

## The Nuns' Learning Motivation

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### ABSTRACT

<b>Keywords:</b> Learning motivation; extrinsic motivation; intrinsic motivation; nun; Obedience.	Learning Nuns are a group of Catholic women who choose not to marry in order to focus on special service in the Church according to the rules of the congregation. Some nuns undergo study missions or become female students on public campuses. This research specifically wants to examine how the learning motivation of students who are nuns is. Researchers want to find out how they increase their motivation to learn while still carrying out the demands of the community or institute. This study uses a qualitative method conducted on 4 nuns who are undergoing studies at a university in Yogyakarta. The results of the study showed that they had a unique motivation to learn. The nuns have an intrinsic motivation to learn, namely the desire and awareness to complete their studies quickly. Obedience to the task of community mission is the most powerful extrinsic motivation that influences the ability and interest in learning of Catholic nuns. The mission task gives birth to motivation from within (intrinsic), namely the responsibility to complete the task entrusted to it by the congregation. The nuns also face challenges in studying, especially adjusting themselves due to different ages and the demands of life as nuns. Further research needs to pay attention to the frequency and intensity of interviews and needs to involve other parties who know the nuns who are studying.
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### Introduction

There are three important things to remember in the world of education: the first is motivation, the second is motivation and the third is motivation (Uno, 2023). Motivation plays an important role in improving student learning achievement. When students have high motivation to learn, they will be able to pass their study period well and carve out satisfactory achievements. However, not all students have the same motivation to learn. Various challenges make her motivation decrease. In addition, many factors motivate students to learn. For example, due to factors of intelligence, age, friends, family, community, and personal commitment (Sunarsi, 2018).

College students are a group of individuals who have completed their education in secondary school and studied in higher education institutions (Nasional & INDONESIA,

2000). Higher Education is a continuation of secondary education that is organized to prepare students to become members of society who have academic and/or professional abilities who can apply, develop, and/or create science, technology, and/or art (Indonesia, 1999). College students are a group of adult individuals who have resolved the adolescent identity crisis and entered a new stage of life that is more realistic and has a broader outlook (Papatungan, 2023). The characteristic of students is independence in learning, which is different from high school students who receive more materials from teachers. Students are more independent in motivating themselves to achieve the desired learning achievements. They are more actively involved in the development of teaching materials received from lecturers on campus.

Some students are not individuals who have just completed their studies at high school/vocational school. The age of students varies. Some are those who have worked or had stopped studying for a few years and then decided to go to college. Among those who are not direct graduates from high school/vocational school, some nuns attend lectures because of their missionary duties at the institute.

The nuns are a group of Catholic women who specifically choose not to marry for the sake of the kingdom of God or the service of God and His people. They devote themselves completely to the God they love more than anything. They are obliged to live out the three evangelical counsels of purity, obedience, and poverty for the sake of the Kingdom of God (LG. 43 & 44). Sisters/nuns are obliged to take the vow of obedience to God, one of which is obedience to the leader of the order (*Perfectae Caritatis*, 14). In addition, they must obey the mission of their institute. The study is one of their mission tasks (Mardiatmadja & SJ, 2020).

The nuns attend lectures as befits ordinary students who have recently graduated from high school/vocational school with different clothes and of course different ages. They have two statuses, namely as students and nuns. Age did not discourage their intention to study together with female students and students who were much younger than them. With different ages and statuses, they go through college years. Their motivation to learn is an interesting phenomenon to learn. This study aims to examine the motivation of nuns as students studying in higher education institutions.

Motivation comes from the Latin verb "move" which means "to move". In psychology, it is learned about motivation to know the cause or reason that makes a person do what he does. In summary, motivation is a process in humans or animals that causes the organism to move towards its own goals or move away from unpleasant situations. Motivation thus concerns behaviors that are driven/directed by goals (Husin & Rasuli, 2015). This motivation is distinguished into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is a desire to do an activity or achieve certain achievements solely for the pleasure or satisfaction obtained from doing that activity. While extrinsic motivation is the desire to pursue a goal caused by external rewards or external influences (Hm, 2016).

Learning is a process in which experiences produce relatively permanent/lasting changes in an individual's behavior or abilities. From this definition, it is clear that

learning cannot be separated from the influence of the environment where the experience occurs (Anidar, 2017). So it can be briefly concluded that learning motivation means something/desire that encourages/moves a person to learn to achieve a certain goal. According to (Aslan, 2018), learning motivation is a driving force or driver who wants someone to carry out continuous learning activities.

Learning motivation can be seen in indicators such as the existence of desire and desire to succeed, the existence of encouragement and need in learning, the existence of hopes and ideals for the future, the existence of appreciation in learning, the existence of interesting activities in learning, the existence of a conducive environment. These indicators can be measured through observation techniques, other people's assessments, and self-reports (projective tests and interviews).

