

Leaving Performance-Oriented Goal (Ranking) Based Education To Improve Student Learning Motivation

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Abstract

Society believes that ranking can be extrinsic motivation for students to improve learning performance, achievement, and student achievement. Ranking also makes it easier for schools to find out the quality of schools, formulate policies, and select colleges to enter. On the other hand, ranking triggers "competition" not only among students, but also between parents. The pressure that children feel to always "achieve" in this case to win in class, is also getting higher. However, reflecting on the quality of Indonesian education, the rankings did not function as expected. This can be seen from the results of the 2018 PISA test which showed Indonesia was ranked 72nd out of 77 countries. The research aims to understand the purpose and effectiveness of the learning process based on performance-oriented goals in education and to find alternative learning methods that are more effective in motivating students through learning process orientation. The method used in this research is library research, namely research carried out by reading, studying and recording various literature or reading materials that are appropriate to the subject matter. The results of the study explain that basically ranking is no longer relevant for use in schools because it will encourage performance-oriented goals in students. This condition is exacerbated by the infrastructure, facilities, and number of teaching staff that are not in line with the existing learning demands. There is a need for a system change that is more oriented towards learning-oriented goals to maximize the learning process and revive students' interest in learning.

Keywords: Education; Ranking; Learning Motivation

Introduction

"Ma'am, my father said, if this semester I don't rank in the top 3 in the class, he will be very disappointed. It's useless to be given facilities if I don't get a ranking." The statement above is an expression from a student of mine in the last school year. Statements like that come not only from students, but also parents. In fact ranking is not uncommon to be a topic of conversation that is quite sensitive. For some parents, ranking is not only a report on learning achievements but an identity, proof that the child is indeed learning and getting satisfactory results. For some, maybe ranking gives a statement to others that their child is superior to his friends. Ranking is a sequence of student scores compared to other students in one class, one school, or with other students in an area of equivalent level (Sarikas, 2020). During the period of receiving student report cards, both at the end of the odd semester and at the end of the school year, every parent meeting will definitely discuss the child's report card. Student ranking seems to be the only parameter of a child's ability without paying attention to how the child's abilities are in non-academic fields. Ranking has become commonplace in the education system. This makes many people do not really understand what ranking really affects students in the long run. Education is currently focusing on the final result which is presented through the numbers listed on student report cards. However, forgetting that there is a process in learning that should be the point of attention of teachers and parents.

So far, ranking is believed to be able to provide extrinsic motivation for students to improve their learning performance, achievement and learning achievements. The ranking system is held for various things. For schools, ranking can provide extrinsic motivation for students, improve competitiveness and evaluate teaching and learning activities. The ranking obtained from a national scale assessment provides information on the quality of education in certain areas, determines school accreditation, and serves as a reference in formulating education policies. This accreditation factor makes many schools encourage their students to have good grades or rankings. Parents will also try so that their children can enter schools with good accreditation, so that the impression of a superior school or favorite school is formed. However, if you look at the quality of Indonesian education, is it true that the ranking has functioned according to these expectations and goals?

The ranking describes the Indonesian education system: focusing on cognitive abilities and maximizing student competitiveness. This is most evident in schools in urban areas with stiff competition. Not a few parents are willing to spend additional funds so that children understand more about the subject matter and are not left behind by their peers. There are various tutoring programs outside of school that can set prices of up to millions of rupiah each semester. There is also a choice of regular, private, accelerated classes, or intensive college selection classes. Not infrequently the time for tutoring is carried out after school until late at night. All of these efforts are made because the child's ranking compared to their peers is considered a reflection of the student's self-quality. This can also arise because of demands from the child concerned who does not want his ranking to be "shifted". In the end, in today's modern world education is everything. Children with good grades are considered to have a higher chance of getting to high school and a better future (Sudarsana & Santha, 2024).

