies in a structured and transparent manner, resulting in comprehensive, evidence-based conclusions.1[6]

The literature search was conducted through several reputable electronic databases, including Google Scholar, PubMed, ERIC (Education Resources Information Center), Scopus, and PsycINFO. Keywords used in the search process included: "learning motivation," "student motivation," "educational psychology," "self-determination theory," "academic motivation," "teacher intervention," and "motivational strategies," both singly and in combination using Boolean operators (AND, OR).[17]

The inclusion criteria included: (1) articles published between 2000 and 2024; (2) written in English or Indonesian; (3) are peer-reviewed journal articles, academic textbooks, or scientific proceedings; and (4) have direct relevance to the topics of learning motivation, educational psychology theory, determinant factors, or teacher intervention strategies. Exclusion criteria included articles without a clear methodology, non-scientific publications, and studies not focused on the context of formal education[18]

The selection process was conducted through four stages: initial identification, screening based on title and abstract, eligibility based on full text, and final inclusion. Of the 312 articles identified, 14 core references were selected after a rigorous selection process based on predetermined criteria. Analysis was conducted thematically by identifying patterns, similarities, and differences between studies, then synthesizing these into three main themes: motivation theory, determinant factors, and teacher intervention strategies[19]

RESULTS AND DISCUSSION

Map of Learning Motivation Theory in Educational Psychology

The results of the literature synthesis indicate that learning motivation theory has developed significantly and can be mapped into three major waves. The first wave was dominated by a behaviorist approach that views motivation as a response to external stimuli in the form of rewards and punishments.[20] Skinner, through his operant conditioning, asserted that learning behavior can be shaped and strengthened through consequences systematically provided by the environment, including teachers and parents.[21] Although this approach proved effective in the short term, a major criticism arose because the motivation formed was extrinsic and fragile when reinforcement was discontinued.[22]

The second wave was characterized by the dominance of a cognitive approach that emphasized the role of mental processes in shaping motivation. Weiner's attribution theory explains how individuals' interpretations of academic success and failure, categorized based on the dimensions of locus, stability, and controllability, directly shape their expectations and subsequent motivation to learn.[23] Students who attribute failure to controllable internal factors such as effort tend to have more resilient motivation than those who attribute failure to external factors or fixed abilities. Similarly, Dweck's goal orientation theory distinguishes between a mastery goal orientation, which focuses on mastering competencies, and a performance goal orientation, which focuses on demonstrating abilities to others. The former has been shown to be more conducive to long-term learning motivation[24].

The third and most dominant wave in contemporary literature is the psychological needs-based approach to motivation, particularly Deci and Ryan's Self-Determination Theory (SDT).[5] SDT identifies three basic psychological needs: autonomy, competence, and relatedness, which, when met, drive the internalization of motivation from external regulation to fully internalized regulation, or true intrinsic motivation. A meta-analytic review by Vansteenkiste et al. A review of over 100 experimental studies confirms that autonomy-supportive learning environments consistently result in higher intrinsic motivation, engagement, and academic achievement than controlling environments.[25]

Determinants of Student Learning Motivation

The results of the thematic analysis identified the determinants of learning motivation into two main categories: internal and external factors, which interact dynamically to shape students' motivational profiles.

At the internal level, academic self-efficacy emerged as the strongest and most consistent predictor across cross-cultural studies.[6] Students with high self-efficacy demonstrated greater persistence, use of more adaptive learning strategies, and lower academic anxiety. Pajares' research confirms that self-efficacy is even more predictive of academic achievement than students' actual abilities.[26] In addition to self-efficacy, self-regulated learning has been shown to mediate the relationship between motivation and achievement, with students who are able to set goals, monitor progress, and evaluate their learning outcomes independently demonstrating more stable and sustained motivation.[7] Task interest and value are also significant internal determinants, as explained by Eccles through Expectancy-Value Theory, which states that students' perceptions of the importance, usefulness, and interest in an academic task directly influence their choices and level of engagement.[2]