Several studies have been conducted to find out how students' motivation to learn is improved. One of the studies on learning motivation is conducted by (Reeve, 2013). This study shows how student agentic involvement functions as a path taken by students themselves which is proactive, directed, collaborative, and constructive to achieve higher achievement and increase motivation. Agentic involvement is a student's constructive contribution to the flow of instruction they receive. The involvement can be in the form of providing input, expressing their preferences, giving suggestions or contributions, asking and communicating what they think and need, recommending goals to be achieved, and other contributions (Reeve & Tseng, 2011). The participants were students from several universities in South Korea. The researcher conducted 3 studies with different participants. The first research was conducted at the College of Engineering in Incheon, South Korea; The second study was conducted on 248 female students at Seoul University, South Korea; The third study was conducted on 315 students from nine secondary schools in South Korea. The method used is the survey method.

Based on the research on the Priority of Motivational Value Types in Nuns, conducted by (Syaputra, Setianti, & Koswara, 2012) through interviews and observations, it can be concluded that from 10 types of motivational values that are the priority of motivational value types in nuns, only 3 are namely, the motivational value types of benevolence, conformity, and tradition. Where the type of motivational value benevolence the subject carries out his responsibilities by carrying out his duties and obeying the rules, the subject is honest with himself by knowing the risks of being a nun and staying away from what is not allowed for a nun. This type of motivational value conformity encourages the subject to avoid things that are contrary to expectations and social norms because the subject has good expectations of being a nun. It also has a type of motivational tradition, namely the subject of living a commitment as an unmarried nun and living the rules of the monastery that have been scheduled every day. This has become an inherited norm and inherent in monastic life.

This research focuses on the learning motivation of female students who are nuns. This research is different from previous studies that focused mostly on students or students who are not nuns. Other research has focused only on the types of general motivational values of nuns that are not directly related to the study problem. This

research specifically wants to examine how the learning motivation of students who are nuns is. Researchers want to find out how they increase their motivation to learn while still carrying out the demands of the community or institute.

## **Method**

This study uses a qualitative approach method (Klassen, Creswell, Plano Clark, Smith, & Meissner, 2012) said that qualitative research is a method to explore and understand meanings that come from social or humanitarian problems. Qualitative procedures involve efforts such as asking questions, procedures for collecting specific data from participants, analyzing data inductively ranging from specific themes to general themes, and interpreting data.

### **Themes Revealed**

This research wants to reveal several main themes, namely:

1. Types of learning motivation of nuns who have the status of students
2. Factors influencing the increase in the study motivation of nuns
3. Factors that inhibit learning motivation
4. The influence of the community or order of origin of the nuns on their motivation to learn.
5. The level of satisfaction in the learning of the monks.

### **Research Subject**

The researcher involved 4 female students with nun status as respondents in this study. The average age of respondents ranged from 25 to 40 years. The researcher did not determine the study program being taken, so the respondents we got came from various study programs. Subjects were selected not based on random sampling but by non-random sampling nonprobability sampling or convenience sampling methods (Supratiknya, 2015). Subjects are selected based on convenience and availability or based on opportunity or opportunity.

### **Data Collection Techniques**

In qualitative research, researchers collect more than one type of data and are at the research site for a long time to collect information (Supratiknya, 2015). According to Creswell (2012), there are four main procedures in data collection, namely qualitative observation, qualitative interviews, qualitative documents, and qualitative audio-visual materials.

### **Data Analysis**

The data analysis used in this study is qualitative content analysis (AIK). Hsieh and Shannon (Faruque, Biswas, Saha, & Chakraborty, 2015) said that AIK is a research method to subjectively interpret the content of data in the form of text through a systematic classification process in the form of coding and identification of various themes or patterns. The purpose of AIK is to reveal the content or theme of a text according to its context. The recorded audio data is copied into a written transcript with a structured table and analyzed by a qualitative content analysis method.

The content analysis procedure used in this study is to make a transcript of the research results, read and find important sentences in the transcript for each question, find the main theme, and code and identify the intensity of the theme. Everything is arranged in the form of a table. After the main themes were identified, an inter-thematic matrix was prepared that depicted the pattern of relationships between themes. Themes are categorized and the relationship between categories is sought to be formulated in a higher theme. After that, the researcher interpreted the overall meaning in the category themes found.