External motivation such as ranking encourages students with performance-oriented goals, namely motivation that is driven by the final result. In addition, the rewards that can be felt from rankings tend to be felt more by children with intellectual abilities or those with better supporting facilities. In fact, the contribution of a student's achievement is not only in genetic factors such as IQ, but also their own efforts to go through their learning process. Self-regulated learning is a person's ability to be able to manage thoughts, feelings, time, then set a learning target and proceed to achieve that target (Ilishkina et al, 2022). Students must be given proper guidance from an early age to be able to have self-regulated learning. However, in reality not all students have equal opportunities to study at school, let alone at home. Teachers who are also overwhelmed with various assignments and a large number of students cannot pay attention to all of their students one by one, which results in the phenomenon of learned helplessness in students who feel powerless in their academic process.

Without discrediting the nation's sons and daughters who have made Indonesia proud on the national and international levels, judging from the results of the PISA (Program for International Student Assessment) test, Indonesian education has not shown satisfactory results. PISA measures the average ability of 15-year-old children from various countries to test students' literacy competencies in three areas: reading, mathematics, science on a specified scale. This test is one of the references used to compare the quality of a country's education at the international level. PISA was first held in 2000, and is held every three years. The aim is to provide comparable data so that countries can improve their education policies and improve the quality of their education. Literacy test in PISA mathematics, students are expected to be able to use their mathematical knowledge in solving problems with real-world contexts. To solve problems, students must use a number of mathematical competencies as well as various

knowledge of mathematics. Not just calculating mathematically, but an understanding of concepts, for example the use of fractions and decimals in real-life contexts, is more desirable. In the reading test, what is measured is not the extent to which 15-year-old students can read fluently or their ability to master vocabulary or spelling." The emphasis is on students' ability to construct, expand, and reflect on the meaning of what they read in various texts. sustainable and unsustainable.

In the last test in 2018, where is Indonesia's position? It is ranked 72nd out of 77 countries. There is no need to compare yourself with neighbour countries, this position is nothing to be proud of. Through the 2019 Ministry of Education and Culture report on Education in Indonesia Learning from the 2018 PISA Results, the trend in Indonesia's score has decreased compared to previous years, and the most significant is in the score in the reading sector.

Currently the government is starting to overhaul the education system that prioritizes student learning opportunities. Through the implementation of the Independent Curriculum, it is hoped that the focus of education will be on the process, not just on the result. Unfortunately, the ingrained mindset of the old education system is certainly difficult to change. This research will discuss why an education system that is performance and result oriented (in this case is ranking) is less effective in shaping students' learning motivation and behaviours, as well as recommendations that can be made to arouse students' internal motivation in learning.

Method

This research is a qualitative study using a digital library research method. The data obtained is secondary data from books, reports or relevant research articles. According to George (2008), literature study is a method of collecting data by understanding factual sources of literature that have a relationship with problems or research, for example as a theoretical source, document, or the results of previous research. The research was conducted to answer whether educational methods that encourage performance-oriented goals in the form of rankings are effective in encouraging student learning motivation? Data was collected through books, reports, and journals both nationally and internationally with several sources such as Google Scholar and the official website of the reporting agency. Once collected, the data is read and analyzed carefully to gain understanding from various perspectives regarding the problem to be answered.

Results and Discussion

1. Ranking and Motivation to Learn in the Education System

a. Ranking in the Education System

As explained in the previous section, Ranking is a sequence of student scores compared to other students in one class, one school, or with other students in an area of equivalent level (Sarikas, 2020). Procurement of this ranking system is not without criticism. Traditional rankings that only focus on cognitive abilities are considered to build an inappropriate learning atmosphere because they encourage students to compete, not process (Fauzi, 2017). Competition is also a pressure for students who perceive ranking as a threat or a demand (Gusniarti, 2002). In addition, rankings are considered to label children "smart" or stupid from an early age and increase inequality in each student, because many factors influence student achievement. These factors include learning styles, facilities, social support, use of technology, and effective classroom implementation (Bailey et al., 2021; Oktavia et al., 2019; Slavin, 2018; Sutriani et al., 2018).

