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INTRINSIC AND EXTRINSIC MOTIVATION WITHIN THE CONTEXT OF CREATING A STIMULATING LEARNING ENVIRONMENT

The phenomenon of motivation is extremely important for the course and outcomes of teaching and can influence the action of other factors that are indispensable in the teaching process. For example, the general or specific abilities of an individual may be highly developed, but if the person is not motivated, these abilities will also be minimized, questioned or non-existent. However, it can be the other way around – good motivation can increase the development levelof certain abilities. Motivation always strives towards a goal that a person strives for, towards knowledge or willingness to put in effort for achieving a certain goal, regardless of obstacles, compulsions or other various challenges.The aim of this paper is focused on the analysis of the importance of intrinsic and extrinsic motivation, individual incentives for learning and their role in the process of creating a supportive learning environment. The essence of education and students' personality development, along with other factors,is also the development of motivation for learning. Reforming the teaching-learning process towards greater activation of students' internal strengths, that would occur freely, spontaneously and unobtrusively, is the task of dealing with motivation in the school context and it has a concrete social significance and contribution.

Key words: motivation; intrinsic motivation; extrinsic motivation; teaching; learning

INTRODUCTION

Motivation is a powerful driver for performing any activity, including learning. The extent to which students will engage largely depends on their interests. There is a certain imbalance between astudent's individual interest and imposed curriculum that is identical for all participants in the learning process at school. Therefore, it is important to distinguish between intrinsic (internal) and extrinsic (external) motivation. A student's individual interest can be conceptualized as disposition and as an actualized state (Herpratiwi & Tohir 2022). An individual's dispositional interests are enduring characteristics, permanent states that exist over time and express their deep interest in contents. As actualized state, interest arises from an interaction between internal and external factors, affective states, individual characteristics and attitudes and specific stimuli that arouse interests. A motivated student is the one who is willing to make efforts in order to achieve their goals, and these goals can be internally or externally oriented. The most successful students do not have to be those who have innate capacities to learn (intelligence), but those who possess characteristics related to motivation, among which Ur (Daskalovska et al. 2012) highlights the following: positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance and tolerance of ambivalence. We can recognize these features in the elements of the self-efficacy theory that emphasizes its importance for achievement in the learning process. Research based on interaction theory hasshown that high student outcomes are characterized by a rather high degree of teacher affiliation towards students and moderate teacher control (Wubbels & Brekelmns 2005), also the combination of autonomy-supportive behavior and structure (task orientation) gives similar results.It is known that motivation is the main driving force in work, teaching and learning. How much students will participate and how they will engage not only in class, but also how eager they will be to learn something, expand their knowledge and develop their abilities, certainly depends on motivation, and motivation itself depends on many factors: on student's personality characteristics,social environment, family environment, need for success, school, student'sgender, age and the like.

DETERMINATION OF MOTIVATION FOR LEARNING

Learning is the type of activity based on motivation. In order to better understand the motives of a person (such as drive, impulse, necessity, cause, reason, stimulus, in-

centive), it is necessary and important to discover one's needs (according to Maslow's theory of motivation, a person fulfillsthese needs according to a certain order, hierarchy) and goals that a person strives for and values (Rot & Radonjić 2008). Therefore, students need to develop a sense of challenge based on the sense of security in the classroom, involvement in the learning process, curiosity and self-confidence, to develop critical thinking about the content they learn (Aslam & Rawal 2019). We consider motivation to be anything that triggers an activity, directs that activity and gives it intensity and duration. In the academic context, motivation is defined as an internal state that instigates, directs and maintains an individual's behavior towards achieving a goal; therefore it plays a fundamental role in learning (Vizek-Vidović, Vlahović-Štetić et al. 2003). By discovering motives (the group of organic, psychological and related factors that participate in determining and establishing a certain human action and behavior), we can better understand why people do the things they do, and on that basis we can understand actions and act on them during the education of young people.

