JOELI: Journal of Educational and Learning Innovation
Vol. 2, No. 2, November 2025 pp. 116 – 127
ISSN: 3063-3966 *(online)*

Learning Motivation From an Educational Psychology Perspective: Concepts, Dynamics, and Strategies for its Development

Aydil Akbar[1], Muslim Affandi[2], Mhd. Subhan[3]

[1] Magister Pendidikan Agama Islam, Pascasarjana UIN Sultan Syarif Kasim Riau, Indonesia.
[2,3] Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

Article Info

Artikel History
Received : 05 May 2026
Reviewed : 08 May 2026
Accepted : 28 May 2026

Keywords:
Learning Motivation
Educational Psychology
Intrinsic Motivation
Self-regulation
Digital Learning

ABSTRACT

Learning motivation is an important psychological factor influencing students' engagement, persistence, and academic achievement. This article aims to analyze learning motivation from the perspective of educational psychology by examining its concepts, dimensions, functions, and strategies for enhancement in contemporary education. This study employed a qualitative approach using systematic literature review design. Literature data were collected from scientific publications published between 2016 and 2025 and analyzed using content analysis techniques. The findings indicate that learning motivation is a multidimensional construct shaped by psychological needs, cognitive perceptions, social interaction, and learning environments. This study also highlights that learning motivation in modern education requires an integrative perspective combining Self-Determination Theory, Expectancy-Value Theory, and self-regulated learning. The article proposes a conceptual synthesis emphasizing autonomy support, competence development, task relevance, and adaptive learning environments as key factors in fostering sustainable learning motivation.

Please cite this article APA style as:
Akbar, A., Affandi, M., & Subhan, M. (2026). Learning Motivation From an Educational Psychology Perspective: Concepts, Dynamics, and Strategies for its Development. *JOELI: Journal of Educational and Learning Innovation*. 2(2), pp. 116-127.

Corresponding Author:
Aydil Akbar
Magister Pendidikan Agama Islam, Pascasarjana UIN Sultan Syarif Kasim Riau, Indonesia
**Email Correspondence:* 22590112733@students.uin-suska.ac.id

1. Introduction

Learning motivation is one of the most crucial psychological determinants of success in the educational process. In the context of contemporary learning, motivation is no longer understood merely as a drive to earn grades or complete assignments, but rather as a psychological force that guides students' engagement,

perseverance, and self-regulation. However, various phenomena in the field indicate that low learning motivation remains a significant issue, characterized by minimal active participation, low persistence in the face of difficulties, and a learning orientation that tends to be instrumental.

This problem becomes increasingly complex in the context of 21st-century education, which demands independent learning, creativity, and critical thinking skills. When students learn solely due to external pressure or evaluation demands, learning tends to be superficial and unsustainable. Recent studies indicate that autonomous motivation has a stronger association with academic engagement and learning resilience compared to motivation entirely controlled by external factors (Ryan & Deci, 2017). This underscores that the quality of motivation is more important than the level of motivation itself

In addition, low motivation to learn is often influenced by instructional designs that do not provide sufficient autonomy, a lack of constructive feedback, and the irrelevance of the material to students' real lives. When students do not see the meaning or value of learning activities, their expectations of success and the intensity of their effort will decrease (Eccles & Wigfield, 2020). Thus, learning motivation cannot be separated from students' cognitive perceptions of the value of tasks and their beliefs about their own abilities.

On the other hand, research over the past decade indicates that learning motivation is positively correlated with academic engagement, self-regulation, and learning outcomes (Schunk & DiBenedetto, 2020; Howard et al., 2021). These findings reinforce the role of motivation as a strategic variable in improving the quality of learning. However, some studies still address motivation in a fragmented manner, for example, by focusing solely on the distinction between intrinsic and extrinsic motivation without comprehensively integrating the dimensions of psychological needs, cognitive perceptions, and social context.

Given these issues, a more integrative study of learning motivation from an educational psychology perspective is needed. This article aims to analyze the concept of learning motivation, examine its intrinsic and extrinsic dynamics, and formulate strategies for its development based on a synthesis of current theories and empirical findings. Through this approach, it is hoped that a conceptual framework will be obtained that is not only theoretically robust but also practically relevant for the development of meaningful and sustainable learning.