Suggestions to eliminate the traditional ranking system began to appear since the implementation of the 2013 Curriculum (K-13). With the new curriculum, the evaluation of students' final grades appears in the form of an averaged knowledge score and skill score. However, this recommendation does not immediately make schools abandon the ranking tradition. Not even just schools, parents want to see their children compete. The thinking, "you should get a good grade!" has been ingrained in students so that based on the author's experience, even if the school does not announce class winners, students will take the initiative to ask the homeroom teacher or compare their own average scores with other class mates. In fact, the author often witnesses the disappointment of students who have not or are not included in the ranks of their class rankings.

b. Motivation to Learn

Motivation is an internal process that can activate, direct, and maintain behaviour at a time (Slavin, 2018). The process of "internal" means involving the individual's choice to be involved or do something. So basically, every individual on earth has a motivation that directs his life. The question is: is the motivation that each person has appropriate to achieve his goals? Motivation plays an important role in education to ensure that each process can be carried out according to the objectives, both the motivation of students and educators. This is supported by findings from research by (Usán et al., 2019) that motivation has a significant effect on student academic performance. In general, there are two motivations, namely:

- 1) Intrinsic Motivation: Motivation that exists because of encouragement or awareness from within the individual
- 2) Extrinsic Motivation: Motivation that exists because there are influences from outside the individual.

Studies have found that learning processes that stimulate students' intrinsic motivation will be more effective and produce good learning outcomes (Bailey et al., 2021). However, maintaining motivation as education levels increase is a challenge in itself. Students' intrinsic motivation begins to decrease at the end of elementary school to high school (Slavin, 2018). This makes schools hold various ways to improve student performance, for example by ranking students and giving prizes to students who have the most satisfactory learning achievements. Another study found that extrinsic motivation forms less adaptive behavior, a higher risk of academic stress, eliminates the effects of intrinsic motivation, and results that are no more satisfying than intrinsic motivation, (Knoster & Goodboy, 2020). Keep in mind that this does not mean that extrinsic motivation should be avoided. Most situations require extrinsic motivation to encourage students to start doing something. Problems will arise when the motivation cannot be internalized or the appearance of a response depends only on when the motivational stimulus is given (Slavin, 2018).

c. Goal Orientation

- 1) Performance-Oriented Goal (POG)

When student motivation is driven by the final result to be obtained, the behavior that is formed tends not to last long. In the long term, students with POG tend to give up easily, avoid challenges, maladaptive behavior, and experience stagnation in the learning process (Slavin, 2018; Usán et al., 2019).

Research by (Usán et al., 2019) linked that POG will also form ego-oriented students, namely those who are motivated because they want to gain recognition from others and gain self-confidence from the results they obtain. The tendency of students will also always compare the final results they get with other students. This happens because students have learning goals that emphasize environmental responses to them.

2) Learning-Oriented Goals (LOG)

Studies have found that LOG is the best motivation in shaping behavior and produces better learning comprehension outputs than POG (Slavin, 2018; Usán et al., 2019; Vu et al., 2022). Because behavior is self-driven to learn, students become more adaptive, persistent, content and often more successful in the long-term learning process. LOG encourages students to have the desire to develop new skills, master new situations and improve their competence so that in the end they will be able to face challenges in the outside world.

We also know that basically education is a process to increase, improve, change the knowledge, skills, and attitudes and behavior of a person or group in an effort to educate human life through teaching guidance and training activities. Therefore, teachers and parents have a very important role in shaping students with learning-oriented goals. This process may not provide instant results and satisfaction when children can show their maximum performance, but process-based learning (LOG) has long-term benefits for fostering positive learning motivation in students.

d. The Meaning of Ranking on Student Motivation

Within the social cognitive theoretical framework, self-regulation is explained as situation-specific, that is, the learner is not expected to have balanced self-regulation in all domains. According to Bandura (1986), human functioning includes reciprocal interactions between behaviour, environmental variables, and cognition and other personal factors. Education is a prerequisite to be able to compete in today's modern world. For this reason, students who are able to excel or excel compared to their peers will be seen as having a bright future. These advantages increase student self-esteem so that he can continue to develop himself and fulfil self-actualization. In other words, being able to become an individual who can optimally actualize all of his potential.