Motivation always strives towards the goal that a person strives for, towards knowledge or willingness to put in the effort for achieving a certain goal, regardless of obstacles, compulsions or other various challenges. BiljanaTrebješanin (2009) believes that: "motivated behavior involvesthe pursuit of a goal that a person is striving for, dedication or willingness to make an effort in order to achieve that goal and certain persistence, the ability to sustain the effort until the goal is achieved, regardless of interruptions, other challenges or obstacles encountered". Therefore, motivation initiates an activity with a lesser or greater force and directs it to a certain goal, thus providing a person with the readiness to start the activity for a shorter or longer period of time, with stronger or weaker dedication and commitment, or with more or less will and effort. It also plays a big role in school learning, in fact there is no real learning without it.When it comes to motivation in education, the methods applied should be inventive, encouraging, interesting, should ensure students' well-being and achievement; school contents should be relevant and correct, well timed, stimulating and suitable for the current and future students' needs (Vero & Puka 2017). Brophy (1983: 16) points out: "that the motive for learning is a student tendency to find academic activities meaningful and worthwhileand (or) treat them as the meansfor achieving academic gains (certificates, grades), whether it is about specific school activities or general disposition that is manifested in a relatively permanent focus on learning". The five key ingredients impacting student motivation are: student, teacher, content, method and environment (Syamsuddin 2021).

The literature mentions several characteristics that have a motivational character and are responsible for learning success. These are: *positive task orientation* as a willingness to tackle challenges and tasks with faith in success; *ego-involvement* as the importance of success in learning for the purpose of maintaining a positive self-image; *the need for achievement* as the willingness to overcome difficulties on the way to success; *high aspirations* such as seeking challenges, striving for advancement, good grades, etc.; *goal orientation* as an awareness of one's goals and necessary learning activities that lead to a focus on achieving these goals; *perseverance* as exerting considerable effort in the school subjects, regardless of occasional difficulties; *tolerance of ambivalence* as a student's ability to avoid confusion and frustration when ambivalent situations and information appear, to patiently expect that the ambivalence will be resolved over time, for example, by acquiring new information (Daskalovska et al. 2012).

INTRINSIC AND EXTRINSIC MOTIVATION

The main problem that teachers encounter at school is the problem of deepening, maintaining and developing internal motivation[1], which is also one of the basic problems of pedagogy, psychology and teaching methods.Intrinsic motivation occupies (we would say) a central part in the works of many researchers, because it develops abilities, attitudes, value orientations, socio-ethical qualities, etc. through encouragement for learning. Some recent studies point out the following as the strongest generators of intrinsic motivation: *autonomy* as independence in deciding and change leading, *mastery* as a desire for advancement, *purpose* as a meaningful contribution to something bigger and *connection* through participation in joint activities with other students (Aslam & Rawal 2019). "Intrinsic motivation is an inner force that motivates students to engage in academic activities, because they are interested in learning andthey enjoy the learning process as well" (Borah 2021: 550). On the other hand, extrinsic motivation is a motivation that is driven by external rewards, thus its action will be conditioned by rewarding situations. Students who have developed intrinsic motivation show a high involvement in learning activities, where a certain level of physical, intellectual and emotional maturity is a prerequisite (Wardani et al. 2020).

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[1] Internal - true, (intrinsic) motivation implies that the student learns without the influence of any external reason, that is, that he himself feels the need and desire to learn something, and that learning gives him pleasure, not difficulty and burden. While external (extrinsic) motivation, which is also called insent, is mainly incentive motivation that is used to motivate students to a certain activity.

