

Academic Motivation Among Nusa Cendana University Students

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Academic motivation is an internal and external drive that influences students' academic efforts and achievements, so it is important to measure it from the beginning of the lecture because it is closely related to learning engagement and academic success. Early monitoring of academic motivation allows higher education institutions to provide appropriate support for students who are at risk of experiencing a decline in motivation. This study aims to analyze the academic motivation of Nusa Cendana University students in the 2024 academic year. This study uses a descriptive quantitative approach with 361 active Nusa Cendana University students as respondents, consisting of 147 male students and 214 female students. Respondents were selected using *purposive sampling*, with respondents divided by study program using *proportionate stratified sampling*. Data collection was conducted through questionnaires. The results showed that the academic motivation of Nusa Cendana University students was generally in the moderate category. Moderate academic motivation was most commonly found in 19-year-old students, as well as in male and female students without any significant differences. Variations in academic motivation were found between faculties and study programs, with FAPERTA having the highest proportion of moderate motivation, FISIP showing a prominent proportion of low motivation, and FEB being dominated by high motivation. In terms of motivation, extrinsic motivation was the most dominant aspect, indicating that students' academic motivation was more influenced by external factors. The results of this study are expected to be taken into consideration by institutions in designing academic policies and programs that support the improvement of intrinsic motivation, as well as a reference for further research with more diverse approaches and variables.

Keywords: Academic Motivation, Extrinsic Motivation, Intrinsic Motivation, Students

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1. Introduction

Motivation is a drive that comes from internal and external factors that encourage individuals to behave or engage in activities that lead to improvement (Uno, 2016). In the context of education, motivation plays an important role because it has a significant effect on the success of the learning process of students (Marvianto & Widhiarso, 2019). This is reinforced by Ahmad's (2024) findings, which show that academic motivation has a positive relationship with good study habits and student academic achievement. Thus, academic motivation is a key factor in determining the quality and results of student learning.

Academic motivation encompasses beliefs and behaviors that influence learning achievement and well-being, including beliefs about self-efficacy, self-regulation, engagement in learning, understanding the value of learning, goal setting, resilience in the face of challenges, and adaptability (Kotera, Taylor, Fido, Williams, Tsuda-McCaie, & Freya, 2021). The two main forms of motivation that influence learning behavior are intrinsic and extrinsic motivation. According to Deci, Vallerand, Pelletier, and Ryan (1991), intrinsic motivation arises from an internal drive to enjoy the learning process, while extrinsic motivation is instrumental and driven by external goals or consequences.

Self-Determination Theory proposed by Deci and Ryan (1985) explains that academic motivation can be intrinsic, extrinsic, or amotivated, which is a condition where individuals have no drive to act. These different types of motivation affect student engagement and learning success. New students are in a transition period from school to college, which requires independence and role adjustment, thereby affecting their learning methods, social relationships, and daily routines (Worsley, Harrison, & Cocoran, 2021). Adaptation challenges such as academic demands, time management, and new responsibilities can cause stress and reduce initial performance if not managed properly (Gosai, Tuibeqa, & Prasad, 2023).

Knowing the level of academic motivation of students from the outset is important because motivation is closely related to academic engagement and success. Early monitoring allows universities to provide support to students who are at risk of academic difficulties (Chen, Zhu, Xiao, & Que, 2023; Edgar, Carr, Connaughton, & Calenza, 2019). An initial survey of 2024 Psychology students at Nusa Cendana University showed that most students were in the moderate academic motivation category, while only a small proportion had high or low motivation. These findings raise questions about the academic motivation of students in other study programs at Nusa Cendana University.

The low proportion of highly motivated students is a concern because intrinsic motivation is positively associated with academic engagement, psychological well-being, and academic achievement, while amotivation is associated with poor academic outcomes (Howard, Bureau, Guay, Chong, & Ryan, 2021). Although the number of students with low motivation is relatively small, this group remains at risk of academic failure if they do not receive adequate support. Research by Bureau, Howarda, Chong, and Guay (2022) shows that autonomy support can significantly increase students' intrinsic motivation.

Research on the academic motivation of Nusa Cendana University students is still limited and does not cover all study programs. Research by Lobo (2023) only reviewed some students, so it does not represent the overall condition. Therefore, research covering all Nusa Cendana University students is needed to obtain a comprehensive picture of academic motivation and to form the basis for developing policies and learning programs that are in line with the characteristics of students.

This study has the general objective of analyzing the level of academic motivation among UNDANA students. More specifically, this study aims to: (1) Determine the level of academic motivation based on various aspects among UNDANA students. (2) Determine differences in motivation levels based on demographic factors such as gender, age, faculty, and study program.

2. Research Method

This study focuses on one main variable, namely academic motivation. This variable was chosen because it is considered capable of representing the internal and external drives of students in carrying out academic activities. The subjects in this study were undergraduate students at Nusa Cendana University in the 2024 academic year. The population in this study is defined as all active students from the 2024/2025 cohort, totaling 5,987 people, as recorded in the UNDANA Information and Communication Technology (ICT) data. The determination of the population is in line with the definition of population as a group of objects or subjects with certain characteristics that the researcher has determined as the focus of the study (Sugiyono, 2007).

