



Why I'm Bored in Learning? Exploration of Students' Academic Motivation

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Academic motivation has been a mushrooming issue in educational research. Geared under social cognitive theory, this study was designed to investigate the dynamics of students' academic motivation. A qualitative approach and a grounded theory were employed in this study. One-hundred-and-two students (henceforth, participants) from teacher training and education program were recruited. Data were obtained from focus group discussion. In addition, in-depth interviews were done to four selected participants. Trustworthiness was gained from repeated checking of the data categories and verification was done to assure the internal data consistency. The results of this study suggested that students' academic motivation was dynamic, moving from amotivation condition to intrinsic motivation which was affected by social support, goal orientation, achievement anxiety, and self-efficacy. This study concluded that academic motivation was dynamic and ongoing process. This process was influenced by intrinsic and extrinsic factors.

Keywords: academic motivation, social support, goal orientation, achievement anxiety, self efficacy

INTRODUCTION

Students' academic motivation is the encouragement of students to be involved in the academic process. Academic motivation can be explained through its dimensions such as intrinsic motivation, extrinsic motivation, and amotivation (Vallerand, 1993;

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Vallerand et al., 1992; Vallerand, 1993). Intrinsic motivation is an internal drive that stimulates students to actively learn. Extrinsic motivation is an external impulse that makes a person carries out his or her duties in lectures. Amotivation is a condition that makes students unwilling to learn and is compelled to master the ability to learn.

The concept of academic motivation is different from the concept of interest. Interest is related to liking for subjects (Krapp, 2000, 2002). Motivation is not just related to liking for subjects but there is an elements of desire to learn more deeply, engage in learning something new and even persevere when facing new problems and challenges as well as a desire to be creative towards what is chosen and studied (Bonneville-roussey et al., 2016; Vallerand et al., 1993). Interest can be a predictor of increasing student academic motivation (Krapp, 2000, 2002).

Indicators of students' academic motivation are the desire to be actively involved in lectures (active behavior such as listening to discussions in forums, explaining arguments, asking questions, and solving problems. Active behavior can be measured using operational scales and observational rubrics), determination to survive when faced with problems and difficulties as well as the desire to rise and try when experiencing failure. Indicators of students who are lack of motivation are having a level of boredom and laziness in attending lectures, passive in attending lectures, and have a high rate of absence and drop out (Stoeber, et al., 2011; Cazan, 2015).

Academic motivation is imperative in the learning process of students. It can increase student involvement in building construction in learning, increase learning persistence and improve learning achievement (Makri-Botsari, 1999; Sikhwari, 2014; Griffin, 2016; Tang et al., 2016; Widodo et al., 2018). The importance of academic motivation requires the implementation of academic motivation in all subjects through communication, meaning of the learning process, pleasant cognitive activities and appreciation of the learning process faced (Griffin, 2016; Tang et al., 2016; Widodo et al., 2018).

Due to the significance of academic motivation in learning, myriad studies have been geared to uncover the potentials of academic motivation in educational sectors, starting from the exploration of students' academic motivation (Negovan et al., 2015; Singh et al., 2017; Vanslambrouck et al., 2018), the relationship of academic motivation with other variables such as academic motivation and attitude in learning (Widodo et al., 2018), academic motivation and perceived autonomy support (Griffin, 2016), academic motivation and the application of meaningful learning strategies (Liu & Yu, 2012) and the development of learning strategies that are able to increase students' academic motivation (Liu & Yu, 2012; Harandi, 2015; Erol & Kurt, 2017; Vanslambrouck et al., 2018). These previous studies were built on problems related to academic motivation that often occur in the academic realm.

However, complexities faced by scholars with regard to the lack of academic motivation continue to the present day. These problems are related to the decline in academic motivation that can be seen from the presence of burnout, feelings of depression, lack of enthusiasm and lack of desire to excel in psychology students (Tukaev et al., 2013),

learning difficulties, sadness and trauma of learning in nursing students in China (Li et al., 2018), feeling depressed about the burden of participants and the boredom of learning in students (Seibert et al., 2017), fatigue of learning, the desire to run away from learning and decreased performance in student learning (Zucoloto et al., 2016).

The problem of academic motivation is related to the factors that influence it. Factors that can influence motivation are self-efficacy, social support, achievement anxiety, goal orientation (Bandura, 1977, 1997). However, the factors that influence academic motivation are still unclear in increasing or decreasing academic motivation in the context of Indonesian students. This can be seen from the counter opinions about the influence of self-efficacy, social support, anxiety and achievement of goal orientation in increasing or decreasing academic motivation.