The quality of the teaching process determines the possibility of influencing the intrinsic motivation and learning outcomes, and largely depends on them. Intrinsic motivation initiates an activity and directs it towards a certain goalwith low or high intensity. According to B. Trebješanin, "it could be the basis of school learning as well, of the activities such as curious perceptive, manipulative and intellectual examination of new objects, which by their nature form the natural basis of knowledge and learning in the broadest sense and develop a person who is closely related to learning" (2009: 63). Therefore, it is important to raise the quality of teaching in order that even students who lack intrinsic motivationare given the opportunity to reach the desired outcome in learning and performing in school. For the development of intrinsic motivation it is necessary that student'sbasic needs are satisfied, where by teachers can use the existing curiosity in students by presenting content that is appropriate and meaningful to them. Students should be provided with opportunities to explore and discover meaning fulness of learning activities on their own (Wardani et al. 2020). Intrinsic motivation affects the wider, more complete and constant personality development in students, in addition to affecting the quality and quantity of learning. It enables students to increasingly realize themselves as subjects and less as objects of the educational process, there by additionally influencing the humanization of interpersonal relationships.

One of the main influencing factors for successful learning is *goal orientation*. Internal goal orientation is conditioned by inner factors such as challenge and curiosity, in other words activities that are initiated by internal reasons. External goal orientation is conditioned by reward and punishment act, that is, student participation is initiated by external causes (Li & Lynch 2016). Some other important factors for successful learning are the *learning environment*, i.e. classroom's physical appearance and the emotional atmosphere that prevails in the class, where teachers can do a lot by designing the classroom space and creating good relations among students; *making lessons interesting* by choosing interesting topics and activities that will holdstudents' attention and provoke their interest (Daskalovska et al. 2012). Ryan and Deci cite the results of various research that contribute to the importance of intrinsic motivation, such as the connection of intrinsic motivation with high performance and better control of achievement (Taylor et al. in Ryan & Deci 2020), greater effort that is reflected in higher achievements (Worrell in Ryan & Deci 2020).

Intrinsic motivation is not important only for the immediate achievement of efficiency and quality of learning, but also for the conscious understanding of its components that contribute to the goals of overall personality development and the

realization of individual potential opportunities. Essentially, "the narrow and broad social environment influence that process in two ways: by determining the competence area valued in them and by determining the competence standard" (Trebješanin 2009: 46). The social conditions for the development of intrinsic motivation are reflected in the mitigation and elimination of social differentiations; in providing fairly equal educational outcomes; in the value that represents the basis for permanent – lifelong education; as well as in the development of socially desirable personal and social characteristics of people. This would certainly improve school work qualitaty and efficiency.

Extrinsic motivation has its own sources, and it must also participate in the learning process because students cannot be intrinsically motivated for all school subjects and activities. According to Ur (2009), the sources of extrinsic motivation are the following: *success and its rewards* – learners who have succeeded in past tasks will be more confident in their abilities to succeed and will be more willing to engage with new tasks. The teacher's function is to make sure that learners are aware of their own success; *failure and its penalties* – learners should be aware of their own failures, but also that occasional failures are inevitableand that they should learn from them and strive to overcome them; *authoritative demands* – learners, especially younger learners, can be motivated by teacher pressure, but the teacher's authority should not be over-used in order not to make learners dependent on them and unlikely to develop responsibility for their own learning; *tests* – tests can motivate learnersas long as they are not used too often, because learners who know they are going to be tested will study more than if they are not tested; *competition* – learners are ready to give their best in competitive situations, however, group contests are better than individual ones because they are motivational but less stressful for learners who are insecure and fear failure.

According to Self-determination Theory, motivation to learn lies on a continuum from highly controlled to autonomy-supportive (Syamsuddin 2021). Furthermore, autonomy-supportive teaching strategies emphasize and aim at developing intrinsic motivation and encourage student engagement. The bottom line is that in terms of learning outcomes, intrinsically motivated content acquisition has far-reaching effects on memory, transfer and application of acquired knowledge. There are four regulation forms of extrinsic motivation: external regulation based on rewards and punishments; introjected regulation based on internal rewards like self-esteem for success and avoiding anxiety due to failure; identification based on the recognition of the activity value that is thus carried out voluntarily; and integrated regulation in which the ac-

tivity value becomes an integral part of the entire value system (Ryan & Deci 2020). Ushioda (2010) emphasizes that it is not crucially important whether motivational factors are intrinsic or extrinsic, but whether they are internalized and self-determined, or externally imposed and regulated by others.

