Learning Motivation among University Students in Tangerang Regency: A Descriptive Quantitative Study

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Abstract.

Background: Learning motivation plays a crucial role in students' academic success, engagement, and persistence, particularly within higher education environments that demand high levels of cognitive, emotional, and behavioural involvement. Motivated students are more likely to actively participate in learning activities, apply effective learning strategies, and maintain resilience when facing academic challenges. Understanding students' learning motivation is therefore essential for higher education institutions in designing supportive academic environments and evidence-based educational strategies. Objective: This study aimed to describe the level of learning motivation among university students in Tangerang Regency, Indonesia. Methods: A descriptive quantitative research design was employed in this study. A total of 395 university students were recruited using purposive sampling based on predefined inclusion criteria. Data were collected between January and April 2025 using a validated learning motivation questionnaire that measured intrinsic and extrinsic motivation dimensions. The questionnaire was distributed online via Google Forms to ensure accessibility and efficiency. Data were analysed using univariate statistical analysis and are presented in the form of frequencies, percentages, means, and standard deviations. Results: The findings showed that most students (52.41%) demonstrated a high level of learning motivation. The descriptive analysis further indicated relatively high mean scores for both intrinsic and extrinsic motivation, suggesting that students' learning motivation was supported by both internal factors, such as personal interest and self-development, and external factors, including academic environment and institutional support. Conclusion: University students in Tangerang Regency generally exhibit high learning motivation. These findings highlight the importance of maintaining and strengthening supportive academic environments to sustain students' motivation and enhance academic engagement in higher education.

Keywords: Learning Motivation; University Students; Academic Environment; And Health Education.

I.   INTRODUCTION

Learning motivation is widely recognized as a fundamental determinant of students' academic achievement, learning engagement, and overall educational success, particularly within higher education contexts. Motivation functions as the psychological driving force that initiates, directs, and sustains learning behaviour, enabling students to invest effort, persist through difficulties, and regulate their learning processes effectively. University students who possess strong learning motivation tend to show greater initiative, perseverance, and adaptability when facing academic challenges, which ultimately contributes to improved academic performance and higher levels of learning satisfaction. In contemporary higher education, learning motivation has gained increased scholarly attention due to growing concerns about student disengagement, academic stress, and fluctuating commitment to learning. Rapid changes in learning environments such as the expansion of digital learning, blended instruction, and outcome-based education require students to be more autonomous and self-regulated. Recent studies indicate that motivation is a key psychological resource that allows students to cope with these demands and remain actively engaged in their academic responsibilities [1]; [2]. Motivation is commonly conceptualized as a multidimensional construct comprising intrinsic and extrinsic components. Intrinsic motivation refers to engagement in learning driven by internal satisfaction, personal interest, curiosity, and the desire for self-improvement. Students who are intrinsically motivated learn because they find the activity meaningful or enjoyable, which promotes deeper cognitive processing and long-term knowledge retention.

In contrast, extrinsic motivation is driven by external factors such as grades, academic recognition, parental expectations, peer influence, or future career prospects. While extrinsic motivation has sometimes been viewed as less sustainable, contemporary research emphasizes that extrinsic motivation can effectively support learning when it is internalized and aligned with students' personal goals and values [3]. Self-Determination Theory (SDT) provides a widely accepted framework for understanding how intrinsic and

extrinsic motivation operate within educational settings. According to SDT, students' motivation is strongly influenced by the fulfilment of three basic psychological needs: autonomy, competence, and relatedness. When learning environments support these needs—by allowing students to make meaningful choices, experience mastery, and feel socially connected—students are more likely to develop autonomous motivation and sustain academic engagement [3]; [1]. Recent empirical evidence suggests that autonomy-supportive teaching practices and positive academic climates significantly enhance students' motivation, engagement, and well-being. A growing body of recent research demonstrates that students with high learning motivation exhibit better academic engagement, stronger self-regulated learning behaviours, and higher academic achievement. Motivated students are more likely to set clear learning goals, manage their time effectively, seek feedback, and persist despite academic setbacks. Conversely, low learning motivation has been associated with academic procrastination, disengagement, reduced learning interest, and poorer academic outcomes [4].