Due to the relatively large population size, this study used respondents as representatives of the population. Respondents were selected using purposive sampling, a technique for determining samples based on certain considerations and criteria relevant to the research objectives (Sugiyono, 2017; Asari et al., 2023).

The criteria for respondents in this study included active students at Nusa Cendana University, students enrolled in the 2024 academic year, and willingness to be research respondents. The number of respondents was determined using the Krejcie and Morgan (1970) table, so that from a total population of 5,987 students, a sample size of 361 students was obtained. Furthermore, the distribution of respondents to each study program was carried out proportionally using the proportionate stratified sampling formula as stated by Sugiyono (2017), so that the sample distribution reflected the population proportion in each study program.

This study uses a quantitative approach with a descriptive design. A descriptive design was chosen because this study does not aim to test the relationship between variables or explain cause-and-effect relationships, but rather to provide an objective picture of the level of academic motivation among students in the population studied (Sugiyono, 2017). Data were collected using an instrument in the form of a scale, namely the Academic Motivation Scale (AMS). This scale was used to measure students' academic motivation levels and was compiled in the form of a Likert scale. The data collection process was carried out by distributing printed questionnaires to be filled out directly by the respondents.

The AMS instrument used is the Indonesian version adapted by Marvianto and Widhiarso (2019), which is an adaptation of the original scale developed by Vallerand et al. (1992). The researchers obtained permission to use the scale through email communication on March 19, 2025. The AMS scale consists of 28 items that measure three main components of motivation, namely intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation is measured through three subdimensions, namely Intrinsic Motivation to Know, Intrinsic Motivation to Accomplish Things, and Intrinsic Motivation to Experience Stimulation. Meanwhile, extrinsic motivation consists of Identified Regulation, Introjected Regulation, and External Regulation.

The construct validity of the AMS instrument was obtained from the results of correlations between dimensions referring to Vallerand's (1993) research as explained by Marvianto and Widhiarso (2019). The results of the analysis show that the correlation structure between dimensions forms a pattern that is consistent with Vallerand et al.'s (1992) Self-Determination Theory, in which dimensions that are conceptually close have higher correlations than dimensions that are theoretically further apart. Although several correlation anomalies were found, such as between IMTK-ER and IMTE-AMO, this pattern was also found in AMS adaptation studies in various other countries, such as Italy (Alivernini & Lucidi, 2008) and Norway (Støen Utvær & Haugan, 2016), so it did not interfere with the overall theoretical structure of the scale.

The negative correlation between the dimension of amotivation and other dimensions is a consistent finding in various previous studies, including those conducted by Vallerand (1993), Alivernini and Lucidi (2008), Barkoukis et al. (2008), Karagüven (2012), and Støen Utvær and Haugan (2016). These findings indicate that the greater the conceptual distance between amotivation and other motivational dimensions, the stronger the negative correlation that is formed (Marvianto & Widhiarso, 2019). In addition to construct validity, the Indonesian version of the AMS instrument also showed high reliability with alpha coefficients ranging from 0.73 to 0.90, making it suitable for use in the Indonesian cultural context.

Data analysis in this study was conducted using descriptive analysis. Descriptive analysis was used to describe the characteristics of the data through the mean, median, mode, standard deviation, minimum, and maximum values with the help of the JASP application version 0.19.3. According to Sugiyono (2022), after the data is reduced, the next step is to categorize the data so that it is easier to understand and interpret. Therefore, academic motivation scores were classified into specific categories

based on a predetermined categorization formula. The analyzed data was then interpreted based on relevant theories, so that conclusions could be drawn in accordance with the research objectives.

3. Result And Discussion

Respondent Description

The respondents in this study were 361 active students of Nusa Cendana University, from the 2024/2025 academic year, consisting of both female and male students. Of the total respondents, 214 were female, or 59.3%, while 147 were male, or 40.7%. This composition indicates a greater preponderance of female respondents than male respondents in this study.

The study lasted for approximately 21 days, from September 16, 2025, to November 7, 2025. Data collection was conducted using printed questionnaires distributed directly to respondents. Respondents were collected by visiting each study program within Nusa Cendana University. The researchers adjusted the data collection process to reflect the dynamics of student academic activity in each study program. Most respondents were encountered in the study area during breaks or while waiting for class periods to change. In some situations, questionnaire completion was interrupted because the lecturer had arrived to begin the lecture, so respondents continued filling out the questionnaires at a later time. Additionally, some questionnaires were delivered through a consignment mechanism to students in specific study programs. In some study programs, researchers coordinated with relevant parties and adjusted class schedules to meet with respondents at the beginning or end of class sessions. This approach was taken to ensure the data collection process ran effectively without disrupting students' academic activities.