MOTIVATION AND FORMING OF STIMULATIVE LEARNING ENVIRONMENT

The learning environment and the experience of this environment are associated with various affective and cognitive elements that influence learning outcomes. The learning environment can be defined as "a place where students and teachers communicate with each other, and many kinds of materials and knowledge are used for learning activities" (Wilson in Hafizoglu & Yerdelen 2019: 251). A stimulating learning environment allows students to experience a sense of their own success, which contributes to the development of the feelings of self-esteem and encourages mastery and achievement orientation and positive motivational beliefs. The development of positive motivational beliefs is possible through the translation of teaching content into the language of abilities and by discovering the student's interests and goals in their future career (Beker in Marković 2019), by giving students the opportunity to demonstrate their competences and their skills that are evaluated by other students (Margolis & Mccabe 2006), which certainly contributes to the development of motivation for learning.Attitude towards school is also a significant factor that influences student motivation. Research conducted on a sample of 230 respondents (Hayat et al. 2016) shows that students who have a greater sense of self-control over the learning process, who perceive their learning environment as supportive and the one that provides them with autonomy, and who see the purpose and meaning of their learning, show greater intrinsic motivation with a certain presence of extrinsic motivation.

Analyzing different viewpoints on the student motivation development, Dornyei and Muir (2019), point out the following: *encouraging the students' values and beliefs* based on the fact that values and beliefs determine the approach to performing activities and preferences for certain activities; *raising the student's expectations of success* because positive expectations are the foundation for action; *strengthening the students' goal orientation* because the clarity of the goals and their understanding make the students' engagingin learning meaningful; *creation and application of relevant learning materials* that make the learning process stimulating; *creation of realistic student beliefs* that reduce the learning process to realistic frameworks.

In the research conducted on a sample of 922 respondents, Hafizoglu and Yerdelen (2019) find that students who perceive their classroom learning environment as positive, state a significantly higher level of motivation for learning, while a negative learning environment, embodied in poor interaction among students and teachers' lack of care, weakens level of motivation. On the other hand, Kintu and his associates (Kintu et al. 2017) point out that a student with high educational achievements is more adaptable to any learning environment than students with low educational achievements. Various aspects of the classroom learning environment can affect students' motivation and self-regulation, and motivation and self-regulation are significant affective outcomes that influence the atmosphere and learning process in the classroom (Dorman & Adams 2004). Students are positively influenced by the environment where they have the freedom to ask questions, present and discuss ideas, which increases their capacity to develop faith in their own abilities and sense of self-efficacy. Velayutham and his associates (Velayutham et al. 2013) find that self-efficacy is a strong predictor of self-regulation that includes various cognitive and meta-cognitive strategies, as well as effort regulation as a tendency to persevere with assignments despite obstacles that may arise (Corno in Velayutham et al. 2013). Here, the paradigm of intrinsic motivation is embodied, which consists of the following: *challenge* - through the creation of optimally challenging tasks; *curiosity* - as the aspiration to achieve higher levels of knowledge and skills; *control* - as the ability to choose and a sense of power to manipulate the learning experience; *fantasy* - as the ability to develop mental models of situations that arenot present (Rowe et al. 2007).