These findings underscore the importance of motivation as a central factor in higher education success.Beyond academic performance, learning motivation is also closely linked to students' psychological well-being and resilience. Recent studies have shown that motivated students tend to experience lower levels of academic burnout and emotional exhaustion, as motivation helps buffer the negative effects of academic stress. Intrinsic motivation has been found to play a protective role by fostering a sense of purpose and personal meaning in learning activities [5]. This relationship is especially relevant in demanding academic programs, such as health and medical education, where students often face high workloads and performance pressure.Within the Indonesian higher education context, learning motivation is shaped by a combination of cultural, social, and institutional factors. Family expectations, collectivist values, and societal emphasis on educational attainment may influence students' extrinsic motivation, while personal aspirations for professional competence and social contribution can strengthen intrinsic motivation. Recent Indonesian studies have reported that learning motivation is positively associated with academic resilience and adaptability, suggesting that motivated students are better equipped to cope with academic challenges and transitions [6]; [7].

Tangerang Regency represents a rapidly developing educational region with diverse higher education institutions and heterogeneous student populations. Students in this region come from varied socioeconomic backgrounds and academic disciplines, which may influence their motivational profiles. Despite the strategic importance of Tangerang Regency as an educational hub, empirical data describing learning motivation among university students in this area remain limited. Most existing studies in Indonesia focus on specific universities or disciplines, leaving a gap in region-based descriptive evidence that could inform institutional policy and educational practice. Understanding the level of learning motivation among university students in Tangerang Regency is therefore essential. Descriptive data can serve as a foundation for developing targeted educational interventions, improving teaching strategies, and strengthening academic support systems. Moreover, such data contribute to the broader international literature by providing insights from a developing-country context, where cultural and institutional dynamics may differ from those in Western educational settings. Therefore, this study aimed to describe the level of learning motivation among university students in Tangerang Regency, with particular attention to intrinsic and extrinsic motivation components. By identifying the distribution of learning motivation and highlighting supportive factors, this study seeks to provide empirical evidence that can guide higher education institutions in fostering supportive academic environments and enhancing student engagement and academic success.

II.   METHODS
2.1   Study Design
This study employed a **descriptive quantitative research design** to describe the level of learning motivation among university students in Tangerang Regency. A descriptive approach was selected to provide a comprehensive overview of students' motivational profiles without manipulating variables or testing causal relationships. This design is particularly appropriate when the primary objective is to establish baseline empirical evidence in contexts where region-specific data remain limited. In addition, descriptive

quantitative designs are commonly used in educational and psychological research to map motivational characteristics prior to conducting analytical or experimental studies.

2.2 Population and Sample

The target population of this study consisted of university students residing and studying in Tangerang Regency, Indonesia. The accessible population included students from various higher education institutions and academic disciplines within the region. A total of 395 students participated in the study. Participants were selected using purposive sampling, a non-probability sampling technique that allows researchers to deliberately recruit respondents who meet specific criteria relevant to the research objectives. This sampling strategy was justified given the descriptive nature of the study and the aim to ensure that all participants were actively enrolled university students during the data collection period. The inclusion criteria were as follows: (a) active enrolment as a university student, (b) residence or study location in Tangerang Regency, (c) willingness to participate voluntarily, and (d) provision of informed consent prior to participation. The sample size was considered sufficient to provide stable descriptive estimates and to reflect the general characteristics of university students in the region, supporting meaningful interpretation of the findings.

2.3 Instrument

Data were collected using a structured learning motivation questionnaire designed to assess two key dimensions of motivation: intrinsic motivation and extrinsic motivation. These dimensions were selected based on established motivational theories, particularly Self-Determination Theory, which emphasizes the role of internal and external motivational drivers in learning behaviour. The questionnaire consisted of multiple Likert-type items that captured students' perceptions, attitudes, and experiences related to their motivation to learn. Prior to implementation, the instrument underwent validity and reliability testing to ensure methodological rigor. Content validity was assessed through expert judgment to confirm alignment between questionnaire items and the theoretical constructs of learning motivation. Reliability testing demonstrated good internal consistency, with a Cronbach's alpha value of 0.877, indicating that the instrument reliably measured learning motivation among the study population.