Based on age characteristics, respondents in this study ranged from 17 to 22 years old. The most dominant age group was 19 years old, with 177 respondents, or 49% of the total. Furthermore, the 20-year-old age group came in second with 102 respondents, or 28.3%. The 18-year-old age group came in third with 69 respondents, or 19.1%. Meanwhile, 8 respondents (2.2%) were 21 years old, 4 (1.1%) were 22 years old, and 1 (0.3%) were 17 years old. This age distribution indicates that most respondents are in the early stages of their studies, which aligns with the characteristics of students in the 2024/2025 academic year.

Descriptive Analysis Results

This research used 361 UNDANA students from the 2024 academic year as respondents. Based on descriptive statistical analysis of three categories, the majority of students fell into the moderate category, 276 (76.5%).

Table 1. Empirical Test Results Academic Motivation

Variable	Valid	Mean	Std. Deviation	Range	Min.	Max
Academic Motivation	361	167.30	15,424	130.00	66.00	196.00

Based on the descriptive analysis results in Table 1, there is an empirical score for academic motivation with a mean of 167.30, a standard deviation of 15.424, a range of 130, a minimum of 66, and a maximum of 196. Based on this descriptive analysis, three categories were made, namely low, medium, and high, as shown in the following table:

Table 2. Overview of Academic Motivation Assessment in General

Categorization	Subject	Score Range
Low	$X < M - 1SD$	$X < 152$
Medium	$M - 1SD \leq X < M + 1SD$	$153 < X \leq 183$
High	$M + 1SD \leq X$	$184 < X \leq 196$

Based on the scores obtained from data analysis and categorization in Table 2, the assessment of the number of respondents using a 3- s category is as follows:

Table 3. Description of Academic Motivation Based on Gender (N=361)

Categorization	Female		Male	
	F	Percentage	F	Percentage
Low	20	9,3%	19	12,9%
Medium	162	75,7%	114	77,6%
High	32	15%	14	9,5%
Total	214	100%	147	100%

Table 4. Description of Academic Motivation Based on Age (N=361)

Age	Academic Motivation Category	Frequency	Percentage
17	Low	-	-
	Moderate	1	100%
	High	-	-
	Total	1	100%
18	Low	8	11.6%
	Moderate	54	78.3%
	High	7	10.1%
	Total	69	100%
19	Low	16	9%
	Moderate	136	76.8%
	High	25	14.1%
	Total	177	100%
20	Low	11	10.8%
	Moderate	77	75.5%
	High	14	13.7%
	Total	102	100%
21	Low	3	37.5%
	Moderate	5	62.5%
	High	-	-
	Total	8	100%
22	Low	1	25%
	Moderate	3	75%
	High	-	-
	Total	4	100%
Total	Total	4	100%

Based on the data in Table 4, the percentage of academic motivation based on age is as follows:

1. Age 17 years old, moderate category 100% with a total of 1 person,
2. Age 18 years old, low category 11.6% totaling 8 people, medium 78.3% totaling 54 people, and high 10.1% totaling 7 people,
3. Age 19: low category 9% (16 people), medium category 76.8% (136 people), and high
4. category 14.1% (25 people),
5. Age 20: low category 10.8% (11 people), medium category 75.5% (77 people), and high
6. category 13.7% (14 people)

7. At age 21, the low category (37.5%) consisted of 3 people, and the medium category (62.5%) consisted of 5 people.
8. Age 22, low category 25% (1 person), and medium category 75% (3 people).

Table 5. Description of Academic Motivation among Students at Nusa Cendana University

Categorization	F	Percentage
Low	39	10.8
Medium	276	76.5%
High	46	12.7%
Total	361	100%

Based on Table 5, the results of statistical analysis show that the statistical mean after categorizing the three levels based on the mean and SD values indicate that academic motivation among UNDANA students with the most respondents is in the medium category at 76.5%, totaling 276 people, followed by the high category at 12.7%, totaling 46 people, and the low category at 10.8%, totaling 39 people, from the three aspects studied.

Table 6. Description of Academic Motivation Based on Faculty (N=361)

Faculty	Categorization	Frequency	Percentage
FAPERTA	Low	1	4.5
	Medium	21	95.5%
	High	-	-
	Total	22	100%
FEB	Low	3	9.4
	Medium	22	68.8%
	High	7	21.9
	Total	32	100%
FH	Low	2	8.7
	Moderate	20	87
	High	1	4.3
	Total	32	100%
FISIP	Low	11	18
	Medium	43	70
	High	7	11.5%
	Total	61	100
FKIP	Low	11	9.7
	Moderate	81	71.7%
	High	21	18.6
	Total	113	100
FKKH	Low	-	-
	Moderate	12	80
	High	3	20
	Total	15	100%
FKM	Low	-	-
	Moderate	16	100%
	High	-	-
	Total	16	100%
FKPK	Low	5	17.9
	Moderate	21	75

Faculty	Categorization	Frequency	Percentage
FST	High	2	7.1
	Total	28	100%
	Low	6	11.8
	Moderate	40	78.4%
	High	5	9.8
	Total	51	100