Considering that learning is one of the most elite forms of school engagement and a way to a certain goal, various incentives are applied in school to motivate students to learn more effectively and do better. Furthermore, incentives do not affect all students equally (some students respond to one type, others to some other type), it mostly depends on student personality structure, motivational beliefs (positive and negative) in terms of more or less interest in the activities for which a student feels competent (Beker 2005). Bandura also states that learning is a complex system that depends on the interaction of student characteristics, their behavior and social environment (Bandura in Hafizoglu & Yerdelen, 2019). On the other hand, Urdan and Schonfelder (2006) find that motivation is influenced by differences of individual characters of students, as well as by the social and academic characteristics of the classroom learning environment. That is why it is important that teachers, educators and parents come to know their students (children) characteristics, and the impact of incentive mechanisms on their motivation and learning activity. Motivation, being related to emotions

and incentive, is considered a permanent tool for student learning success; it is at the beginning of every new learning act and it imbues the entire learning process.

For the successful mastering of the teaching material and rational, organized and highly efficient school learning, the following is important: solid socio-physical potential, psychological-emotional incentives and provision of optimal, preferable didactic-methodical prerequisites-stimulators (which are mostly called didactic assumptions by didactics). The emphasis here is that if we know, provide and connect these didactic-methodical prerequisites (as stimuli) and use them effectively, conditions for activation of all potentials in the school learning process will be created, with an increased stimulating effect on the student. The learning environment, as a psychosocial environment in which teaching and learning activities happen, cannot be static in order to meet the needs of modern society, but instead curricula must be constantly innovated, adapted to the changesand to the student needs (Marković 2019). Therefore, the Theory of Change (Aslam & Rawal 2019) emphasizes that intrinsic motivation can be stimulated directly, through the direct strengthening of system structures and behavior change among teachers and students, and indirectly through the amplification of technical interventions.

Relying on Maslow's Hierarchy of Needs, we can conclude that if the student is hungry, physically, mentally or emotionally insecure, unaccepted, if the teacher's excessive criticism does not allow the development of the student's self-esteem, the student's focus on investing effort in learning will probably be reduced (Vero & Puka 2017). If student's basic needs are not met, the capacity to help students fulfil their greatest potential (interests, talents, abilities) will be decreased. Even higher motivational levels, such as self-actualization, require supporting teacher behavior in order to optimally develop student potentials. In this sense, Seifert and Sutton (Seifert & Sutton 2009) emphasize the need for a *flexible curriculum* that is oriented towards flexibility and constant adaptation to students interests, as opposed to the set of prescribed tasks.

Regarding educational achievement, teachers generally believe that intrinsic motivation is more effective than extrinsic motivation. Research, however, gives ambiguous results. Some of them show that both types of motivation significantly influence educational achievement, while others emphasize that intrinsic motivation increases the learning effectiveness, while extrinsic motivation decreases it (Zaccone & Pedrini 2019). In a study that examined intrinsic and extrinsic goal orientation in learning a foreign language in junior and senior grades (Li & Lynch 2016), the authors concluded that intrinsic goal orientation is more present in younger learners, espe-

cially at the beginning when they meet with new content, while in older learners extrinsic orientation based on the achieved results (feedback) takes over. Learning methods at the beginning included singing songs, playing games, watching videos, and similar activities that were interesting to the learners. Herpratiwi and Tohir (2022) also find that discipline has a strong influence on learner motivation, treating discipline as a form of socially responsible behavior, a mental state of order and obedience of rules, including awareness of duties and responsibilities. This research shows that indiscipline makes students lose focus in activities and time management, lose respect for others and self-determination.