This article offers an integrative conceptual synthesis of learning motivation by combining contemporary perspectives from Self-Determination Theory, Expectancy-Value Theory, and self-regulated learning within the context of modern education. Unlike previous studies that tend to discuss learning motivation in a fragmented manner, this study positions motivation as a multidimensional and dynamic construct influenced by psychological needs, cognitive perceptions, social interaction, and digital learning environments.

The novelty of this article lies in its effort to reconstruct learning motivation not merely as an internal psychological drive, but as an adaptive psychological system closely related to student autonomy, learning engagement, self-regulation, and the transformation of contemporary education in the digital era. This article also emphasizes the relevance of motivational theory in student-centered learning, independent learning, and technology-assisted education.

2. Method

This study employed a qualitative approach using a systematic literature review design to analyze learning motivation from the perspective of educational psychology. The review focused on scientific publications discussing concepts, dimensions, principles, and strategies for enhancing learning motivation in contemporary educational contexts. Literature sources were obtained from several academic databases, including Google Scholar, Scopus, ERIC, and ScienceDirect.

The literature search was conducted using keywords such as "learning motivation," "intrinsic motivation," "extrinsic motivation," "educational psychology," "self-determination theory," and "student engagement." The search was limited to publications published between 2016 and 2025 to ensure the relevance and novelty of the references used. The inclusion criteria covered peer-reviewed journal articles, academic books, and empirical studies discussing learning motivation in educational settings, while publications not directly related to educational psychology or lacking academic credibility were excluded.

The article selection process was carried out through identification, screening, eligibility assessment, and final selection stages adapted from the PRISMA framework. From the initial search results, 47 articles were identified, of which 26 articles met the relevance and quality criteria for analysis. The collected data were analyzed using content analysis techniques to identify conceptual patterns, theoretical similarities and differences, research gaps, and integrative perspectives related to learning motivation.

The findings from the selected literature were then synthesized critically and systematically to construct an integrative conceptual framework regarding the dynamics of learning motivation in modern education. This approach enabled the study not only to describe theories of motivation but also to evaluate their relevance, limitations, and implications for contemporary learning practices, particularly in digital and student-centered learning environments.

3. Results and Discussion

a. Definition of Learning Motivation

Learning motivation is a psychological construct that explains why and how students engage in learning activities. In modern educational psychology, motivation is not understood merely as a drive to achieve results, but as a dynamic process that directs, activates, and sustains learning behavior over a specific period (Schunk & DiBenedetto, 2020). Thus, motivation is directly related to the intensity of effort, persistence, and the quality of student engagement in learning. Conceptually, learning motivation involves the interaction between internal and external factors. Internal factors include interest, the need for achievement, personal goals, and self-efficacy beliefs, while external factors encompass the learning environment, teacher support, and the evaluation system. This perspective emphasizes that motivation is not a static, innate trait but rather develops through learning experiences and the accompanying social context (Ryan & Deci, 2017). Within the framework of Expectancy-Value Theory, motivation is influenced by two main components: the expectation of success and the perceived value of the task (Eccles & Wigfield, 2020). Students who believe they can complete a task and view the task as meaningful tend to demonstrate higher levels of engagement in learning. Conversely, low self-confidence or the perception that a task is irrelevant can reduce

the intensity of motivation. Furthermore, learning motivation is closely linked to self-regulated learning. Motivated individuals not only possess a desire to learn but are also capable of planning strategies, monitoring the process, and evaluating learning outcomes independently (Howard et al., 2021). In this context, motivation serves as the foundation for the development of academic independence and resilience in facing learning challenges.