## Results and Discussion

### Theme Intensity and Inter-Theme Matrix

Based on the data from the research results on the four subjects, several important themes were found. The first theme that emerged was obedience to mission duties. All subjects said that they continued their studies because they were sent by their respective institutes. Regarding the aspect of learning motivation, all subjects said they had intrinsic and extrinsic motivation. That motivation is also influenced by internal and external factors. In the third category, namely satisfaction and hope, all subjects felt grateful for what was achieved but still wanted to strive to improve what already existed. All subjects also hope that they can finish on time and apply their knowledge to meet the needs of the tariqat and be useful to others. The following is a table of intensity and matrix between themes.

**Table 2**  
**Theme Intensity of the Whole Subject**

	Theme	S1	S2	S3	S4	Information
Obedience to mission duties	Likes the choice of the Erekat	+++		+++		Subjects 1 & and 3 try to like the major chosen by the tarekat and can enjoy it.
	Personal choice		+++		+++	Subject 2 is allowed to choose a major and university. Subject 3 gets a study assignment that suits their interests and is allowed to choose a university.
Intrinsic motivation	Sense of Responsibility	+++	+++	-	-	Subjects 1 and 2 feel responsible so they are motivated to learn. Subjects 3 & and 4 are not.
	Intentions in	+++	+++	+++	+++	All subjects have an intention in themselves to learn.
Extrinsic Motivation	Trust of the order	+++	+++	-	-	Subjects 1 & and 2 are motivated by the beliefs of the institute

Supporting factors	Internal	+++	+++	+++	+++	All subjects experience supporting factors from within
	Time management	+++	+++	+++	+++	All subjects are aware of the importance of time management
	Social support	+++	+++	-	+++	Subjects 1,2,4, felt that social support increased learning motivation.
Inhibiting factors	Course difficulties	+++	+++	+++	+++	All subjects have difficulty in certain courses
	Busy	+++	+++	+++	+++	Everyone feels that busyness or busy schedules hinder learning motivation.
	Internal	+++	+++	+++	+++	All subjects experience obstacles from within.
How to overcome difficulties	Ask	+++	+++	+++	+++	All subjects overcome difficulties by asking lecturers/friends
	Creative learning methods	+++	+++	-	+++	Subjects 1,2 & and 4 try creative learning methods to overcome difficulties.
	Strive			+++	+++	
Satisfaction	Satisfied	+++	+++	+++	-	
	Syukur	+++	+++	+++	+++	
Harapan	Good value	+++	+++			Subjects 1 & 2 hope to graduate with good grades
	Material comprehension			+++	+++	Subjects 3 & and 4 hope to have a good understanding of the material so that it can be applied.
	Graduated on time	+++	+++		+++	
	Material application	+++	+++	+++	+++	All subjects hope to be able to apply the material to others.
Niat	Intention to improve	+++	-	+++	+++	

### Case Analysis of All Subjects

Based on the results of interviews and data analysis, several points can be concluded related to the main themes expressed by all subjects.

a. Obedience and mission duties

The first important theme, that was found in the interview, was obedience to the mission task. All the interviewees said that they studied at the University because they carried out mission duties. All subjects said that the mission came from the needs of the congregation to improve service to the community. To this task, the nuns do not obey blindly but that obedience always presupposes a dialogue to consider their abilities. Two subjects admitted that although they were initially not interested in the choice of majors offered by the Erekat, when they went through it they were finally able to enjoy and be happy with the choice. The first subject admitted that the choice was by his talents. Two other subjects when asked to continue their studies, were allowed to choose their preferred major and university. The reason they continued their studies was because of obedience to missionary duties.

b. The nuns' motivation to learn

The second theme that emerged from the interview was the learning motivation of the nuns. Subjects 1 and 2 experienced a decrease in motivation but not severely. Subject 3 experienced an increase while the fourth subject had stable motivation. A decrease in motivation is followed by a decrease in grades. Increased motivation makes the subject's value increase. Stable motivation keeps the subject's values intact.

c. Factors influencing motivation:

Their development of motivation is influenced by several factors. Some are supportive, others are an obstacle to the development of motivation.

1) Supporting factors

The subject's motivation to learn is influenced by internal factors, namely efforts to motivate themselves and try harder to succeed well. In addition, learning motivation will increase if the subjects can manage their time well. Some subjects admit that they have a daily plan or schedule so that they can manage their time well between (academic) and non-academic activities. On the other hand, not-so-good time management sometimes makes subjects and this affects their performance and learning achievements.

All subjects said that the subjects had a schedule to organize their activities so that they could divide their time between community and campus activities. All subjects who had a schedule said that the subjects were used to a regular schedule because there was already a clear schedule in the community. Community rules help subjects in their time management. Two subjects said that they arranged personal schedules. Even though they have a lot of busyness, their time management skills allow them to still learn and maintain their achievements even though some have experienced a decline in achievement. Example statement:

"I am very helped by the scheduling I have. The forum is a forum for us to carry out activities. I am grateful because I also know how to organize well. It was very helpful for me to be able to relate to it. I learned to manage my time or discipline myself, even though I already have a schedule, but I am not fixated on it, it is more flexible."