2.4 Data Collection

Data collection was conducted from January to April 2025 using an online survey platform (Google Forms). The use of online data collection was methodologically justified to increase accessibility, enhance response efficiency, and reach students from multiple institutions within the region. Online administration also reduced the risk of data entry errors and allowed participants to complete the questionnaire at a time and place convenient to them. Participants were first presented with an information sheet outlining the study objectives, procedures, ethical considerations, and their rights as respondents. Only students who provided informed consent were allowed to proceed with the questionnaire, ensuring compliance with ethical research standards.

2.5 Data Analysis

Data were analysed using univariate descriptive statistical analysis, consistent with the study's descriptive research design and objectives. Frequencies and percentages were used to summarize categorical variables such as motivation levels, while means and standard deviations were calculated for continuous variables, including intrinsic and extrinsic motivation scores.This analytical approach was intentionally selected to align with the study aim of describing the distribution and central tendencies of learning motivation among university students. The use of univariate analysis allowed for clear interpretation of results and facilitated direct linkage between the Methods and Results sections, ensuring methodological transparency and coherence across the manuscript.

2.6 Ethical Consideration

Ethical approval for this study was obtained from the Research and Community Training Committee (RCTC), Faculty of Nursing, Universitas Pelita Harapan (FoN UPH), with ethical clearance number 103/KEPFON//2025. Ethical approval was secured prior to data collection. Participation in this study was entirely voluntary, and informed consent was obtained from all respondents before their involvement. Confidentiality and anonymity of participants were strictly maintained throughout the research process.

III.   RESULT AND DISCUSSION

3.1   Respondent Characteristics

Table 1. Characteristics of Respondents (n = 395)

Characteristics	n	% / Mean (SD)
Gender		
Female	345	87.3
Male	50	12.7
Faculty		
Medical-related faculties	349	88.4
Non-medical faculties	46	11.6
Age (years)		
Mean (SD)	—	19.99 (1.285)

Of the 395 respondents, 87.3% were female and 12.7% were male. Most respondents were enrolled in medical-related faculties (88.4%), while 11.6% were from non-medical faculties. The mean age of respondents was 19.99 years (SD = 1.285), indicating a relatively homogeneous age distribution.

3.2   Learning Motivation

Table 2. Distribution of Learning Motivation Levels (n = 395)

Learning Motivation Level	Frequency (n)	Percentage (%)
High	207	52.41
Moderate	142	35.95
Low	46	11.64
Total	395	100.00

Table 3. Descriptive Statistics of Learning Motivation Scores

Variable	Mean	Standard Deviation (SD)	Minimum	Maximum
Intrinsic Motivation	35.67	3.513	—	—
Extrinsic Motivation	31.33	3.399	—	—

The results showed that 52.41% of students had high learning motivation, while the remainder fell into moderate and low motivation categories. The mean intrinsic motivation score was 35.67 (SD = 3.513), and the mean extrinsic motivation score was 31.33 (SD = 3.399), suggesting that both internal and external factors contributed positively to students' learning motivation.

Discussion

4.1   Overview of Findings

This study revealed that many university students in Tangerang Regency exhibit high learning motivation, indicating a generally positive motivational orientation within this student population. This finding suggests that, despite the academic pressures, workload demands, and transitional challenges commonly faced by university students, many can maintain strong motivational resources that support their engagement in learning activities. High learning motivation is a crucial foundation for academic success, as it encourages students to invest effort, persist through difficulties, and actively participate in the learning process.The predominance of high learning motivation observed in this study aligns with contemporary international literature emphasizing that university students often demonstrate adaptive motivational patterns, even in demanding educational environments. Recent studies have highlighted that motivated students are more likely to show higher academic engagement, effective self-regulated learning behaviours, and sustained commitment to their academic goals [8]; [9]. These characteristics are essential for navigating the increasing complexity of higher education, which requires students to be autonomous, resilient, and proactive learners.