The need for high appreciation will motivate students to excel and excel. The ranking system is a form of school effort to let children compete and meet the need for appreciation and increase student self-esteem and self-efficacy. This is also driven by the thoughts of parents, that ranking determines whether the child is smart or not smart enough. So that the motivation of students to get better grades is simply to get recognition from their environment. It is no longer on how the quality of learning from these students.

e. Learned Helplessness

Students who feel helpless because they think their abilities are insufficient to meet learning targets will experience learned helplessness (LH). Studies find that LH is related to self-efficacy in students themselves. When students are in an environment that makes them feel that whatever they do will fail, their self-efficacy will decrease resulting in this feeling of helplessness. This phenomenon can be found in children who have difficulty learning mathematics (Gurefe & Bakalim, 2018). Other factors that can affect LH are internal factors in the form of self-perception and personality. To avoid LH, school students can create learning situations that provide opportunities for students to learn in stages according to their abilities, provide a series of small tasks that can be completed, provide detailed direct feedback, and set learning goals and expectations that can be fulfilled or realistic (Slavin, 2018).

The main thing we have to realize together is that every student, every child, has their own uniqueness and potential. When students experience LH, encouragement or competition will actually reduce enthusiasm for learning so that there will be no progress in the learning process. A child who has quality in literature cannot be compared to a child with intelligence in mathematics. However, both children were equally brilliant.

2. The impact of POG on students' motivation and learning processes

Ranking is a symbol of result-oriented education, or performance-oriented goals. In the discussion in chapter 2, it is known that POG may be able to direct student behaviour, but it is less effective in the long term. The following are several studies that can explain the effect of ranking or POG on student motivation and learning processes:

- a. Research by Gusniarti (2002) is an initial illustration of how high academic demands can cause stress and motivation to learn in students.

Even though it has been published for a long time, this article can provide an illustration that even students in superior schools perceive school demands as a stressor. First, as superior students they are required to maintain performance on every test given. Second, there is a perception from students that the school encourages them to achieve at least national or international levels. Third, to achieve all the learning goals expected by the school, students are charged with various enrichment programs and assignments that make them often feel tired.

- b. Conventional learning styles in schools that focus on the teacher as the only source are less effective in increasing student motivation to study optimally. A study by Sutriani et al., (2018) regarding the learning styles of students who excel shows how varied learning styles each student can adapt. When the teacher cannot facilitate this, students will lose enthusiasm and motivation to take part in learning, fall behind their classmates, and eventually think that they are not smart. In this case, besides the ability of students, teacher competence is also very much needed. When the teacher as a facilitator in learning is reluctant to improve his competence, then education in the school will not change. It will be difficult to change the mindset of students and society regarding the correct learning process.
- c. A literature review by Vu et al., (2022) has summarized that one of the external factors that influence motivation and the quality of learning is the quality of teachers and learning. We all know that the uneven quality of teaching staff and schools is still a major problem for education in Indonesia. It is common knowledge that in one day there may be more than one empty class hour because the teacher is busy doing administrative work. These conditions make only children who are intelligent or have high motivation to learn so that they are actively learning on their own who can understand the material. While the rest will be left behind.
- d. High learning demands make other student achievements less appreciated. As a result, students may engage in fraudulent behaviour in order to obtain good grades. This phenomenon is supported by research by Damayanti & Harmanto (2022). One of the respondents stated that he cheated to get a bonus score in the report card which would affect his ranking later. In addition, it was also found that students were motivated to learn when the teacher gave gifts in the form of money, phone credits, bonus grades, and consequences; but some have a low desire to succeed in learning because they feel what they learn at school is not relevant to the work plans they have. Behaviour like this of course will make the character of these students also experience a decrease. The learning process is held to form students who are not only competent in the scientific field, but also have good morals. The phenomenon of cheating that occurs does not only have a negative impact on students who are lacking in learning. But bullying can also be experienced by students who are competent in learning. Jealousy of these students actually made him bullied or shunned by his friends.
- e. The ranking system and competition give rise to learned helplessness for students who cannot follow the learning style at school. Research by (Sorrenti et al., 2018) states that there are personality factors that influence students' motivation and self-efficacy. Competition makes schools focus on pushing their students to be the best. In fact, not

all students are ready to compete. They need guidance to be able to shape learning behavior, coping, and self-efficacy so they can participate in learning optimally.

As explained in the previous section, educators should realize that every child is unique, and the potential is different from one another. They even have different learning styles and interests. For this reason, our ability as educators is needed here to be able to map and read this.