Recent studies in the context of Indonesian education also indicate that learning motivation is positively associated with study discipline, classroom engagement, and student academic achievement (Rahman, 2022; Sari, 2023). This suggests that motivation functions not only as an internal psychological factor but also as a strategic variable in improving the quality of learning. Based on the above discussion, learning motivation can be defined as a multidimensional psychological process involving cognitive, affective, and social aspects, which serves to direct and sustain learning behavior toward the achievement of academic goals. With this understanding, motivation is not merely viewed as a fleeting impulse, but rather as a psychological force that determines the quality and sustainability of the learning process.

b. Intrinsic and Extrinsic Motivation

Discussions regarding learning motivation in educational psychology cannot be separated from the distinction between intrinsic and extrinsic motivation. These two types of motivation represent different sources of drive within the learner. Intrinsic motivation refers to engagement in learning activities driven by interest, curiosity, and personal satisfaction derived from the learning process itself. Conversely, extrinsic motivation arises due to external factors such as grades, rewards, punishments, or social demands (Ryan & Deci, 2017). Intrinsic motivation is characterized by a focus on the process, rather than solely on the outcome. Students with intrinsic motivation tend to show a strong interest in the subject matter, enjoy academic challenges, and demonstrate greater perseverance when facing difficulties. They learn because the activity is perceived as meaningful and psychologically rewarding. In the long term, intrinsic motivation correlates with deeper academic engagement and better quality of understanding (Howard et al., 2021). Conversely, extrinsic motivation is oriented toward external consequences. The drive to learn arises due to specific rewards or pressures. In the context of formal education, extrinsic motivation often manifests through grading systems, academic competitions, or the expectations of parents and teachers. Although it is often considered less ideal than intrinsic motivation, extrinsic motivation still serves an important function within the educational structure, particularly during the early stages of establishing learning habits (Schunk & DiBenedetto, 2020).

However, recent theoretical developments suggest that the intrinsic–extrinsic dichotomy is not black and white. Self-Determination Theory explains that extrinsic motivation can undergo a process of internalization, that is, a shift in regulation from external to more autonomous (Ryan & Deci, 2017). This means that students who initially study due to the pressure of grades can gradually internalize the importance of learning, so that the activity becomes part of their personal value system. In this context, extrinsic motivation has a spectrum of regulation, ranging from external regulation (entirely controlled by external factors), introjected

regulation (based on internal pressures such as guilt), identified regulation (recognizing the importance of the task), to integrated regulation (aligned with self-worth). The higher the level of internalization, the greater the quality of motivation produced. This approach provides a more comprehensive understanding of how the educational environment can shape the quality of student motivation. Research over the past decade has shown that the dominance of controlling extrinsic motivation can reduce long-term interest in learning and increase rewards (Cerasoli et al., 2016; Howard et al., 2021). Therefore, the use of rewards in learning must be carefully designed so as not to shift students' focus from the meaning of learning to merely achieving results.

On the other hand, intrinsic motivation does not always arise automatically. A learning environment that is too rigid, lacks participation, or is irrelevant to students' lives can hinder the development of internal interest. Therefore, support for autonomy, the provision of constructive feedback, and the presentation of contextualized material are crucial factors in fostering intrinsic motivation (Ryan & Deci, 2017). In 21st-century learning, which emphasizes creativity, problem-solving, and self-directed learning, intrinsic motivation plays an increasingly strategic role. Intrinsically motivated students tend to have a high level of curiosity and are better prepared to face change and the complexity of knowledge. However, a balanced integration of intrinsic and extrinsic motivation remains necessary to ensure that the education system remains structured and focused.

Thus, intrinsic and extrinsic motivation are not mutually exclusive entities, but rather two sources of psychological energy that can complement each other. The main challenge in educational practice is how to manage external factors so that they support, rather than hinder, the development of more autonomous and sustainable motivation. Although extrinsic motivation plays an important role in structured educational systems, excessive dependence on rewards, grades, and academic competition may create superficial learning orientations. Students may become more focused on performance outcomes than on meaningful understanding. In digital learning environments, this tendency becomes increasingly visible through achievement-based systems, instant feedback culture, and performance comparison on online platforms.