In addition to internal factors, the subject's motivation to learn is also influenced by external factors, namely social support from campus friends and communities, family, and leaders. Based on the themes that appear in the interview results, the presence of other

people is a theme that is categorized as a supporting factor in learning motivation. Other people in question are family, community, and campus friends. Subject 4 stated that the family supported the subject in learning so that they were motivated.

## 2) Inhibiting factors

Based on the themes gathered from the subject's important statements, several things are categorized as inhibiting factors.

### a) Age (internal)

Subject 4 said that age is sometimes a hindrance to learning motivation. The subject feels that age affects his learning ability, for example, his memory has decreased so he has to read the material repeatedly. In addition, age also affects the ability to adapt to friends on campus because of the age difference.

### b) Mood (internal)

Mood affects learning motivation. This was found in the results of interviews with several subjects. This mood can be a supporting or inhibiting factor. Some subjects say that learning motivation depends on mood, if the mood is good, then the motivation to learn is high. On the other hand, if the mood or mood is not good, then the motivation to learn is also not strong.

### c) Course Difficulty Level

The difficulty level of the course affects the motivation to learn. All subjects said that difficulties in certain courses were a factor that hindered expectations. Subject 1 experienced difficulties in the statistics course so the interest in learning statistics decreased and affected their achievement and learning motivation decreased.

### d) Busy

The busyness or the number of activities also affects the subject's motivation level. This can be seen from the confession of the subjects. For example, according to Sr. Paulis, his motivation and achievements decreased in the fourth semester because he participated in PKM-PM activities which took up a lot of his time. This busyness is related to time management skills. The subject admitted that he was not able to manage his time well because of the many activities that affected his motivation to learn. This busyness is related to fatigue. Fatigue makes subjects lazy to study and often resigned to what will happen.

### e) Relations and conflicts

Subject 1 feels that relationships sometimes hinder learning motivation. The subjects admitted that when they conflicted with friends in the community, their minds became overwhelmed, affecting their motivation to learn.

## **How to overcome difficulties**

The subjects also experience difficulties and obstacles in learning. However, all subjects did not give up but tried to overcome them. When not understanding something or experiencing difficulties, all subjects asked friends or lecturers. Subjects 1, 2, & and 4 overcome difficulties by creating creative learning methods such as sitting at the front when sleepy, changing the atmosphere of the room, exercising, and farming. In addition,



subjects 3 & 4 said that they tried harder by repeating the material given and forcing themselves to be more diligent in studying.

### **Levels of Satisfaction and Expectations**

Another theme that emerged in the interview with the subject was the question of satisfaction and expectations. Subjects 1,2,3 were satisfied with the results they obtained but they still tried to improve their performance. Subject 4 feels dissatisfied and wants to improve the existing score. However, all subjects were grateful for what they had achieved. That gratitude gives the subject a spirit to continue to fight. Example of subject statement 4: "I am not satisfied yet. I want to try better and better again. But I am grateful for the current results because no matter how the results are, the knowledge I absorbed is a good provision. That makes me excited and keep fighting."

### **Niat**

In addition to hope and satisfaction, the subjects also still want to strive to improve their achievements. Subjects 1,3, & 4 intend to improve their grades or anything they feel is still lacking.

### **Conclusion**

In this study on learning motivation, it was found that nuns have a distinctive motivation in learning. One of the most unique things about them is the influence of missionary duties and vows of obedience. Study is one of the mission tasks of the order or community to which they belong. All subjects admitted that the reason they attended Sanata Dharma University at an older age than other students, was because they were sent. Regarding the mission duty, the attitude that must be possessed as a member of the tariqat is obedience. Even though the study assignment is not in the interest of the nuns or the chosen department is not by their wishes, for the sake of obedience they must accept and carry out the mission duty. However, they also admit that the obedience they live in is not carried out blindly but the leadership still considers their abilities, and some of them are allowed to choose a suitable major. Obedience to the mission task is an antecedent to the emergence of learning motivation but at the same time affects learning motivation because it assumes the responsibility of the members to carry it out. The nuns felt responsible for the mission and that responsibility encouraged them to study hard in order to graduate on time. To motivate themselves, the nuns set a target that they want to achieve for example to finish within 8 semesters. This target is also supported by their desire to immediately apply the knowledge they have gained in their work to the people, the Erekat and some say for the glory of God. So, their goal for college is not only to get good grades and finish on time but also for them to gain knowledge that helps their ministry work for others.

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