Furthermore, the findings suggest that learning motivation among students in Tangerang Regency may be supported by a combination of personal and contextual factors. From a theoretical perspective, Self-Determination Theory posits that motivation is enhanced when learning environments support students' basic psychological needs for autonomy, competence, and relatedness [10]. Although this study did not

directly examine environmental variables, the high motivation levels reported by students may reflect academic settings that provide adequate structure, support, and opportunities for meaningful learning. Cultural and social contexts may also play an important role in shaping students' motivation. In Indonesia, higher education is often viewed as a pathway to professional development, social mobility, and personal fulfilment. Such aspirations can strengthen students' motivation by providing clear long-term goals and reinforcing the perceived value of academic achievement. Previous studies conducted in Indonesian higher education contexts have reported similar patterns, showing that motivated students tend to demonstrate greater academic resilience and adaptability (Kotera et al., 2022; Ramadhan et al., 2025).

Nevertheless, the presence of students with moderate and low learning motivation indicates that motivation is not uniformly distributed across the student population. Individual differences, academic stress, learning environments, and psychosocial factors may contribute to variations in motivational levels. Recent empirical evidence suggests that students with lower motivation are at greater risk of academic disengagement and burnout, underscoring the importance of early identification and targeted institutional support [11]; [7]. Therefore, while the overall findings are encouraging, they also highlight the need for comprehensive strategies to support students who may struggle to sustain learning motivation. In summary, the findings of this study indicate that university students in Tangerang Regency generally demonstrate high learning motivation, reflecting a positive learning orientation that supports academic engagement and achievement. This overview provides a contextual foundation for subsequent discussion of motivational dimensions and institutional implications, emphasizing the importance of sustaining supportive academic environments in higher education.

4.2 Intrinsic Motivation and Student Engagement

The relatively high level of intrinsic motivation observed in this study highlights the central role of internal psychological drivers in shaping students' learning behaviour. Intrinsic motivation, which is driven by personal interest, goal orientation, and the desire for self-development, has been widely recognized as a key factor in promoting meaningful and sustained learning. Students who are intrinsically motivated tend to engage in learning activities because they perceive them as valuable and personally relevant, rather than merely as obligations or requirements.Recent empirical evidence suggests that intrinsic motivation is strongly associated with deeper cognitive engagement and effective self-regulated learning. Students with high intrinsic motivation are more likely to set personal learning goals, monitor their own progress, and apply adaptive learning strategies, such as critical thinking and reflective practice [12]. These behaviours enable students to persist in the face of academic challenges and to maintain consistent engagement throughout their studies.Within the context of Indonesian higher education, intrinsic motivation may be reinforced by students' aspirations for professional competence, social contribution, and long-term personal growth.

Higher education is often viewed not only as a pathway to employment but also as a means of fulfilling personal and societal responsibilities. This orientation is particularly evident among students in medical and health-related disciplines, where learning is closely linked to professional identity formation, altruistic values, and a sense of calling to serve others. Such internalized values may explain the relatively high levels of motivation observed among respondents in this study.Moreover, intrinsic motivation has been shown to play an important role in supporting students' psychological well-being. Research indicates that students who are motivated by genuine interest and internal satisfaction tend to experience lower levels of academic burnout and higher levels of learning satisfaction [13]. By fostering a sense of purpose and personal meaning in learning, intrinsic motivation acts as a protective factor against academic stress and emotional exhaustion, thereby supporting both academic persistence and overall student well-being.

4.3 Role of Extrinsic Motivation and Learning Environment

While intrinsic motivation plays a central role, the contribution of extrinsic motivation in this study should not be underestimated. The findings indicate that external factors such as academic expectations, institutional support, peer encouragement, and family influence continue to shape students' motivation. Contemporary motivational theory suggests that extrinsic motivation can be highly effective when external demands are perceived as meaningful and aligned with students' personal values. Supportive learning

environments, characterized by clear academic structures, constructive feedback, and autonomy-supportive teaching practices, have been shown to enhance both intrinsic and extrinsic motivation. Recent international studies highlight that students' perceptions of teaching quality, fairness, and emotional support significantly influence their motivational engagement [14]. In this regard, universities in Tangerang Regency appear to provide contextual conditions that support students' motivational needs, although further analytical research is needed to confirm this assumption.