On the other hand, purely intrinsic motivation is also difficult to sustain without adequate instructional support. Students in modern learning environments face distractions, cognitive overload, and declining attention spans due to technology exposure. Therefore, contemporary educational psychology should no longer position intrinsic and extrinsic motivation as opposing constructs, but rather as complementary dimensions requiring balanced instructional management. This indicates that motivation theories developed in conventional classroom contexts need to be reinterpreted in response to current educational transformations, particularly digital learning, artificial intelligence integration, and self-directed learning systems.

c. Principles of Learning Motivation

Learning motivation does not arise by chance but develops through specific psychological principles that can be designed and managed within the learning process. From the perspective of contemporary educational psychology, the principle of motivation is no longer understood merely as the provision of

incentives or rewards, but as a systematic effort to create learning conditions that meet students' psychological and cognitive needs (Ryan & Deci, 2017). The first principle is the principle of autonomy. Students tend to demonstrate higher motivation when they feel they have control over their learning process. Autonomy does not mean unlimited freedom, but rather the provision of space to choose strategies, express opinions, or determine approaches to completing tasks. Support for autonomy has been shown to increase motivation that is more internal and sustainable (Ryan & Deci, 2017). Conversely, overly controlled learning can reduce the quality of motivation.

The second principle is the principle of competence. Motivation to learn develops when students feel capable and can succeed. Perceptions of one's own abilities, or self-efficacy, significantly determine the intensity of students' effort and perseverance (Schunk & DiBenedetto, 2020). Therefore, assigned tasks should be challenging yet realistic in difficulty. Constructive feedback also plays a role in reinforcing this sense of competence. The third principle is social relatedness. Positive relationships between teachers and students, as well as a supportive classroom atmosphere, provide a sense of psychological safety. When students feel valued and accepted in the learning environment, they tend to demonstrate more active engagement. A supportive social environment contributes to increased motivation that is more autonomous and stable (Howard et al., 2021).

The fourth principle is the relevance and value of the task. Students will be more motivated if they understand the benefits and significance of the material being studied. Within the framework of Expectancy-Value Theory, the perception of a task's value is one of the primary determinants of motivation (Eccles & Wigfield, 2020). Therefore, teachers need to connect the material to real-life contexts so that students can see the connection between their learning and their future goals. The fifth principle is constructive, process-oriented feedback. Feedback that emphasizes strategies and effort, rather than just the result, can boost students' motivation and self-confidence. An emphasis on growth (growth-oriented feedback) encourages students to view mistakes as part of the learning process, rather than as permanent failures (Schunk & DiBenedetto, 2020).

In addition, the principle of goal orientation also plays a significant role. Students with a mastery goal orientation tend to be more motivated to understand the material in depth compared to students who are oriented solely toward performance or social comparison. A mastery goal orientation is positively correlated with perseverance and adaptive learning strategies (Howard et al., 2021). Thus, the principles of learning motivation reflect the integration of psychological needs, cognitive perceptions, and social context. Motivation is not sufficiently fostered through the provision of external incentives, but through instructional design that allows for autonomy, strengthens competencies, creates supportive relationships, and instills meaning in learning activities. The consistent application of these principles will foster a more autonomous and sustainable form of motivation.

d. The Role of Motivation in Learning

In educational psychology, motivation is not only viewed as a factor that triggers learning behavior but also plays a strategic role in determining the

direction, intensity, and sustainability of the learning process. Motivation functions as the psychological energy that drives individuals to initiate learning activities and sustain them until goals are achieved (Schunk & DiBenedetto, 2020). Without motivation, students' cognitive potential is difficult to realize optimally. The first function of motivation is to direct learning behavior. Motivation helps students set academic goals and select activities relevant to those goals. Within the framework of goal theory, students with a mastery-oriented goal tend to direct their energy toward deep understanding and the enhancement of competencies, rather than merely achieving grades (Howard et al., 2021). Thus, motivation acts as a compass that determines an individual's learning orientation.

The second function is to activate and increase the intensity of effort. Motivation influences the amount of energy students devote to completing tasks. Students who have confidence in their abilities and view tasks as valuable will demonstrate greater effort (Eccles & Wigfield, 2020). Conversely, low expectations of success often lead to minimal participation and effort in learning. The third function is to maintain persistence. In the learning process, students inevitably face obstacles, difficult material, and temporary setbacks. Motivation plays a role in maintaining consistent effort despite these challenges. Individuals with more autonomous motivation tend to demonstrate greater resilience compared to those driven solely by external pressure (Ryan & Deci, 2017).