Based on the data in Table 6 above, the percentage of academic motivation by faculty is as follows:

1. Faculty of Agriculture (FAPERTA): low category 4.5% (1 person), medium category 95.5% (21 people),
2. Faculty of Economics and Business (FEB): low category 9.4% (3 people), medium category 68.8% (22 people), and high category 21.9% (7 people),
3. Faculty of Law (FH): low category 8.7% (3 people), medium category 87% (20 people), and high category 4.3% (1 person),
4. Faculty of Social and Political Sciences (FISIP): low category 18% (11 people), medium category 70.5% (43 people), and high category 11.5% (7 people).
5. Faculty of Teacher Training and Education (FKIP): low category 9.7% (11 people), medium category 71.7% (81 people), and high category 18.6% (21 people).
6. The Faculty of Medicine and Veterinary Medicine (FKKH) has 12 students in the medium category (80%) and 3 students in the high category (20%).
7. The Faculty of Public Health (FKM) has 100% in the moderate category, totaling 16 people.
8. Faculty of Animal Science, Marine Science, and Fisheries (FPKP): low category 17.9% (5 people), medium category 75% (21 people), and high category 7.1% (2 people).
9. Faculty of Science and Technology (FST): low category 11.8% (6 people), moderate category 78.4% (40 people), and high category 9.8% (5 people).

Table 7. Description of Academic Motivation Based on Study Program (N=361)

NO	Program	Categorization	Frequency	Percentage
1	Business Administration	Low	2	13.3
		Medium	9	60.0
		High	4	26.7
		Total	15	100.0
2	Agribusiness	Low	-	-
		Medium	8	100.
		Tall	-	-
		Total	8	100.0
3	Agrotechnology	Low	-	-
		Moderate	9	100.0
		Tall	-	-
		Total	9	100.0
4	Accounting	Low	1	11.1
		Medium	5	55.6
		Height	3	33.3
		Total	9	100.0
5	Architecture	Low	1	20.0
		Medium	4	80.0

NO	Program	Categorization	Frequency	Percentage
		High	-	-
		Total	5	100.0
6	Counseling	Low	-	-
		Moderate	4	66.7
		Tall	2	33.3
		Total	6	100.0
7	Biology	Low	-	-
		Moderate	5	83.3
		Tall	1	16.7
		Total	6	100.0
8	Aquaculture	Low	-	-
		Moderate	5	100.
		Tall	-	-
		Total	5	100.0
9	Development Economics	Low	1	14.3
		Medium	4	57.1
		High	2	28.6
		Total	7	100.0
10	Pharmacy	Low	-	-
		Moderate	3	100.
		Tall	-	-
		Total	3	100.0
11	Physics	Low	-	-
		Moderate	2	100.
		Tall	-	-
		Total	2	100.0
12	Public Administration	Low	4	23.5
		Currently	13	76.5
		Height	-	-
		Total	17	100.0
13	Law	Low	2	8.7
		Moderate	20	87.0
		High	1	4.3
		Total	23	100.0
14	Computer Science	Low	-	-
		Medium	4	80.0
		Tall	1	20.0
		Total	5	100.0
15	Communication Studies	Low	1	8.3
		Moderate	11	91.7
		High	-	-
		Total	12	100.0
16	Political Science	Low	4	40.0
		Medium	6	60.0

NO	Program	Categorization	Frequency	Percentage
		High	-	-
		Total	10	100.0
17	Veterinary Medicine	Low	-	-
		Moderate	4	80.0
		Tall	1	20.0
		Total	5	100.0
18	Forestry	Low	1	20.0
		Moderate	4	80.0
		High	-	-
		Total	5	100.0
19	Public Health	Low	-	-
		Moderate	10	100.0
		High	-	-
		Total	10	100.0
20	Chemistry	Low	-	-
		Moderate	3	75.0
		Tall	1	25.0
		Total	4	100.0
21	Management	Low	1	6.3
		Moderate	13	81.3
		High	2	12.5
		Total	16	100.0
22	Water Resource Management	Low	-	-
		Moderate	1	50.
		Tall	1	50.0
		Total	2	100.0
23	Mathematics	Low	-	-
		Moderate	6	100.
		Tall	-	-
		Total	6	100.0
24	Early Childhood Education	Low	-	-
		Moderate	4	80.0
		Tall	1	20.0
		Total	5	100.0
25	English Education	Low	2	20.0
		Moderate	7	70.0
		High	1	10.0
		Total	10	100.0
26	Indonesian Language and Literature Education	Low	3	30.0
		Moderate	6	60.0
		High	1	10.0
		Total	10	100.0
27	Biology Education	Low	-	-