- f. One term that is trending on social media is “burnout gifted kid”. This term is used for adolescents who were considered intelligent or gifted as a child, but no longer show the same performance at a higher level of education because they experience psychological problems, namely burnout (Talbot, 2021). Although not many studies have examined this phenomenon in depth, those who have experienced it state that the intelligence shown as a child makes people around them label them as intelligent and set high expectations. Labels and expectations make gifted children grow perfectionists because they feel that achieving the highest achievement is a must. When they are no longer able to meet these expectations, low self-esteem makes them experience learned helplessness, increasing the risk of stress, burnout, and depression.
- g. Ranking encourages students to behave according to the 'template' given by the school. What lessons should be taken, the percentage of each subject, what extracurriculars should be avoided so that study time is not cut off, and so on. As a result, students lose the opportunity to explore and become curious about what they are learning. A mindset like, “I have a lot of study load, and the exam questions will be taken from PPT anyway. So why should I learn from another source again?”

Education with the POG system will definitely produce outstanding students. But for how long? Students may cheat in order to get good grades. Some don't take breaks to complete their tasks optimally, and there are always other 'smart' kids who can replace the burnout gifted kid. In addition, this kind of system has the potential to leave children who cannot push themselves to adapt to the system, discredit children who do not follow the flow of lessons because they focus on exploring topics that interest them; and ultimately exacerbate existing inequalities in our education system.

3. Is The Ranking System Still Relevant To Use?

In the beginning, it was undeniable that a ranking system might be needed in some situations, for example in the selection process for entering a university. However, the discussion above explains that basically ranking is no longer relevant for use in schools because it will encourage POG in students. This condition is exacerbated by the infrastructure, facilities, and number of teaching staff that are not in line with the existing learning demands. When the quality of education in Indonesia shows unsatisfactory results, it's easy for people to blame the teacher and the morale of the children. In fact, according to the author's view, all these problems are rooted in a system that expects instant and mechanical results from living things (students). In fact, when examined again, many common problems stem from an ineffective education system.

"What's with the moral decline of children these days?" – they are pressured by circumstances to show the best results, because the learning process they are carrying out is not appreciated as much as when they get near-perfect scores. In the end, cheating is a shortcut they take. Cheating during exams or while doing assignments, taking shortcuts by "forcing" friends who are considered more competent to do assignments with threats, to bullying both those who are competent and those who are incompetent, causing many students to experience depression. If left unchecked, it will carry over into the child's life in the future. Because with POG, we forget how the students process the learning process. In fact, how the process of learning, it will be a point of change in a child's life.

"Why is it so difficult for today's children to learn? Keep playing on the cellphone!" – education in schools is monotonous, while the media displayed on gadgets can provide stimulation for them. Even if the children are trying to learn and focus, when the final results are not up to the expected standard (not ranked in class), then their struggle will not be appreciated. So that at one point, they will start to get bored and tend to ignore and seek fun or entertainment through gadgets.

By getting entertainment from gadgets, they will be distracted from feeling disappointed or feeling less appreciated. Pleasure will be easier to get from the available entertainment. In fact, if we are able to find the right, fun and interesting learning system for them, it will be easy to get them to focus on what will be learned.

"I just studied yesterday, how come I've just forgotten the material?" – accelerated learning sometimes does not give students the opportunity to interpret lessons in the context of life, so they think that what is learned is just reading without meaning. The most important thing for students is when they get high scores on tests. But without understanding the meaning of the material he studied. So, it's very easy to forget after the exam is over. Or even during rehearsals. Because the memorization process actually makes students tense.

The POG system needs to be adjusted again so that it can balance between student learning readiness and realistic learning outputs. It is time for schools to move away from the old behaviouristic system which dictated students to become what the school formed, to become more process oriented or LOG so that there are equal learning opportunities and students who are proactive in each learning process are formed.

4. How to Build Motivation And Effective Learning Orientation To Meet The Learning Outcomes That Are Arranged?

The answer is clear: the new education system must implement learning-oriented goals that focus on student learning experiences according to their respective abilities.

