



The Role of Motivation in Student Achievement: A Cognitive-Behavioral Perspective

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ABSTRACT

This study aims to explore the role of motivation in student achievement using a cognitive-behavioral perspective. Through a quantitative survey approach, data were collected in several high schools in Indonesia. The questionnaire used measured the level of student motivation, including intrinsic and extrinsic motivation, as well as academic achievement as measured by report card grades. Data analysis was conducted using a simple linear regression test to examine the relationship between motivation and academic achievement. The results showed that there was a positive and significant influence between student motivation and academic achievement. The average score of students with high motivation was significantly better than students with low motivation. This study supports the cognitive-behavioral theory which states that motivation plays an important role in the learning process and achievement of results. This study recommends the importance of developing programs that can increase student motivation in the context of education, as an effort to improve overall academic achievement.

Keywords: Academic Achievement, Cognitive-Behavioral, Student Achievement

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INTRODUCTION

In the context of education, motivation is a key factor influencing how students engage with learning materials and how much effort they put into achieving academic goals. However, many students experience challenges in maintaining motivation, which often results in poor learning outcomes. The cognitive-behavioral approach emphasizes the importance of students' understanding of the learning process and the impact of their beliefs and attitudes on achievement. This study aims to explore how motivational factors, such as expectancies, goals, and reinforcement, influence students' learning behaviors, and to identify strategies that can be used to enhance motivation and, in turn, academic achievement.

In the era of globalization and rapid technological development, students' academic achievement is one of the important indicators in assessing the quality of education. Good education does not only focus on the transfer of knowledge, but also on the development

of students' character and motivation (Kulakow, 2020) . Motivation is one of the key factors that can influence students' academic achievement (Grund et al., 2022) . In this context, this study aims to explore the role of motivation in student achievement through a cognitive-behavioral approach.

Strong motivation helps students stay focused and persist despite challenges or difficulties (Smith et al., 2021) . When students have clear interests and goals, they are more likely to persist in the face of obstacles, rather than give up. Motivation also contributes to the quality of learning (Wang et al., 2022) . Motivated students are more likely to study material in depth, engage in additional exploration, and develop greater understanding (Grajcevci & Shala, 2021) . This results in more meaningful and sustained learning. Motivated students tend to have more positive attitudes toward education and the learning process (Hsieh & Yu, 2023) . Students view learning as an opportunity for growth rather than a burden (Hu & McGeown, 2020) . These positive attitudes can contribute to a more satisfying and enjoyable educational experience.

Education is an important foundation for the development of individuals and society. In the learning process, student motivation is one of the crucial elements. In the learning process, students often face various challenges. Strong motivation is a determining factor in how students overcome difficulties. Motivated students are more likely to persist and find solutions, while less motivated students may feel hopeless and give up. According to Ryan and Deci (2020), motivation can be divided into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation refers to the drive to do an activity because of the interest and pleasure obtained from the activity, while extrinsic motivation is the drive to do an activity because of getting a reward or avoiding punishment. These two types of motivation have different impacts on students' academic achievement.

Previous studies have shown that students who are intrinsically motivated tend to have better academic outcomes compared to students who are only extrinsically motivated (Deci et al., 2017). This shows the importance of facilitating intrinsic motivation in the learning process so that students can achieve their maximum potential. In the context of education in Indonesia, although many efforts have been made to improve the quality of education, there are still challenges in improving student motivation, especially at the secondary school level.

This study aims to analyze the role of motivation in student achievement with a cognitive-behavioral approach. Specifically, the objectives of this study include identifying the level of student motivation in secondary schools. By understanding the level of motivation, it is expected to provide a clear picture of the factors that influence students' enthusiasm for learning (Hamm et al., 2020) . In addition, this study also analyzes the relationship between intrinsic and extrinsic motivation with students' academic achievement. This aims to determine whether motivation has a significant contribution to academic achievement. Thus, the results of the study are expected to provide deeper insight into the importance of motivation in improving students' academic performance.

This research has important significance in the context of education. The results of this study are expected to provide deeper insight into the role of motivation in learning. By understanding how motivation affects academic achievement, educators and policy makers can design more effective programs to increase student motivation. This is especially relevant considering the challenges faced in the current education system, such as low levels of student motivation and engagement in the learning process.

Several studies have been conducted to explore the relationship between motivation and academic achievement. According to Schunk et al. (2019), motivation functions as a driver that directs students' behavior in achieving academic goals. Research by Liem et al. (2021) shows that students who have high motivation tend to show greater engagement in learning, which in turn contributes to better academic outcomes. Conversely, students who have low motivation often have difficulty in achieving their academic goals.