Self-efficacy is a self-evaluation of one's ability to do academic work in a field (Bandura, 2006). Self-efficacy can increase academic motivation because when students have positive beliefs about their abilities, students will tend to pay attention to learning in lectures; try to excel and develop themselves (Pajares, 2003; Erb & Drysdale, 2017). The results of previous studies also examined that self-efficacy can reduce academic motivation (Abbas & North, 2018; Schunk, 1991; Talsma et al., 2019).

The results of the previous studies, however, have not explained the dynamics of self-efficacy that can reduce academic motivation. This gap is of paramount importance to be investigated deeply to understand the dynamics of self-efficacy whether it can increase or decrease students' academic motivation. Understanding the effect of self-efficacy on academic motivation is needed to confirm the theory of self-efficacy on academic motivation and consideration of establishing self-efficacy as a factor to increase academic motivation of Indonesian students.

Furthermore, achievement anxiety is one of the conditions experienced by students in general. Students experience achievement anxiety associated with difficult situations in understanding the subjects and working with peers in the classroom. This achievement anxiety is also able to contribute to academic motivation. Achievement anxiety is a feeling of fear, anxiety and worry about performance and failure of the learning process undertaken (Eum & Rice, 2011). Anxiety can increase academic motivation. Achievement anxiety can increase academic motivation by assuming that academic motivation triggers students to focus and be actively involved in learning because of social comparisons of peers' performances, a desire to equate oneself with peers' performance, or a desire to avoid academic failure (Tobias, 1979; Grills-taquechel et al., 2013; Hong et al., 2015).

Achievement anxiety is also able to reduce academic motivation by assuming that achievement anxiety can reduce levels of concentration and anxiety in learning (Collie et al., 2017; Kader, 2016; Suhre et al., 2013). The difference between the effects of achievement anxiety requires exploratory studies to understand the context of academic anxiety in academic motivation.

One extrinsic factor that influences students' academic motivation is social support. Social support is an encouragement that comes from the social environment that is able

to make students aware of the importance of learning orientation to be carried out, diligent in learning, and productive and diligent in achieving learning goals that have been set (Macdonald, 1998). Social support can reduce the pressure burden caused by anxiety in facing difficulties and learning challenges and is able to make students to find their solutions of problems in learning.

Several previous studies have attempted to examine the relationship of social support to academic motivation. This social support can come from families (Henry et al., 2011; Chen, 2005; Tezci et al., 2015), lecturer (Fan, 2012; Katz et al., 2009; Kiefer et al., 2015; Sakiz, 2012), and peers (Dornisch et al., 2011; Kiefer et al., 2015). Previous research on the influence of social support emphasizes the influence that most contributes to academic motivation and the magnitude of contributions from various different sources of social support. However, this research has not discussed more deeply how family, teachers, and peers play a role in increasing or decreasing academic motivation or even not affecting academic motivation and has not answered social support specifications that can contribute to students' academic motivation, especially before learning and at the time of dealing with challenges of learning.

The goal orientation is also able to influence the dynamics of students' academic motivation (Bandura, 1997). The goal orientation is the determination of criteria and standards to be achieved and pursued (Vandewalle, 1997). Student goal orientation consists of mastery goal orientation which is oriented towards the achievement of certain abilities and expertise, prove performance goal orientation oriented to self-proof of competence and appreciation from others, and avoid performance goals which are oriented towards self-avoidance from negative evaluations of others (Brett & Vandewalle, 1999).

Previous works also explain the effect of goal orientation on academic motivation, the range of orientation of the mastery goal goals (Giota, 2010; Oz, 2016; D'Lima et al., 2014; Lerdpornkulrat et al., 2018), and performance goals (Dull et al., 2015; Medina, 2016) that can increase academic motivation and are able to enrich theoretical studies about academic motivation. However, deeper analysis is needed to answer the process of mastery goal orientation and performance goals in increasing and decreasing academic motivation. In fact, previous research did not explain the factors that influence academic motivation of Indonesian students, amotivation conditions for learning motivation, the dynamic process of learning conditions that are motivated to become amotivated and efforts to increase the dynamic learning motivation.