The fourth function is to support self-regulation. Strong motivation encourages students to plan learning strategies, monitor their progress, and evaluate their results independently. This process of self-regulation is a key element of effective learning, particularly in the context of self-directed learning and project-based learning (Howard et al., 2021). Without motivation, self-regulation skills are unlikely to develop consistently. The fifth function is to improve the quality of learning outcomes. Motivation affects not only the quantity of effort but also the quality of information processing. Intrinsically motivated students tend to use deep learning strategies rather than surface learning strategies. This leads to stronger conceptual understanding and more stable long-term memory (Schunk & DiBenedetto, 2020).

Furthermore, motivation also serves as a mediator between the learning environment and academic performance. A supportive learning environment can enhance motivation, which in turn leads to increased engagement and learning outcomes. In other words, motivation acts as a mediating variable that explains how instructional design influences students' academic achievement. Thus, the function of motivation in learning is multidimensional: it directs goals, activates effort, sustains perseverance, supports self-regulation, and improves the quality of learning outcomes. Therefore, motivation cannot be viewed as an additional factor in education, but rather as a core component that determines the overall effectiveness of the learning process.

e. Forms of Learning Motivation

In educational practice, learning motivation does not arise solely from internal drives but is also reflected through various forms of stimulation and strategies implemented in the learning process. These forms of motivation can be psychological or pedagogical, depending on how teachers design learning interactions in the classroom. Understanding these forms of motivation is crucial so

that the strategies employed do not merely encourage fleeting engagement but also foster sustainable motivation (Ryan & Deci, 2017). One of the most common forms of motivation is the provision of rewards. Rewards can take the form of grades, praise, certificates, or other forms of recognition. To a certain extent, rewards are effective in increasing participation and encouraging desired behavior, especially in the early stages of establishing learning habits (Schunk & DiBenedetto, 2020). However, if used excessively and in a controlling manner, rewards can shift the orientation of learning from internal meaning toward merely achieving external outcomes.

The second form is verbal reinforcement and positive feedback. Praise that focuses on effort, strategy, and progress is more effective than praise that emphasizes only innate ability. Constructive feedback can reinforce students' perception of their competence and enhance their self-efficacy (Howard et al., 2021). Thus, this form of motivation not only boosts enthusiasm for learning but also builds confidence in one's own abilities. The third form is academic competition. Competition can generate a drive to achieve and increase learning effort. However, competition that places too much emphasis on social comparison risks diminishing the motivation of students who are less academically accomplished. Therefore, competition should be directed toward achieving personal standards (self-improvement) rather than merely outperforming others (Eccles & Wigfield, 2020).

The fourth form involves providing academic challenges. Challenging yet realistic tasks can spark curiosity and increase engagement in learning. An appropriate level of difficulty helps students experience success, which reinforces motivation. Conversely, tasks that are too easy or too difficult can reduce interest in learning and self-confidence (Schunk & DiBenedetto, 2020). The fifth form is contextual and meaningful learning. When material is linked to students' real-life experiences, their perceived value of the task increases. Within the framework of Expectancy-Value Theory, an increase in the perceived value of a task directly impacts increased motivation (Eccles & Wigfield, 2020). Learning relevant helps students see the connection between the knowledge they are learning and their daily lives.

Additionally, active engagement in the learning process, such as group discussions, collaborative projects, and problem-based learning, also serves as an effective form of motivation. Such activities provide space for autonomy while fostering a sense of social connectedness, both of which are fundamental psychological needs in Self-Determination Theory (Ryan & Deci, 2017). Thus, forms of learning motivation reflect the variety of strategies that can be employed in learning. However, their effectiveness depends heavily on how they are implemented and the context in which they are used. Forms of motivation that emphasize only external aspects without fostering internal meaning risk producing shallow and unsustainable motivation. Therefore, motivational strategies should focus on enhancing the quality of motivation, not merely increasing its intensity.