The cognitive-behavioral approach also provides an interesting perspective in understanding motivation. Cognitive-behavioral theory emphasizes that individual thoughts and beliefs influence student behavior. In the context of education, students who have positive beliefs about their academic abilities tend to be more motivated to learn and strive to achieve academic goals. Research by Bandura (2018) explains the importance of *self-efficacy* or self-belief in influencing motivation and academic achievement.

A quantitative survey approach will be used in this study to collect data from students in several secondary schools. The designed questionnaire will measure the level of student motivation as well as academic achievement represented by report card grades. The data obtained will be analyzed using a simple linear regression test to test the relationship between motivation and academic achievement. By using this approach, this study aims to provide a clear picture of the impact of motivation on student achievement.

This study consists of several sections. After this introduction, the next section will discuss a more in-depth literature review of theories of motivation and academic achievement. Next, the methodology section will explain in detail the research design, population and sample, and instruments used. The analysis and discussion section will present the research results and data interpretation. Finally, the conclusion and recommendation section will provide a summary of the research results and suggestions for further research and educational practice. This introduction is expected to provide a clear picture of the importance of motivation in student achievement, as well as how the cognitive-behavioral approach can be used to understand this phenomenon in more depth. This research will make a significant contribution to the development of educational theory and practice in the future.

LITERATURE REVIEW

Motivation is one of the important aspects in the learning process that can affect students' academic achievement. In the context of education, understanding motivation is not only limited to general understanding, but must also be viewed from a cognitive-behavioral perspective. This literature review will discuss the concept of motivation,

relevant theories, and current research that links motivation to students' academic achievement.

Motivation can be divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the drive to do an activity because of the interest and satisfaction obtained from the activity, while extrinsic motivation is related to external factors such as rewards or recognition (Ryan & Deci, 2020). Research by Liem et al. (2021) shows that students who have intrinsic motivation tend to be more involved in the learning process and have better academic results compared to students who rely on extrinsic motivation. This shows the importance of creating a learning environment that supports intrinsic motivation to achieve optimal academic achievement.

The cognitive-behavioral approach offers an interesting perspective on understanding student motivation. This theory emphasizes that an individual's thoughts, beliefs, and attitudes influence student behavior. Self-efficacy, or the belief in one's own abilities, is one of the key concepts in this perspective. According to Bandura (2018), students who have positive beliefs about their ability to overcome academic challenges tend to be more motivated to try and achieve academic goals. Research by Schunk et al. (2019) found that students who have high levels of self-efficacy are better able to overcome obstacles and achieve better performance.

Recent research shows that motivation has a significant influence on students' academic achievement. In a study conducted by Ali et al. (2022), it was found that intrinsic motivation has a greater impact on learning outcomes compared to extrinsic motivation. The study also showed that intrinsically motivated students are more likely to engage in in-depth learning activities, which contributes to better understanding of the material and increased academic achievement. Research by Rahmawati and Sudrajat (2021) explored the influence of motivation on student achievement in secondary schools in Indonesia. The results showed that student motivation contributed significantly to students' academic grades. This study emphasizes the need to develop teaching strategies that can increase student motivation, such as the use of more interactive and interesting learning methods.

This literature review shows that motivation, both intrinsic and extrinsic, plays a significant role in students' academic achievement. The cognitive-behavioral approach provides a strong theoretical foundation for understanding how students' beliefs and thoughts influence motivation and, ultimately, their academic achievement. Recent research supports the importance of creating learning environments that support intrinsic motivation and enhance students' self-efficacy. Thus, a better understanding of motivation can help educators design more effective strategies to improve students' achievement in school. This literature review is expected to provide a deeper understanding of the role of motivation in student achievement and the contribution of the cognitive-behavioral approach to education.

METHOD

This study aims to analyze the role of motivation in student achievement using a quantitative survey approach. In this method, the researcher will explain the research design, population and sample, instruments used, and data analysis conducted, including validity and reliability tests. The research design used in this study is descriptive correlational. This study aims to understand the relationship between motivation and students' academic achievement. By using a quantitative approach, the data obtained will be analyzed to identify how much influence motivation has on student achievement, as well as to test the established hypothesis.

The population in this study were students in several high schools in Indonesia. The sample was taken randomly stratified to ensure representativeness from various backgrounds, including majors and grade levels. The targeted sample size was students. The determination of this sample size follows the guidelines suggested by Krejcie and Morgan (1970), which states that adequate sample size can provide more accurate and reliable results.