Thus, the novelty in this study lies in the emphasis on the dynamics of students' amotivation condition to the achievement of academic motivation (students' intrinsic motivation) and the involvement of factors that influence academic motivation into a theoretical study that includes social support, achievement anxiety, self-efficacy, and goal orientation. Given the clear-cut explanation of the academic motivation, research gaps, and the need for in-depth exploration of the issue, this present study was then designed to identify the psychological dynamics of students' academic motivation in terms of self-efficacy, social support, achievement anxiety, and goal orientation.

METHOD

Design

A qualitative approach with a grounded theory was used in this study. This grounded theory research aims to build a theory based on the interpretation of a number of participants in a particular context. The context of Indonesian students discussed in this study was Indonesian students' academic motivation.

Participants

The participants of this study were four students attending tertiary education at Panca Marga University, Probolinggo, East Java, Indonesia. The criteria for selecting these participants were 102 students who enrolled in the 2016 academic year and based on the researchers' observations. Students who were not motivated and had the initial motivation to learn were chosen to represent the criteria of participants participating in the focus group discussion.

Procedures

This study was carried out in two stages, these are, Focus Group Discussion (FGD) with 102 students. The FGD was conducted three times; each FGD involved 34 different students from 102 students. FGD was conducted to explore data related to academic motivation. Afterwards, 4 students were recruited to represent all students related to the factors that influenced students' academic motivation; these are 3 students who had the dynamics of amotivation to achieve intrinsic motivation and 1 student who had intrinsic motivation dynamics from the beginning of the lecture.

In-depth interviews to the four selected participants were also carried out. The selection of the four participants for this in-depth interview was based on consideration of motivational dynamics that were able to represent the characteristics of FGD participants. The credibility of the research data was done through checking the data against the categories repeatedly and verifying the same questions to achieve internal data consistency.

Data Collection Methods

The data in this study were obtained through the implementation of focus group discussions to find out the factors that influence the academic motivation of Indonesian students. Semi-structured interviews to explore the dynamics of students' academic motivation were also enacted. A list of questions on academic motivation was previously prepared. To obtain deeper understanding about this issue, additional questions were used in the interviews. With these interviews, more comprehensive information was achieved to explore the dynamics of academic motivation.

Data Analysis

Data analysis in grounded theory design includes open coding, axial and selective coding (Creswell, 2007). In the open coding process, repeated checking and sentence classification were done. In axial coding, conclusion of cause and effect was obtained. In selective coding, pattern integration between categories into a relationship meaning

was achieved. The validation method of the results of this study was gained through repeated checking of words, phrases and sentences in the research data on certain theoretical category labels. In addition, verification of the same questions was done two to three times to achieve the accuracy of the answers.

FINDINGS

The present study unveils factors that can encourage students' academic motivation, these are, social support, achievement anxiety, goal orientation and self-efficacy. Achievement anxiety can increase academic motivation directly or through self-efficacy. The results of this grounded theory research findings are verified in the in-depth interview stage to examine the psychological dynamics of the influence of achievement anxiety, goal orientation, self-efficacy and social support.

First Participant

Theme 1: Amotivation dynamics towards academic motivation

The first participant enrolls in teacher training and education program for elementary school teacher education. The factors that caused the first participant to be in amotivation conditions were that the participant failed an entrance test of engineering faculty at the university. Besides, the lecturers' teaching styles that emphasized giving lectures and assigning reports were also demotivating for the participant. Amotivation conditions in the first participant are characterized by procrastination behavior in doing the task, assuming that the task is a burden and burdensome. It is seen from the accounts:

"When given an individual assignment, I feel lazy, ma'am. Sometimes I just do it and just do it. In my class I often daydream when taking courses that I don't like. When teachers teach with lectures and report assignments, I don't like it because it is boring and makes me think about what this is only the way students learn and what are the benefits for me? "

Amotivation conditions move towards academic motivation at the level of extrinsic motivation when the first participant gets a group assignment. The first participant does not want to burden a group of friends, so he tries to complete the task with full responsibility in the group. Extrinsic motivation is also formed through the perception of parents' hard work that must be accounted for by the active lecture process. It is depicted from this narrative:

"I am more intent on working on college assignments when given a group assignment because I feel uncomfortable when not working and helping the group. I was encouraged to learn how to take classes when I saw my mother and father working hard to make money by farming. So, I have to study hard".