f. Efforts to Enhance Learning Motivation

Efforts to enhance learning motivation cannot be achieved through a single approach or merely by providing verbal encouragement. From the perspective of modern educational psychology, enhancing motivation requires a learning design

that systematically addresses students' psychological needs, strengthens self-confidence, and fosters a sense of value regarding learning activities. Strategies for increasing motivation must be oriented toward the quality of autonomous motivation, not merely the intensity of momentary motivation (Ryan & Deci, 2017). The first strategy is to provide support for autonomy in learning. Teachers can offer choices regarding assignments, problem-solving methods, or project topics, so that students feel they have control over their learning process. Supporting autonomy has been shown to increase intrinsic motivation and academic engagement because students do not feel forced but are driven by personal awareness (Ryan & Deci, 2017). An overly controlling environment, on the other hand, risks diminishing the quality of motivation.

The second strategy is to strengthen students' self-efficacy. Belief in one's own abilities significantly determines the intensity of effort and perseverance in learning. Teachers can enhance self-efficacy through progressive assignments, constructive feedback, and recognition of progress made. Strong self-efficacy correlates with persistence and the use of more adaptive learning strategies (Schunk & DiBenedetto, 2020). The third strategy is to foster a mastery goal orientation. Students need to be guided to focus on understanding and developing competencies, rather than merely achieving grades. A mastery goal orientation promotes deeper engagement and resilience in the face of failure. Research shows that a mastery goal orientation is positively associated with self-regulation and effective learning strategies (Howard et al., 2021).

The fourth strategy is to increase the relevance of learning materials. Materials linked to real life, future needs, or students' personal experiences will enhance the perceived value of tasks. Within the framework of Expectancy-Value Theory, perceived value is a primary determinant of motivation (Eccles & Wigfield, 2020). Therefore, contextualizing materials is a crucial step in fostering meaningful motivation. The fifth strategy is to create a supportive and collaborative classroom environment. Positive interpersonal relationships between teachers and students, as well as among students, provide a sense of psychological safety that fosters engagement in learning. A supportive social environment helps students develop more stable and autonomous motivation (Ryan & Deci, 2017).

The sixth strategy is to provide feedback focused on process and progress. Feedback that emphasizes strategies, effort, and progress helps students understand that skills can be developed through practice and perseverance. This approach fosters a growth mindset, which is linked to motivation and academic resilience (Schunk & DiBenedetto, 2020). Overall, efforts to enhance learning motivation require the integration of support for autonomy, reinforcement of competencies, task relevance, and a positive social environment. Motivation cannot be forced through external pressure but must be cultivated through meaningful and empowering learning experiences. With a planned and theory-based approach, learning motivation can develop into a psychological force that drives sustained and high-quality learning.

g. Integrative Conceptual Synthesis of Learning Motivation

The development of learning motivation theories in educational psychology demonstrates that motivation is a complex and multidimensional construct. However, many previous studies tend to examine motivation from separate

perspectives, such as intrinsic and extrinsic motivation, cognitive expectations, or self-regulated learning, without integrating these dimensions into a comprehensive conceptual framework. As a result, understanding motivation of learning often becomes fragmented and less responsive to the dynamics of contemporary education. Therefore, an integrative conceptual synthesis is necessary to construct a broader understanding of how motivation develops and functions within modern learning environments. From the perspective of Self-Determination Theory, learning motivation is strongly influenced by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2017). Students tend to demonstrate higher engagement and persistence when they feel they have control over their learning process, believe in their abilities, and experience positive social relationships within the learning environment. This perspective emphasizes that motivation is not merely the result of external reinforcement but develops through psychologically supportive learning experiences.

Meanwhile, Expectancy-Value Theory explains that motivation is shaped by students' expectations of success and the value they assign to learning tasks (Eccles & Wigfield, 2020). Students are more likely to engage actively in learning activities when they perceive the material as meaningful, relevant, and beneficial for their future goals. This perspective highlights the cognitive dimension of motivation, where students continuously evaluate both their ability to succeed and the importance of the learning activity itself. In addition, the perspective of self-regulated learning emphasizes that motivation is closely connected with students' ability to manage and control their own learning processes. Motivation not only initiates learning behavior but also supports planning, monitoring, evaluation, and persistence in achieving academic goals (Zimmerman & Schunk, 2017). Therefore, motivated students are generally more capable of developing independent learning habits, adaptive strategies, and academic resilience.