NO	Program	Categorization	Frequency	Percentage
		Moderate	4	80.0
		Tall	1	20.0
		Total	5	100.0
28	Medical Education	Low	-	-
		Medium	5	71.4
		Tall	2	28.6
		Total	7	100.0
29	Economics Education	Low	-	-
		Medium	6	100.
		Tall	-	-
		Total	6	100.0
30	Physics Education	Low	-	-
		Moderate	3	60.0
		Tall	2	40.0
		Total	5	100.0
31	Geography Education	Low	-	-
		Moderate	6	66.7
		Tall	3	33.3
		Total	9	100.0
32	Primary School Teacher Education	Low	-	-
		Medium	6	54.5
		Tall	5	45.5
		Total	11	100.0
33	Physical Education, Health, and Recreation	Low	1	12.5
		Moderate	7	87.5
		High	-	-
		Total	8	100.0
34	Chemistry Education	Low	-	-
		Moderate	4	100.
		Tall	-	-
		Total	4	100.0
35	Non-formal education	Low	1	33.3
		Medium	2	66.7
		High	-	-
		Total	3	100.0
36	Mathematics Education	Low	1	16.7
		Medium	4	66.7
		High	1	16.7
		Total	6	100.0
37	Civic Education	Low	-	-
		Moderate	5	83.3
		Tall	1	16.7
		Total	6	100.0

NO	Program	Categorization	Frequency	Percentage
38	History Education	Low	-	-
		Moderate	4	80.0
		Tall	1	20.0
		Total	5	100.0
39	Construction Engineering	Low	2	40.0
		Medium	2	40.0
		High	1	20.0
		Total	5	100.0
40	Electrical Engineering	Low	1	20
		Medium	4	80.0
		High	-	-
		Total	5	100.0
41	Mechanical Engineering	Low	-	-
		Medium	3	75.0
		Tall	1	25.0
		Total	4	100.0
42	Livestock	Low	5	23.8
		Medium	15	71.4
		High	1	4.8
		Total	21	100.0
43	Psychology	Low	-	-
		Moderate	6	100.0
		Height	-	-
		Total	6	100.0
44	Sociology	Low	-	-
		Moderate	4	57.1
		Tall	3	42.9
		Total	7	100.0
45	Electrical Engineering	Low	1	16.7
		Medium	5	83.3
		High	-	-
		Total	6	100.0
46	Mechanical Engineering	Low	2	28.6
		Medium	5	71.4
		High	-	-
		Total	7	100.0
47	Mining Engineering	Low	1	20.0
		Medium	3	60.0
		High	1	20.0
		Total	5	100.0
48	Civil Engineering	Low	1	20.0
		Medium	3	60.0
		High	1	20.0
		Total	5	100.0

Table 7 shows the categorization of academic motivation based on study programs, with the following percentages:

1. Business administration: low category 13.3% (2 people), medium category 60% (9 people), and high category 26.7% (4 people).
2. There are 8 people in the medium-sized agribusiness category,
3. Agrotechnology category medium 100% totaling 9 people,
4. Accounting: low category 11.1% totaling 1 person, medium category 55.6% totaling 5 people, and high category 33.3% totaling 3 people,
5. Architecture category low 20% totaling 1 person, and medium 80% totaling 4 people,
6. Counseling category: medium 66.4% totaling 4 people, and high 33.3% totaling 2 people,
7. Biology: medium category 83.3% (5 people) and high category 16.7% (1 person),
8. Aquaculture category: medium 100% (5 people),
9. Development Economics: low category 14.3% (1 person), medium category 57.1% (4 people), and high category 28.6% (2 people).
10. Pharmacy category: moderate 100% (3 people).
11. Physics category: moderate 100% (2 people).
12. Business Administration category low 23.5% totaling 4 people, and medium 76.5% totaling 13 people.
13. Law category low 8.7% totaling 2 people, medium 87% totaling 20 people, and high 4.3% totaling 1 person.
14. Computer Science: 80% in the medium category, totaling 4 people, and 20% in the high category, totaling 1 person.
15. Communication Science: low category 8.3% (1 person) and medium category 91.7% (11 people).
16. Political Science: low category 40% (4 people), medium category 60% (6 people).
17. Veterinary Medicine category: medium 80% (4 people) and high 20% (1 person).
18. Forestry: low category 20% (1 person) and medium category 80% (4 people).
19. Public Health category: medium 100% (10 people).
20. Chemistry category: moderate 75% (3 people) and high 25% (1 person).
21. Management category: low 6.3% (1 person), medium 81.3% (13 people).
22. Water Resource Management category: moderate 50% (1 person) and high 50% (1 person).
23. Mathematics in the moderate category is 100% with a total of 6 people.
24. Early Childhood Education in the intermediate category is 80%, totaling 4 people, and the advanced category is 20%, totaling 1 person.
25. English Language Education: low category 20% with 2 people, medium category 70% with 7 people, and high category 10% with 1 person.
26. Indonesian Language and Literature Education: low category 30% totaling 3 people, medium category 60% totaling 6 people, and high category 10% totaling 1 person.
27. Biology education in the medium category (80%) numbered 4 people, and in the high category (20%) numbered 1 person.
28. Medicine Education: 71.4% in the moderate category, totaling 5 people, and 28.6% in the high category, totaling 2 people.
29. Economics Education: 100% in the moderate category, totaling 6 people.
30. Physics Education: 60% in the moderate category (3 people) and 40% in the high category (2 people).
31. Geography Education: 66.7% in the moderate category (6 people) and 33.3% in the high category (3 people).
32. Primary School Teacher Education in the moderate category is 54.5% with a total of 6 people, and high