At the external factor level, the quality of the teacher-student relationship dominates the findings as the most influential environmental variable. Teachers who are emotionally warm, responsive to students' needs, and able to create a psychologically safe classroom climate have been shown to significantly increase intrinsic motivation and academic engagement.[8] A classroom climate characterized by mutual respect, collaboration, and an appreciation for the process rather than just the outcome also contributes positively to students' mastery goal orientation.[24] On the other hand, family factors, particularly parenting styles that support autonomy and parental involvement in children's education, have been shown to have a significant influence on the internalization of learning values and intrinsic motivation, especially at

the elementary and secondary levels.[8] Family socioeconomic conditions also need to be considered, given that limited access to learning resources can hinder the development of motivation even though students have quite high cognitive potential.[9]

Teacher Intervention Strategies to Increase Learning Motivation

Literature findings consistently demonstrate that teachers play a crucial role in creating optimal motivational conditions in the classroom. Based on a synthesis of various intervention studies, several evidence-based strategies have been proven effective in increasing student learning motivation.

First, the autonomy-supportive teaching approach, a practical implementation of SDT, includes providing choice in academic assignments, explaining the rationale behind each learning activity, and acknowledging students' perspectives and feelings. Reeve demonstrated that teachers who consistently apply this approach are able to increase intrinsic motivation, creativity, and deeper conceptual understanding compared to teachers with a controlling teaching style.1[11] Second, providing specific, timely, and process-oriented formative feedback has been shown to strengthen self-efficacy and learning motivation. Feedback that emphasizes effort and strategies, rather than simply the end result, encourages students to adopt a more adaptive mastery goal orientation[23].

Third, implementing structured cooperative learning has been shown to meet the need for social connectedness while enhancing students' academic competence. Lazowski and Hulleman's meta-analysis of 74 motivational intervention studies found that theory-based interventions, particularly those integrating elements of SDT and self-efficacy theory, produced significant effect sizes on increasing motivation and academic achievement.13 Fourth, the application of growth mindset principles to learning practices, as developed by Dweck, demonstrated significant effectiveness in transforming students' beliefs about intelligence from a fixed entity to something that can be developed through effort and appropriate strategies.14

Overall, these literature findings confirm that learning motivation is not a static, innate trait, but rather a dynamic construct that can be influenced and enhanced through planned, theory-based pedagogical interventions. The integration of a strong theoretical understanding, identification of appropriate determinants, and systematic implementation of intervention strategies by teachers is key to creating a learning ecosystem that motivates and empowers every student.

CONCLUSION

Based on an analysis of 26 literature sources that underwent a rigorous selection process, three main conclusions can be drawn from this study.

First, learning motivation theory has developed through three major, complementary waves, from behavioristic, cognitive, and psychological needs-based approaches. Deci and Ryan's Self-Determination Theory (SDT) emerges as the most comprehensive and relevant theoretical framework in the contemporary educational context, as it holistically explains the dynamics of motivation through the fulfillment of three basic psychological needs: autonomy, competence, and relatedness.[5] This framework not only has a strong empirical foundation but also provides practical guidance that educators can immediately implement in designing conducive and motivational learning environments for each student.

Second, the determinants of learning motivation are multidimensional and operate interactively between internal and external dimensions. Academic self-efficacy, self-regulation, goal orientation, and task values are the internal determinants most consistently found across studies across cultures and educational levels.[6,7] Meanwhile, the quality of teacher-student relationships, a supportive classroom climate, parental involvement, and socioeconomic conditions are external determinants with equally significant influences. The dynamic interaction between these internal and external factors shapes each student's unique motivational profile, making intervention approaches that are personalized, contextual, and responsive to the diversity of student characteristics a necessity in quality educational practice.

Third, various evidence-based intervention strategies have been proven effective in increasing student learning motivation. Autonomy-supportive teaching

approaches, providing process-oriented formative feedback, cooperative learning, and applying growth mindset principles are the strategies with the strongest empirical support.[13,24] These findings strongly emphasize that learning motivation is not a static, given variable, but rather a dynamic construct that can be shaped and developed through planned and systematic pedagogical interventions.

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