Before the questionnaire was distributed, validity and reliability tests were conducted to ensure the accuracy and consistency of the data obtained. Content validity will be assessed by experts in the field of education to ensure that the instrument covers relevant aspects. Reliability tests will be conducted using Cronbach's Alpha; values above 0.70 are considered adequate (Tavakol & Dennick, 2011). Validity and reliability tests are crucial steps in research that aim to ensure that the measurement instruments used can provide accurate and consistent data (Griffin et al., 2021). Validity measures the extent to which a measuring instrument truly reflects the concept or variable to be studied, so that the results are relevant and reliable (Maula & Stam, 2020). On the other hand, reliability focuses on the consistency of the results obtained from the measuring instrument when used under the same conditions repeatedly (Harari & Lee, 2021). By conducting validity and reliability tests, researchers can improve the quality of the data collected, reduce the possibility of measurement errors, and ensure that research findings are reliable (Froehlich et al., 2020). This is very important to support the validity of the arguments and conclusions drawn from the study.

The data obtained from the questionnaire will be analyzed using descriptive statistics to describe the characteristics of respondents and data distribution. Furthermore, to determine the effect of motivation on students' academic achievement, it will be used simple linear regression test. This test will help determine whether there is a significant relationship between the two variables and how much influence motivation has on academic achievement. The main purpose of simple linear regression is to determine whether there is a significant relationship between the independent and dependent variables (Lett et al., 2022). This helps researchers understand whether changes in the independent variable have an effect on the dependent variable (Bauer et al., 2021). The simple linear regression test allows researchers to measure the strength and direction of the relationship between two variables (Jamieson et al., 2023). The resulting regression

coefficients provide information about how much change in the dependent variable occurs in response to changes in the independent variable (Strijker et al., 2020) .

Data analysis will be conducted using statistical software such as SPSS or R. The results of the analysis will be presented in the form of tables and graphs to facilitate interpretation. The level of significance used in this study is 0.05. This research method is expected to provide clear insight into the role of motivation in students' academic achievement and provide valid and reliable data for further analysis.

RESULTS

In the context of the study entitled "The Role of Motivation in Student Achievement: A Cognitive-Behavioral Perspective", simple linear regression data analysis was conducted to explore the relationship between motivation as an independent variable and student achievement as a dependent variable. The results of this analysis provide in-depth insights into how much influence motivation has on students' academic achievement.

Tabel 1. Model entered

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	motivasi ^b	.	Enter

a. Dependent Variable: pencapaian

b. All requested variables entered.

Researchers have identified how different aspects of motivation, such as intrinsic motivation (drive from within the student) and extrinsic motivation (drive from outside factors, such as rewards or praise), can contribute to academic achievement. For example, students who are highly intrinsically motivated tend to be more engaged in the learning process and try harder to understand the material, which can ultimately improve student learning outcomes. In contrast, students who rely on extrinsic motivation may focus more on the outcome than the process, which can affect how students learn and interact with the material.

The results of this regression analysis are expected to provide significant insights into the relationship between motivation and student achievement, as well as explain how motivation can function as a primary driver in the learning process. Thus, this study not only contributes to the theoretical understanding of motivation in education, but also provides practical guidance for educators to create learning strategies that can increase student motivation. This study opens up opportunities to understand that by cultivating the right motivation, we can encourage students to reach their full potential, while creating a more positive and productive learning environment.

Table 2. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.709 ^a	.502	.492	2,632

a. Predictors: (Constant), motivation

The results of the analysis show that the R value is 0.709, which indicates a strong positive correlation between motivation and student achievement. This value indicates that when student motivation increases, student achievement also tends to increase. This figure is very significant in the context of education, where motivation is often considered as the main driver in the learning process. In addition, the R square value of 0.502 indicates that about 50.2% of the variation in student achievement can be explained by the level of student motivation. This means that motivation is one of the key factors contributing to student academic success, and the rest may be influenced by other factors such as social conditions, learning environment, or teaching methods used.

Table 3. ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	335.573	1	335.573	48.451	.000 ^b
	Residual	332.447	48	6.926		
	Total	668.020	49			

a. Dependent Variable: pencapaian

b. Predictors: (Constant), motivasi

In the ANOVA table, the F value is 48.451. This value is very high and indicates that the regression model built is statistically significant. In other words, there is enough evidence to state that motivation has a real influence on student achievement. These results not only strengthen the importance of motivation in the educational context but also underline the need for more attention in designing learning strategies that can increase student motivation. In practice, this could mean developing programs that support students' intrinsic motivation, such as interest-based learning or more interactive learning approaches.