- is 45.5% with a total of 5 people.
33. Physical Education, Health, and Recreation: low category 12.5% totaling 1 person, and medium category 87.5% totaling 7 people.
 34. Chemistry Education, medium category 100% totaling 4 people.
 35. Out-of-School Education: low category 33.3% (1 person), medium category 66.7% (2 people).
 36. Mathematics Education: low category 16.7% (1 person), medium category 66.7% (4 people), and high category 16.7% (1 person).
 37. Pancasila and Citizenship Education: intermediate level 83.3% (5 people) and advanced level 16.7% (1 person).
 38. History education: 80% in the medium category, consisting of 4 people, and 20% in the high category, consisting of 1 person.
 39. Construction Engineering Education: low category 40% (2 people), medium category 40% (2 people), and high category 20% (1 person).
 40. Electrical Engineering Education: low category 20% (1 person), and medium category 80% (4 people).
 41. Mechanical Engineering Education: 75% in the medium category, totaling 3 people, and 25% in the high category, totaling 1 person.
 42. Agriculture: low category 23.8% (5 people), medium category 71.4% (15 people), and high category 4.8% (1 person).
 43. There were 6 people in the medium category of psychology, representing 100%.
 44. Sociology: 57.1% in the medium category, totaling 4 people, and 42.9% in the high category, totaling 3 people.
 45. Electrical Engineering: low category 16.7% (1 person), and medium category 83.3% (5 people).
 46. Mechanical Engineering: low category 28.6% (2 people), and medium category 71.4% (5 people).
 47. Mining Engineering (): low category 20% (1 person), medium category 60% (3 people), and high category 20% (1 person).
 48. Civil Engineering: low category 20% (1 person), medium category 60% (3 people), and high category 20% (1 person).

Description of Academic Motivation Aspects

The description of academic motivation among students is divided into 3 parts, namely intrinsic motivation, extrinsic motivation, and amotivation. The AMS questionnaire uses a 1-7 Likert scale, with the following explanations:

STS = very unsuitable for me

TS = not suitable for me

ATS = somewhat incompatible with me

R = uncertain

AS = somewhat suitable for me

S = suits me

SS = very suitable for me

Intrinsic Motivation

The calculation of intrinsic motivation aspects among UNDANA students was obtained from 12 questionnaire items. The description of each item regarding intrinsic motivation is shown in the following table:

NO.	Statement	Percentage of Responses						
		STS	TS	ATS	R	AS	S	SS
1	I feel happy and satisfied when learning new things	0,6	0,3	-	2,2	19,4	41,3	36,3
2	I feel happy when I learn something new that I didn't know before	0,3	0,3	0,6	2,2	13	40,2	43,5
3	I feel happy when I gain knowledge about something that interests me	0,3	0,3	0,3	1,1	10,5	35,5	52,1
4	University education provides me with the opportunity to continue learning many things that interest me	-	0,3	1,4	3,9	20,2	40,4	33,8
5	I feel happy when I exceed my own abilities in learning	1,4	1,1	1,1	4,4	17,2	38,5	36,3
6	I feel happy when I exceed my own abilities in one of my personal achievements	0,3	-	0,3	2,2	12,5	44,3	40,4
7	I feel satisfied when trying to complete difficult college assignments	0,3	0,6	0,6	3,3	10,2	36	49
8	I feel enthusiastic when sharing my ideas with friends at college	0,3	0,3	1,1	6,1	21,3	40,7	30,2
9	I feel happy when I read interesting works by writers.	0,3	0,6	1,7	7,2	16,6	38	35,7
10	I feel happuy when I feel completely captive by what certain writes ave written	1,1	1,1	1,4	4,7	18,8	41	31,9
11	I feel very happy when reading about various interesting subjects	1,4	1,4	2,2	7,2	22,7	36,3	28,8
12	I feel enthusiastic when sharing my ideas with friends at college	0,6	1,4	1,7	5,5	18,3	43,2	29,4

In Table 8, regarding intrinsic motivation, 52.1% of the 188 respondents agreed that question number 3 was very relevant to them, meaning that they felt happy when they gained knowledge about something that interested them. Meanwhile, 1.4% or 5 respondents stated that questions 5 and 11 were not very relevant to them, meaning that they did not agree that learning at university could exceed their learning abilities and did not agree that learning at university was completely influenced by what certain authors wrote.