The condition of amotivation also shifts from the direction of amotivation to academic motivation at the level of intrinsic motivation through the pleasure of students in expressing opinions and debates in the classroom. Debate in the classroom can enrich the mindset of students. In addition, the first participant has intrinsic motivation when lecturers give practical assignments. It is depicted that:

"I am happy when I hear the opinions of friends. Sometimes I give questions that trigger debate in the class so that it's not boring and sees other ideas. I also like when the teacher gives practical assignments such as observation or compiling an assessment because I understand the teacher's role".

Theme 2: Social support from lecturers and setting orientation for mastery goals

Social support from lecturers in the form of informational support of current education issues as well as instrumental support in the form of creative learning facilities and learning activities that emphasize practice, discussion, and benefit future career causes students to determine learning goals and increase academic motivation. The participant voiced that:

"I like it very much when I take the Learning Evaluation course in elementary school because students are able to discuss, go directly to elementary school and arrange assessments. When I liked the lecture, I was never absent because I wanted to know topics that were new and useful to me."

Theme 3: Peer support to boost academic motivation

Instrumental social support and information in the form of group discussions can make the first participant interested in mastering certain competencies; answer disequilibrium and difficulties during the lecture process; and open insight into the first participant to complete the thought scheme or update the thought scheme owned. The participant contended that:

"Friends also help when I don't understand the formula when carrying out tasks related to evaluation or statistics. I am also happy when I have to teach my friends who do not understand. So in my opinion this group discussion activity must indeed be carried out and can encourage me to learn. If there is no discussion, I might be sleepy and just play".

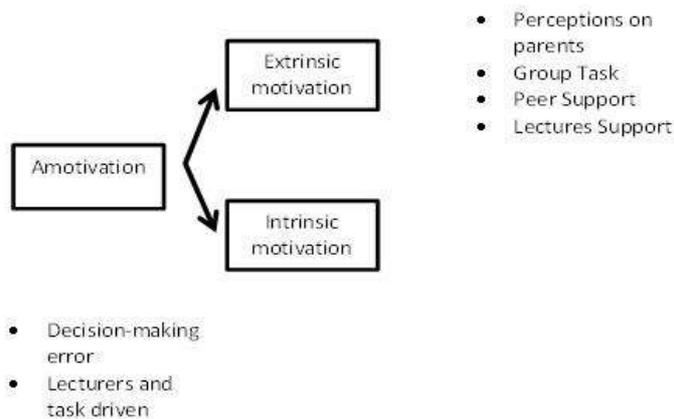


Figure 1
Dynamic of Academic Motivation from Participant 1

Second Participant

The results of data analysis on the second participant are explained through the themes of experience of failure and achievement anxiety, the amotivation conditions within dynamics of workload and college, and scaffolding support that can increase intrinsic motivation in learning.

Theme 1: Experiences of failure, self-efficacy, and achievement anxiety that affect intrinsic motivation

The experience of academic failures in high school and failure to understand lecture material made the second participant feel anxious and lack of confidence in his abilities. But the experience of failure was able to make the second participant to try to learn difficult things through friends and older siblings. Self-confidence that he is able to try to be able to reduce anxiety of achievement. The participant shared that:

"My experience of failure when I was in high school because I played too much sometimes made me anxious and insecure in attending lectures, but it spurred me to try to follow the lessons well and encouraged me to be confident that I was the same as other friends and would definitely be able to excel".

Theme 2: Amotivation conditions within the dynamics of workload and college

The second participant has an obligation to work to help the parents and go to college. The large amount of study and work load alleviates the participants' academic motivation. It is depicted from the narrative:

"Because there are a lot of tasks that have to be done in college and work that is helping mothers in the market to take care of their siblings, it makes me tired and bored. Therefore, in class I chat with friends as entertainment".

In addition, the lecturers' teaching style leads to the participants' boredom during the class. It is often held in the every class and report assignment. Thus, the participants are frequently not serious in learning.

Theme 3: Amotivation shift towards intrinsic motivation through proving performance orientation through family social support

The motivational dynamics of the second participant runs from amotivation towards intrinsic motivation caused by the prove performance orientation and social support from the family. The desire to prove themselves to peers and family makes this participant intrinsically motivated by carrying out tasks in a disciplined manner and actively involved in learning. It is seen form the participant's account:

"Although I have difficulty understanding material, I want to prove to my friends and parents that I can understand material like my friend and can make my parents happy by learning and mastering certain knowledge."