Although these theories provide important explanations regarding learning motivation, most of them were developed within conventional classroom contexts. Contemporary educational transformation characterized by digital learning environments, technology integration, artificial intelligence, and flexible learning systems has created new psychological and pedagogical challenges. Students today face information overload, reduced attention spans, instant gratification culture, and increased dependence on digital technology. These conditions indicate that traditional motivational approaches may no longer be sufficient to explain students' learning behavior in modern educational settings. Based on this analysis, learning motivation in contemporary education can be understood as the interaction between four major dimensions: psychological needs, cognitive perceptions, social learning environments, and digital learning adaptation. Psychological needs include autonomy, competence, and relatedness; cognitive perceptions involve expectancy and task value; social environments refer to teacher support and classroom interaction; while digital adaptation concerns students' ability to manage technology-based learning environments. These dimensions interact dynamically in shaping engagement, self-regulation, persistence, and academic achievement. Therefore, effective strategies for enhancing learning motivation should not rely solely on external reinforcement or academic rewards. Modern educational

practices need to integrate autonomy-supportive learning, meaningful learning experiences, adaptive technology use, collaborative interaction, and self-regulated learning development. Through this integrative perspective, learning motivation can be reconstructed not merely as an internal psychological drive, but as an adaptive psychological system that supports sustainable learning in contemporary education.

4. Conclusions

Learning motivation is a multidimensional psychological process that plays a role in directing, activating, and sustaining students' learning behavior. The quality of motivation, particularly autonomous motivation, is a key factor in determining engagement, perseverance, self-regulation, and academic achievement. Therefore, motivation cannot be understood merely as a fleeting impulse but rather as the foundation that determines the effectiveness of learning.

Enhancing learning motivation requires instructional designs that support autonomy, strengthen competencies, foster the relevance of content, and create a supportive classroom climate. Integrating these principles enables the development of more meaningful and sustainable motivation, ensuring that learning is not only outcome-oriented but also focused on students' academic and psychological development.

5. References

Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2016). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. *Psychological Bulletin, 142*(10), 980–1008. https://doi.org/10.1037/bul0000060

Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology, 61*, 101859. https://doi.org/10.1016/j.cedpsych.2020.101859

Howard, J. L., Bureau, J. S., Guay, F., Chong, J. X. Y., & Ryan, R. M. (2021). Student motivation and associated outcomes: A meta-analysis from self-determination theory. *Perspectives on Psychological Science, 16*(6), 1300–1323. https://doi.org/10.1177/1745691620966789

Rahman, A. (2022). Motivasi belajar dan pengaruhnya terhadap keterlibatan akademik siswa. *Jurnal Pendidikan dan Psikologi, 18*(2), 112–124.

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.

Sari, N. (2023). Hubungan motivasi belajar dengan hasil belajar siswa pada pembelajaran abad ke-21. *Jurnal Ilmiah Pendidikan, 9*(1), 45–56.

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology, 60*, 101832. https://doi.org/10.1016/j.cedpsych.2019.101832

Suprihatin, T. (2021). Peran motivasi dalam meningkatkan hasil belajar peserta didik. *Jurnal Psikologi Pendidikan, 14*(1), 67–78.

Sutrisno, H. (2024). Motivasi belajar dalam perspektif psikologi pendidikan kontemporer. *Alfihris: Jurnal Kajian Pendidikan Islam, 2*(3), 61–68.

Wahyuni, S. (2020). Strategi guru dalam meningkatkan motivasi belajar siswa. *Jurnal Pendidikan Modern, 6*(3), 201–210.

Yusuf, M., & Arifin, Z. (2019). Motivasi intrinsik dan ekstrinsik dalam pembelajaran. *Jurnal Ilmu Pendidikan, 24*(2), 134–145.

Zimmerman, B. J., & Schunk, D. H. (2017). Self-regulated learning and academic achievement: Theoretical perspectives. In D. H. Schunk & J. A. Greene (Eds.), *Handbook of self-regulation of learning and performance* (2nd ed., pp. 1–16). Routledge.