Extrinsic Motivation

The calculation of extrinsic motivation among students was obtained from 12 questionnaire items. The description of each item regarding extrinsic motivation is shown in the following table:

Table 9. Description of the Percentage of Responses per Item of Extrinsic Motivation Questionnaire

NO	Statement	Percentage of Responses						
		STS	TS	ATS	R	AS	S	SS
13	I think that university education will help prepare me for the career I have chosen	0,6	0,3	0,6	3,6	12,5	41	41,6
14	Ultimately, university will enable me to enter the workforce in a field I enjoy	-	0,6	1,9	5,3	13	44,3	34,9
15	The university will help me make decisions regarding my career path	0,3	0,3	1,4	5,5	18,6	41,3	32,7
16	I believe that extending my education will increase my competence as a worker	1,1	1,9	0,6	7,2	16,6	40,2	32,4

NO	Statement	Percentage of Responses						
		STS	TS	ATS	R	AS	S	SS
17	I am studying to prove to myself that I am capable of completing my studies	0,3	0,3	0,6	1,4	6,4	38,2	52,9
18	When I succeed at university, I feel valuable	0,6	-	1,4	2,2	9,1	34,9	51,8
19	To prove to myself that I am capable of completing my education	1,4	1,1	0,3	3	9,1	34,1	51
20	Because I want to prove to myself that I can succeed in my studies	-	0,6	0,6	1,4	10,5	39,1	47,9
21	Because I won't be able to get a high- paying job if I only graduate from high school	2,5	1,9	4,7	8,3	17,2	33,8	31,6
22	So that I can get a more prestigious job in the future	3	1,7	1,9	6,1	13,3	37,7	36,3
23	Because I want to have a decent life in the future	0,3	0,6	-	2,8	7,8	31,6	57,1
24	To have a decent income in the future	-	0,8	-	3,9	9,1	36,3	49,9

In Table 9, question regarding extrinsic motivation, 57.1% of the 206 respondents agreed that question number 23 was very relevant to them, namely that they would have a decent life in the future if they continued their education. Meanwhile, 2.5% of respondents (9 respondents) agreed with that question number 21 was not very relevant to them, meaning that they did not agree that someone would only have a high salary if they had an education above high school level.

Aspect of Amotivation

The calculation of amotivation among students was obtained from 4 questionnaire items. The description of each item regarding amotivation is shown in the following table:

Table 10. Description of Percentage of Responses Item of the Amotivation

NO	Statement	Percentage of Responses						
		STS	TS	ATS	R	AS	S	SS
25	Honestly, I don't know; I really feel like I'm just wasting my time in college	30,5	26	17,7	6,1	6,6	9,1	3,9
26	I used to have strong reasons for going to college, but now I'm not sure if I should continue.	28,8	23	20,5	5,5	5,5	10,2	6,1
27	I don't see the point in going to college, and honestly, I don't care	38	18	23,8	5,5	5	5,3	4,7
28	I don't know; I don't understand what I'm doing at university	39,1	28	14,7	5	3,9	6,6	2,8

In Table 10, regarding the question about amotivation, 6.1% of the 22 respondents agreed that question number 26 was very relevant to them, meaning that the respondents considered that they once had strong reasons for attending college, but now they are unsure whether they should continue their education. Meanwhile, 39.1% of respondents agreed that question number 28 did not apply to them, meaning they understood what they were doing in college

Discussion

Based on the research results, it is known that the academic motivation of Nusa Cendana University students is generally in the moderate category. This finding shows that students have sufficient motivation to study in undergoing the academic process, but it is not yet fully optimal. Chen, Zhu, Xiao et al. (2019) stated that academic motivation is strongly related to academic success involvement. A moderate level of academic motivation indicates that student involvement in the learning process has been established, but

still needs to be improved in order to encourage maximum academic success. Moderate academic motivation indicates that students still need reinforcement, both from within themselves and from the academic environment, in order to maximize their involvement and academic achievement.

Based on the three categories of academic motivation based on age, the moderate category was most commonly found among 19-year-old students. This condition reflects that students of that age are in the early transition phase of college, where their enthusiasm for learning has been established but they are still in the process of adjusting to the academic demands of college. This change affects the way they learn, their social relationships, and their daily routines (Worsley, Harrison, Cocoran, 2021). The distribution of academic motivation based on age shows that most students are in the early adulthood age range. Students in the early adulthood phase face various complex challenges, such as academic difficulties in learning, time management, and coursework load. They also have to build social relationships with friends and lecturers and balance academic demands, social life, and personal life (Wijaya, Simanjuntak, Jesusia, & Basaria., 2025).

Based on gender, the results of the study show that both male and female students are mostly in the moderate academic motivation category. This indicates that academic motivation among UNDANA students does not differ significantly based on gender. Based on the study program, students' academic motivation shows differences. In the low category, the highest frequency is found in the Political Science and Business Administration study programs, which indicates that some students do not yet have a strong motivation to learn. In the medium category, the Public Health study program had the highest number, followed by Mathematics and Psychology, indicating that most students in these study programs have sufficient academic motivation but still need reinforcement. The high category of academic motivation was most commonly found in the Elementary School Teacher Education study program, which may reflect clear academic goals and the compatibility between students' interests and their chosen field of study.