Furthermore, research based on self-determination theory provides a lot of evidence about learning in a stimulating environment. Ryan and Deci (2020) point out that more autonomous forms of motivation increase students' engagement and learning, and also their general wellness, and that the support of parents and teachers in satisfying psychological needs (autonomy, relatedness, competence) facilitates the development of more autonomous forms of motivation. Autonomy-supportive motivational strategies increase intrinsic motivation, and autonomy is facilitated by transfer of the responsibility in the learning process from the teacher to the students with creating meaningful and relevant learning activities, providing opportunities and choices, connecting with the student interests, etc., while the structure (task orientation) can be preserved by emphasizing clear expectations, directing, guiding through the process and setting boundaries by the teacher (Syamsuddin 2021). This is not controlled learning environment but the one that povides supportive guidance for autonomous, self-directed work. This autonomy-supportive behavior combined with structure contributes the most to the effectiveness of the learning process (Sierens et al. 2008). The basic driver of student learning and development is curiosity related to current events and problems, the desire to know and discover the world around them, which is known in pedagogical practice.However, the best incentive for activity and developmental success in general is experiencing the satisfaction of success after overcoming an obstacle and solving a problem, which the autonomously supportive environment provides to a large extent. Aslam and Rawal (2019) find that students get more motivated when they areamong other motivated students, and this essentially represents a significant factor of a stimulating environment. Therefore, the teachers that are focused on establishing positive interaction, class ego-involvement in the class, they develop the need for understanding, not memorization, encourage effort and task mastery (Ames 1990), which also contributes to the development of self-efficacy as an important prerequisite for intrinsic motivation. When there is no mastery

goal orientation or positive expectations from students, then extrinsic incentives dominate and social comparison and competence are emphasized.

CONCLUSION

Motivation is the driving force behind individual actions that determines the course of activity and leads to the satisfaction of the need that induced it. In the learning context, motivation includes values, skills, understandings and dispositions that help students realize the benefits that come from their engagement in learning. Motivation for learning can be intrinsic or extrinsic (internal or external), and both are the part of the learning process; however, it should be emphasized that the effects of intrinsic motivation are deeper, longer lasting, more effective and applicable because they come from a learner's deep inner need, from their personal interests.

There are numerous incentives for learning, some are internal and some external, and which will be more effective largely depends on the structure of the student's personality, their ego-strength, competence (real and self-perception of competence), level of self-confidence and self-efficacy, and sometimes their age. Learning effectiveness is also affected by the quality of the student's learning environment. All students do not have equal talents, abilities or interests, but teachers can contribute to the optimization of learning outcomes through their approach to students, their choice of learning materials and teaching methods, and their personal engagement in the entire process of creating the stimulating learning environment. Many studies show that more autonomous forms of motivation in the classroom and the satisfaction of the basic needs for autonomy, relatedness and competence improve student achievement, and they also show that the more internalized the motivation, the sooner it will become a part of the student's identity (Ryan Deci, 2020). A learning environment formed in this way has the potential to become a stimulating learning environment.

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INTRINSIČNA I EKSTRINSIČNA MOTIVACIJA U KONTEKSTU STVARANJA STIMULATIVNOG OKRUŽENJA ZA UČENJE

Sažetak:

Fenomen motivacije je izuzetno važan za tok i ishode nastave i može uticati na delovanje drugih faktora koji su neizostavni u nastavnom procesu. Na primer, opšte ili specifične sposobnosti pojedinca mogu biti visoko razvijene, ali ako osoba nije motivisana te sposobnosti će takođe biti minimizirane, dovedene u pitanje ili nepostojeće. Međutim, može biti i obrnuto – dobra motivacija može da poveća stepen razvijenosti određenih sposobnosti. Motivacija uvek povezana sa ciljem kome čovek teži, ka znanju ili spremnosti da uloži napor za postizanje određenog cilja, bez obzira na prepreke, prinude ili druge različite izazove. Cilj ovog rada je fokusiran na analizu značaja intriznične i ekstrinzične motivacije, individualnih podsticaja za učenje i njihove uloge u procesu stvaranja podsticajnog okruženja za učenje. Suština obrazovanja i razvoja ličnosti učenika, pored drugih faktora, je i razvoj motivacije za učenje. Reformisanje nastavnog procesa ka većem aktiviranju unutrašnjih snaga učenika, koje bi se odvijalo slobodno, spontano i nenametljivo, zadatak je bavljenja motivacijom u školskom kontekstu i ima konkretan društveni značaj i doprinos.

Ključne reči: motivacija; intrinsična motivacija; ekstrinsična motivacija; nastava; učenje

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