Theme 4: Social support from scaffolding can increase intrinsic motivation in learning

Social support in the form of informational scaffolding can increase the intrinsic motivation of these students in learning. This informational social support also

encourages students to continue to develop their cognitive abilities. The participant contended that:

"Well, their information and openness for me really motivated me to do similar exercises. I want to be smart, I want to be able and I want to be like them. I cannot give up ma'am "

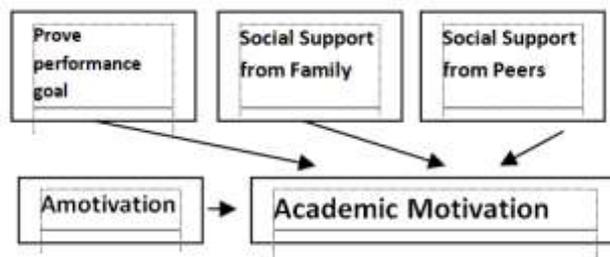


Figure 2
Dynamic of Academic Motivation from Participant 2

Third Participant

In this part, the results are divided into several emerging themes: interest in a particular course that serves as a determinant of intrinsic motivation, performance orientation goals affecting intrinsic motivation in learning, and lecturer social support influencing students' intrinsic motivation.

Theme 1: interest in a particular course that serves as a determinant of intrinsic motivation

Several courses are intriguing for this participant to study deeper and be involved in learning such as educational psychology, guidance and counselling and learning media. The reason is because they can learn and explain the problems that occur when making observations in elementary school. When the participant follows the courses, the participant involved in the discussion actively, as stated in this narrative:

"Yes ma'am. I just like and am interested in studying in lectures when I take my favourite participants, such as educational psychology and learning media. I can listen, actively discuss and ask when the lecture because I am interested and I understand Ma'am.

Theme 2: performance orientation goals affecting intrinsic motivation in learning

Negative comments that are often received by this participant are able to motivate the self to learn in order to prove to their peers that they can perform well in the class. It can be seen from the narrative:

"I sometimes feel inferior when friends make fun of me that I can't master in academics. I'm upset ma'am. They are sometimes disappointed when they have to work in groups with me. Therefore I am encouraged to study. I must be able to and prove to my friends that I am reliable. Yes, even though I have to fight lazy to learn. I started to listen to the lecturer even though sometimes I was still sleepy and often did not understand it "

Theme 3: lecturer social support influencing students' intrinsic motivation

Lecturer social support in the form of instrumental social support such as teaching style adds to engage the participant. It is depicted from the narrative:

"Yes ma'am. The lecturer motivation is useful for me. I, who was initially lazy and passive involved in learning and lecturing, became enthusiastic when the lecturer taught questions such as quizzes with warm dialogue and humour at the end of the lecture. Like it or not, I have to listen from the start. I was happy mom and did not feel burdened. I also need to be actively involved in discussions so that I understand the material. The words of the lecturer also sometimes encourage me to learn. The lecturer invited me to reflect in my heart, that I was a student, I had to struggle and think critically".

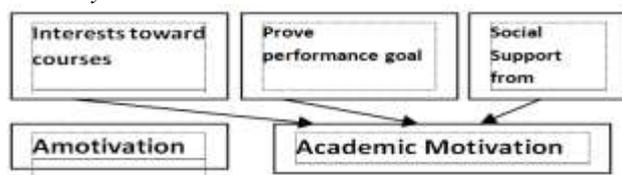


Figure 3
Dynamics of Academic Motivation from Participant 3

Fourth Participant

The themes of analysis on the fourth participant are presented into, discrepancy in orientation of contextual learning goals can increase intrinsic motivation, social support from families increases intrinsic motivation, the experience of failure becomes a determinant of intrinsic motivation through academic anxiety.

Theme 1: contextual orientation goal learning orientation can increase intrinsic motivation.

The fourth participant has a mother who works as a teacher. The fourth participant often observes the learning that takes place in his mothers' elementary school. Learning sports in his mother's elementary school is only theoretical. The fourth participant wants to learn to be a good sports teacher and provide practice-based education and wants to bring these students to take part in sports competitions. The fourth participant determines the orientation of the learning objectives which is wanting to master the competency of sports learning to be able to achieve its goals one day. However, there is no university in the region (Probolinggo) that is able to facilitate the orientation of the learning objectives of the fourth participant. Suggestions from families to attend lectures in the elementary school teacher education study program on one private campus assuming that when the fourth participant becomes an elementary school teacher, the participant is also able to teach sports well to the students.