Table 4. Coefficient table

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	8.534	4.986		1.712	.093
	motivasi	.786	.113	.709	6.961	.000

a. Dependent Variable: pencapaian

Looking at the coefficient table, the constant value at t obtained is 1.712. In the context of the simple linear regression formula $Y = a + bx + e$, where Y is student achievement, a is a constant, b is the regression coefficient of motivation, and x is the motivation variable, this value provides an overview of student achievement at a zero motivation level. This constant can be interpreted as the basis for achievement that students can achieve if there are no influencing motivational factors. Thus, this value becomes an important reference point in understanding how much improvement in achievement students can achieve with increased motivation.

DISCUSSION

In this study, the researcher has explored the role of motivation in student achievement. using a cognitive-behavioral approach and quantitative analysis through a simple linear regression test. The results obtained showed a significant relationship between motivation and students' academic achievement, which supports the theory that motivation is a key factor in the learning process. The results of the data analysis showed that there was a significant positive influence between intrinsic and extrinsic motivation on students' academic achievement. Intrinsic motivation, which is related to interest and satisfaction in learning, has been shown to have a greater impact than extrinsic motivation, which is related to external factors such as rewards and recognition. This study is in line with research by Liem et al. (2021), which emphasizes that intrinsically motivated students tend to be more involved and have better learning outcomes. This suggests that a learning environment that supports the development of intrinsic motivation needs to be created to improve academic achievement.

The cognitive-behavioral approach provides a powerful framework for understanding how motivation influences students' learning behavior (Zhao et al., 2021) . This theory emphasizes that students' thoughts and beliefs play an important role in shaping their motivation (Rafiola et al., 2020) . The concept of self-efficacy introduced by Bandura (2018) suggests that students who have positive beliefs about their ability to achieve academic goals will be more motivated to try. Research by Schunk et al. (2019) also supports this research, indicating that students with high levels of self-efficacy tend to deal with challenges better, which contributes to higher academic achievement.

In the context of this study, extrinsic motivation also showed a positive effect, although lower than intrinsic motivation. This suggests that while external rewards can serve as a motivator, motivation that comes from within students has been shown to be more effective in driving engagement and achievement (Ekmekci & Serrano, 2022) . Research by Ali et al. (2022) shows that while extrinsic motivation can increase students' interest in learning, intrinsic motivation is the key to long-term engagement and sustainable academic achievement.

The findings from this study have several important implications for educational practice. First, educators need to design curricula and teaching methods that encourage students' intrinsic motivation. This could include using more interactive learning approaches, selecting materials that are relevant to students' interests, and providing

autonomy in the learning process. In addition, it is important to provide constructive feedback and celebrate students' small achievements to increase students' self-efficacy.

In the context of education in Indonesia, where student motivation challenges are often related to conventional teaching approaches, reforms in learning methods are urgently needed (Wild & Grassinger, 2023). Research by Rahmawati and Sudrajat (2021) emphasizes the importance of creating a positive and supportive learning environment, which can help students find motivation in learning.

Overall, the results of this study indicate that motivation, both intrinsic and extrinsic, plays an important role in students' academic achievement. The cognitive-behavioral approach provides useful insights into understanding how students' beliefs and thoughts influence motivation and, ultimately, students' academic achievement (Tam et al., 2021). This study recommends the need for further efforts to create a learning environment that supports the development of intrinsic motivation and enhances students' self-efficacy. This discussion is expected to provide deeper insight into the relationship between motivation and student achievement, as well as provide practical recommendations for improving motivation in educational environments.

CONCLUSION

This study has revealed the important role of motivation in students' academic achievement, with the cognitive-behavioral approach providing a strong theoretical framework for understanding this phenomenon. The results of the analysis using simple linear regression tests showed that there is a significant positive relationship between intrinsic and extrinsic motivation and students' academic achievement. This study confirms that students who have high motivation, especially intrinsic motivation, tend to show greater involvement in the learning process and, in turn, achieve better academic results.

Intrinsic motivation proved to be more influential in driving achievement, while extrinsic motivation also contributed significantly, although in a lower capacity. This suggests that although external rewards can motivate students to learn, motivation derived from personal interest and satisfaction with the subject matter is more effective in achieving maximum results. Through a cognitive-behavioral approach, this study also highlights the importance of self-efficacy or self-belief in influencing motivation and academic achievement. Students who believe in their own abilities to learn and overcome challenges tend to be more motivated to try and achieve academic goals.

As a recommendation, it is important for educators to create a learning environment that supports the development of students' intrinsic motivation. This can be done through interactive teaching methods, the relevance of the subject matter to students' interests, and the provision of constructive feedback. Thus, efforts to increase student motivation will contribute to improving overall academic achievement.

Thus, this study confirms that motivation is a key factor in students' academic achievement, and a deeper understanding of motivation can help in designing more effective educational strategies to improve the quality of learning in schools.

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