Based on faculty, student academic motivation shows variation. The Faculty of Agriculture has the highest proportion of moderate academic motivation, which can be attributed to learning characteristics that demand consistency and long-term involvement. Meanwhile, low academic motivation is most commonly found in the Faculty of Social and Political Sciences, which may be influenced by differences in interests, perceptions of graduate prospects, and academic workload. On the other hand, high academic motivation is most prominent in the Faculty of Economics and Business, indicating a strong drive to excel and achieve academic goals related to career orientation.

The results of the dominant aspect study show that extrinsic aspects received the highest number of responses compared to intrinsic aspects. This illustrates that UNDANA students' academic motivation is more influenced by external factors, such as academic demands, lecturer assessments, and environmental expectations. The dominance of extrinsic aspects shows that students are motivated not by internal drives or personal enjoyment, where actions are taken not because of personal interest, but because they are considered important to achieve certain results and consequences (Deci, Vallerand, Pelletier, Ryan, 1991).

From an academic motivation perspective, the results of the study show that the intrinsic motivation of most students is to gain knowledge, especially about things that are considered interesting and relevant to their personal interests. Research by Lestari (2023) found that academic motivation significantly affects learning achievement through internal drive. A small number of students feel that the demands of learning in higher education are not entirely in line with their learning abilities and are not always interested in material sourced from the views of certain authors.

In terms of extrinsic motivation, students generally believe that higher education plays an important role in improving their future quality of life. This view reflects that external incentives, such as the hope for better employment and a more decent life, are the main factors that influence students' academic motivation. Some students do not fully agree that the level of formal education directly determines income, which shows their perception of the benefits of higher education. Research conducted by Junior, Ramadhan, and Riyanti (2025) shows that external factors such as career opportunities, financial incentives, and social recognition play a significant role in motivating students extrinsically, although the level does not reach the high majority category.

In terms of amotivation, the research shows that a small number of students express doubts about the sustainability of their studies. In general, students understand the objectives and academic activities they undertake during their studies. Amotivation generally arises when students perceive themselves as incompetent in completing academic tasks. This includes an inability to identify the relevance or utility of the learning material, as well as a lack of subjective interest in the content presented. This condition has the potential to cause systematic negative consequences, including a decline in cognitive and behavioral engagement in the learning process, difficulties in understanding concepts, and a degradation of holistic psychological well-being (Ryan & Deci, 2020).

The limitations of this study lie in the questionnaire completion process by respondents, which was not carried out consistently. Some respondents did not take the questionnaire seriously, as evidenced by giving the same answers to all questions, such as checking the score of one from the beginning to the end of the statement. In addition, some respondents filled in demographic data, such as age and gender, that was suspected to be inaccurate. For example, there were respondents who listed their age as 30 years old and selected a gender outside the categories provided by the researcher.

Another limitation relates to technical constraints in the field, namely the difficulty of finding the location of each study program building where the respondents were located. This condition affected the efficiency and smoothness of the data collection process, although the research was still completed according to the predetermined plan.

4. Conclusion

The academic motivation of Nusa Cendana University students is generally in the moderate category. Academic motivation based on age is most commonly found in students aged 19 years. The academic motivation of male and female students is mostly in the moderate category, with no significant differences. Student academic motivation varies across faculties. FAPERTA has the highest proportion in the moderate academic motivation category. FISIP shows the most prominent proportion of low academic motivation, while FEB has a dominant proportion of high academic motivation.

Based on study programs, student academic motivation varies. The Political Science and Business Administration study programs have a prominent frequency of low academic motivation, while moderate academic motivation is most commonly found in the Public Health study program, followed by Mathematics and Psychology. The PGSD study program shows a higher proportion of high academic motivation than other study programs.

From an academic motivation perspective, extrinsic factors are the most dominant among UNDANA students. This illustrates that students' academic motivation is largely influenced by external factors, such as academic demands, environmental expectations, and future orientation.

The results of this study are expected to be taken into consideration by Nusa Cendana University in designing and developing policies and academic programs that are oriented towards increasing student academic motivation. The institution is advised to create a more conducive learning environment through the development of participatory learning methods, strengthening the academic guidance system, and providing adequate learning support facilities. In addition, the institution is also advised to monitor student academic motivation from the early semesters of study as an effort to detect early potential declines in motivation, so that interventions and strategies to increase motivation can be carried out appropriately and sustainably.

This study is expected to provide students with an understanding of the importance of academic motivation in supporting learning engagement and academic success. Students are advised to actively develop intrinsic motivation, such as cultivating an interest in learning and setting clear academic goals, as well as utilizing the academic support available on campus to improve the quality of the learning process.

This study can be used as a reference for future researchers to examine in greater depth the factors that influence student academic motivation, both internal and external factors. Future researchers are advised to develop more diverse research designs, such as longitudinal or qualitative approaches, and to expand the research variables in order to produce a more comprehensive picture of student academic motivation at Nusa Cendana University.

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