The orientation of the learning objectives becomes renewed when the fourth participant attends lectures in the department of primary school teacher education. He received courses such as educational psychology, elementary participants and even sports itself. He was interested in the course, and made the fourth participant diligent in listening to

learning in class, actively involved in discussions and assignments. The participant shared that:

"At first I was sure that I could teach elementary students about sports material too when I graduated from PGSD. Several courses at PGSD are offered and I am also interested in these courses. This encouraged me to be involved in lectures because I wanted to master that competency. I want to be a good teacher and have broad insight. So I take part in class discussions, listen to lecturers even though sometimes they get bored because lecturers sometimes only do lectures, and try to get good grades from lectures".

Theme 2: social support from family in increasing intrinsic motivation

Emotional support helps the participant increase the motivation when having difficulties in learning in and when experiencing laziness in doing assignments. It is depicted from the narrative:

"Basically, like other friends, we are often bored and sometimes not motivated to study because there are too many assignments given by lecturers and some participants are difficult to understand. The teaching style of lecturers is sometimes only lecture and abstract. So sometimes we feel bored in college. But we encourage each other to stay involved in lectures. In addition, the supports of parents who are often given to me like the sentence do not give up, that's not how much. You can if you try to exceed your limits. You are still at the zero point, these words strengthen me to continue to survive and learn. I want to graduate and make my parents happy, Ma'am.

Theme 3: experience of failure serves as a determinant of intrinsic motivation through academic anxiety

The fourth participant is active in the organization. Failure to divide the time between the organization and the lecture could make it a failure. This intimacy is able to motivate students in learning. It is seen from the narrative:

"I have had a hard time dividing my time between organization and college. I prioritized the organization more so that when I had to report the results of my group's work, I was less than optimal. There are still many things that must be prepared and many questions that are difficult to answer. In my opinion it's my failed experience in learning. Of course, this makes me worried when the lecturer gives the same assignment. However, because of my anxiety, I tried to keep prioritizing college assignments, involved in discussions and work assignments and tried to divide time with my organization. I have to be able to do both".

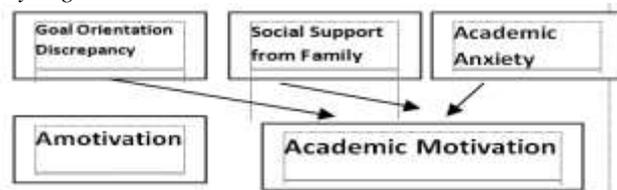


Figure 4
Dynamics of Academic Motivation from Participant 4

DISCUSSION

Academic motivation is an impetus for engaging and active behaviour in learning in the academic world (Vallerand et al., 1993). Academic motivation can be seen from its three dimensions namely intrinsic, extrinsic and amotivation (Vallerand et al., 1992). Academic motivation is very crucial in the academic world. Therefore, efforts to develop a model related to factors that influence motivation continue to be developed from the past until now. Previous research seeks to develop models of academic motivation related to self-efficacy. Self-efficacy is able to predict motivation and academic performance (D'Lima et al., 2014; Dogan, 2017; Liao et al., 2014).

However, it needs to be considered further about internal factors such as the issue of anxiety which until now is often experienced by students in the process of mastering certain competencies. Exploration of the role of self-efficacy that controls achievement anxiety is also needed to be more comprehensive in representing academic motivation. Some studies also link academic motivation with social support as an external factor that is able to contribute to academic motivation (Akanni & Oduaran, 2018; Chen, 2005; Kiefer et al., 2015). Social support in this research is able to influence academic motivation in different sources and forms for each student.

Social support from teacher is in the form of emotional support or even related to teachers' teaching style. However, some students felt the social support from the teacher made the smallest contribution in their learning process. Meanwhile parents and family support is the main influence of students' academic motivation. This result contributes to the world education to pay attention to providing social support from teachers, friends, and parents as a need for learning. This is able to add theoretical studies about external factors that are able to represent academic motivation.

The result in this study also lies in the emphasis on the dynamics of the state of student amotivation to the achievement of academic motivation (students' intrinsic motivation) and the involvement of factors that influence academic motivation into a theoretical study which includes social support, achievement anxiety, self-efficacy and goal orientation. *The results of the study stated that social support was the dominant factor influencing motivation. Social support that influences academic motivation differs from one another.*

Participant one contended that social support in the form of instrumental and informational from peers and lecturers was able to increase mastery goal orientation and students' intrinsic motivation. In the second participant, social support from family and social support information from scaffolding can increase students' intrinsic motivation. On the first, second and third participants, social support originating from lecturers is in the form of instrumental social support and lecturer teaching styles that involve students in dialogue in discussions, involve practice in learning a thing, and encourage students with motivating words that can increase academic motivation .