4.4 Comparison with Previous Studies

The findings of this study are broadly consistent with a growing body of regional and international research reporting moderate to high levels of learning motivation among university students. Recent studies across developing and emerging economies suggest that, despite systemic challenges such as limited resources, academic workload, and transitional stressors, many students continue to demonstrate strong motivational orientations toward their studies. These motivational patterns are often shaped by personal aspirations, cultural values emphasizing education, and perceived long-term benefits of academic achievement.Research conducted in several Asian higher education contexts has shown that students frequently maintain high motivation due to strong goal orientation and future-oriented thinking. For example, Gabriel and Harding [15],(2023) reported that university students in East and Southeast Asia often view higher education as a critical pathway to career stability and social mobility, which reinforces sustained motivation even under demanding academic conditions. Similarly, Nguyen et al [16] (2021) found that students' motivation in developing countries is closely linked to their sense of responsibility toward family and society, reflecting the influence of socio-cultural values on learning behaviour.

Within the Indonesian context, recent evidence suggests that learning motivation is closely intertwined with students' capacity to adapt to academic challenges. Studies have demonstrated that motivated students are more likely to exhibit adaptive coping strategies, effective time management, and persistence in completing academic tasks. These characteristics enable students to manage academic pressure more effectively and reduce the likelihood of disengagement. The present study contributes to this literature by offering region-specific descriptive data from Tangerang Regency, thereby extending existing findings beyond institution- or discipline-specific samples.At the same time, international research has increasingly highlighted concerns regarding declining student motivation in certain contexts, particularly in relation to prolonged academic stress and extensive exposure to online or hybrid learning environments. Studies conducted after the global shift toward digital learning have reported increased academic fatigue, reduced engagement, and motivational decline among some student groups [17]; [18]. These findings suggest that motivation is not static and may fluctuate in response to changes in learning environments and instructional demands.

The relatively high motivation observed in the present study may indicate that students in Tangerang Regency have developed adaptive responses to academic demands or that institutional practices have effectively supported student engagement. Supportive teaching approaches, clear academic structures, and opportunities for meaningful interaction may help mitigate the negative effects of academic stress and learning fatigue. However, the presence of students with moderate and low motivation also underscores the importance of ongoing monitoring and early intervention.From a broader perspective, these findings emphasize that learning motivation should be viewed as a dynamic construct influenced by individual, institutional, and contextual factors. Continuous assessment of students' motivational levels is essential to identify emerging challenges and to ensure that educational strategies remain responsive to students' needs. By situating its findings within current regional and international literature, this study reinforces the importance of context-sensitive approaches to understanding and supporting learning motivation in higher education.

4.5 Implications for Higher Education Institutions

The findings of this study have several important implications for higher education institutions, particularly those aiming to strengthen student engagement and academic success. First, universities should continue to foster intrinsic motivation by promoting autonomy, relevance, and competence in teaching and learning processes. Curriculum designs that emphasize active learning, problem-based learning, and real-

world application may further enhance students' internal motivation. Second, institutional support systems, including academic advising, mentoring, and psychosocial support services, play a crucial role in sustaining extrinsic motivation. Creating inclusive and supportive academic climates can help students internalize external academic demands and maintain motivation over time. Third, given the association between motivation, resilience, and well-being, universities should integrate student well-being initiatives into academic policies. Programs aimed at developing self-regulation skills, resilience, and emotional well-being may indirectly strengthen learning motivation and academic persistence.

4.6 Limitations and Future Research

Despite its contributions, this study has several limitations. The descriptive design does not allow for causal inferences regarding factors influencing learning motivation. Additionally, the use of self-reported measures may introduce response bias. The predominance of students from medical-related faculties may also limit the generalizability of the findings to other academic disciplines.Future research should employ analytical or longitudinal designs to examine causal relationships between learning motivation and variables such as academic resilience, teaching quality, and socioeconomic background. Qualitative approaches may also provide deeper insights into students' motivational experiences and contextual influences.

IV. CONCLUSION

Most university students in Tangerang Regency demonstrate a high level of learning motivation. Both intrinsic and extrinsic motivation contribute positively to students' learning engagement. Educational institutions are encouraged to foster supportive academic environments and implement programs that sustain and enhance students' motivation. Future studies are recommended to include broader variables and analytical designs to better understand factors influencing learning motivation.

V. ABBREVIATIONS

All abbreviations used in this article are defined at their first appearance in the text. Abbreviations are applied consistently throughout the manuscript to ensure clarity and avoid ambiguity for international readers.

VI. ACKNOWLEDGEMENTS

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