The second participant also stated that information support from scaffolding encouraged him to be more involved in the learning process. This is consistent with the results of research which states that peer support can increase intrinsic motivation (Dornisch et al.,

2011; Kiefer et al., 2015). Social support from educators is also able to increase intrinsic motivation (Fan, 2012; Kiefer et al., 2015; Sakiz, 2012). In addition, families are also contributors in increasing academic motivation related to intrinsic motivation (Elmelid et al., 2015; Tezci et al., 2015). In addition, goal orientation is also able to increase academic motivation on all four participants. The first participant set the mastery goal orientation in learning, the second and third participants set the prove performance goal orientation, while the fourth participant set the mastery goal orientation but in the discrepancy of changing long-term goals from mastery of sports competency into elementary school pedagogical competencies. Both mastery goal orientation and prove performance goal orientation can increase students' academic motivation. This is consistent with research which states that mastery orientation goals and prove orientation goals can increase students' academic motivation (Chen & Wong, 2015; D'Lima et al., 2014; Dull et al., 2015; Lerdpornkulrat et al., 2018).

The experience of failure that results in anxiety is still a major issue nowadays. The experience of failure can increase achievement anxiety. Achievement anxiety can increase academic motivation when students are able to have positive self-efficacy, optimism and an attitude of not giving up on challenges and difficulties. This is consistent with previous research which states that positive self-efficacy can increase intrinsic motivation (Erb & Drysdale, 2017; Komarraju & Nadler, 2013; Liao et al., 2014).

The second and third participants experienced failure which increases their anxiety levels. However, it is evident that their desire to be competitive in academics life formed intrinsic motivation in learning through efforts to learn from failure; finding out solutions to their problems; pushing themselves to be more active in understanding certain materials and competencies. This is consistent with research which states that academic anxiety can increase academic motivation (Grills-taquechel et al., 2013; Hong et al., 2015; Tobias, 1979).

Students' academic motivation is dynamic since it can not only be categorized as having intrinsic motivation, extrinsic motivation or not having motivation. The condition of not having motivation is very natural for students to experience early in the learning process. This lack of motivation condition is caused by several things namely on participant one related to departmental decision making as well as the teaching style of lecturers who are only classical lectures and report assignments. The second participant was not motivated to learn because of the many burdens between work and college assignments.

The third participant was not motivated at the beginning of the lecture because of the lack of interest in certain participants and mistakes in decision making. Meanwhile, the fourth participant already has an initial motivation to learn but he has a shift in goal orientation both of which are still able to increase academic motivation. Academic motivation has dynamic dynamics from amotivation to achieving motivated states. Based on this explorative data analysis, there are several questions that are useful for further research related to academic motivation, namely 1) How do the avoidance performance goals contribute to academic motivation? Is it true that when an academic

has a tendency to avoid negative evaluations, he also tries to prove himself by being involved in the learning process and wanting to master that competency? Is there a tendency for avoidance performance goals to shift towards proving performance goals even to the mastery goal orientation? 2) What is the educators' strategy to control negative academic anxiety in a positive direction? Are all students able to control anxiety and build positive self-efficacy from anxiety and previous failure experiences?

CONCLUSION AND RECOMMENDATION

The conclusion in this study is that the psychological dynamics of students' academic motivation is a shift in amotivation conditions towards intrinsic motivation in turn and continuously caused by factors that affect academic motivation namely social support (peers, lecturers, family, scaffolding), goal orientation (mastery orientation, prove goal orientation), experience of failure and achievement anxiety, and self-efficacy.

The results of this study offer possible pedagogic attempts for teacher educators and further research for scholars, which are as follows: 1) educators realize that the amotivation state in learning is not permanent and provides ideas for developing and designing learning strategies that increase motivation by developing optimism and positive self-efficacy; granting autonomy in setting goals in the learning; and involving practical learning activities from certain theories and, 2) researchers are expected to examine deeper analyses about the effect of performance goals on motivation and the development of self-efficacy based on learning strategies that are able to control achievement anxiety.

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