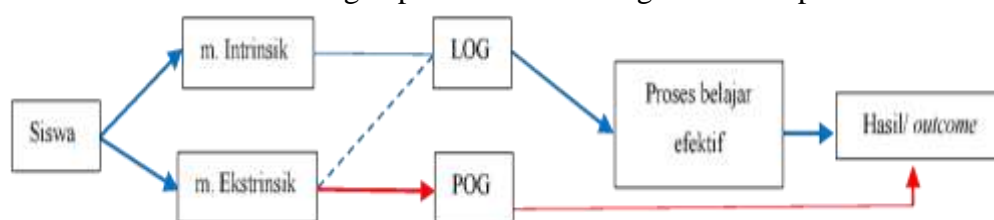


Figure 1. Expected Learning Scheme (Blue Line)

First and foremost, in making government policies, teachers must be involved because they are the forefront who accompany students during the process at school. So far, teachers seem to be 'executors', limited to carrying out the curriculum guidelines provided by the government. By involving teachers, it is hoped that existing programs will be more targeted for students. Because in learning, the teacher is the person who knows best the condition of students in general while in class.

Again, the teacher plays an important role in the learning process. Based on the theory of intrinsic motivation in Slavin (2018), teachers can create a classroom atmosphere that stimulates student learning motivation in several ways such as:

- a. Develop clear and realistic learning goals so that students feel they can complete these tasks properly. Even better if the learning objectives are arranged, adapted to the real situations and conditions faced by students. So that understanding the material will be more enjoyable and absorbed more quickly by students, because what is learned is felt to be able to be related or applied in everyday life.
- b. Provide direct, routine, and appreciation feedback every time students can complete a given task. When students immediately get feedback on the tasks they are doing,

students will immediately know where the deficiencies lie, even when we explain directly, this will tend to be remembered by students. If we tend to delay in giving feedback, in the next task students will tend to be lazy to complete their assignments. Likewise, appreciation is an extrinsic motive that has a significant impact on motivating students to study harder. Appreciation is not only in the form of goods. But showing a thumbs up or a smile and a pat on the shoulder is enough to increase students' confidence in learning.

- c. Provide a clear picture of the relationship between subject matter in the context of life so that students understand the purpose and benefits of learning. As previously explained, that when students realize the benefits of learning for their lives, it will certainly be easier to encourage students to dig deeper regarding the material provided. In the learning process, when students are led to become active actors in digging up information, the understanding recorded by the students' memory will last longer.
- d. The teacher is no longer the main source or teacher, but a facilitator who provides learning tools and accompanies students in their respective learning processes. For this reason, teachers are expected to be skilled in compiling interesting learning processes and involving all students to be proactive. Since the implementation of the 2013 Curriculum, the role of the teacher has actually been directed as a facilitator, not just as a resource person or main teacher. However, the paradigm or mindset that still makes the final result the only reference in the assessment, makes it difficult to implement it. Since the implementation of the Independent Curriculum has been implemented, the learning process has been focused or student-centered. So that the teacher really acts as a facilitator, who guides students to be willing and able to explore information from various existing learning sources. Is it through gadgets, the surrounding community, the mass media, etc. Basically, the teacher must be able to create a classroom atmosphere where every student feels confident that he will succeed and get rewarded for his efforts and success. However, giving extrinsic motivation should not be based on evaluating results, but also pay attention to how students process. It is recommended that teachers really understand the character and learning styles of students. So that when preparing teaching materials and others it will be more effective.

One application of LOG in learning is to apply differentiation learning. To be able to apply differentiated learning in the classroom, there are several things that we can apply as teachers in the classroom, including: Mapping learning needs based on three aspects, namely: learning readiness, learning interest, and student learning profiles (can be done through interviews, observation, or surveys using questionnaires, etc.), here we need our ability to hone creativity in choosing learning methods that are active and fun and have content that can support the various learning needs of students (Suhardi et al., 2024). We can also provide students with different products from one student to another so students don't feel burdened in completing their assignments.

In implementing the Independent Curriculum, schools will be given the opportunity to continue implementing the curriculum from the government, or use it with adjustments based on the characteristics of each region. Coupled with co-curricular learning in the form of the Pancasila Student Profile Strengthening Project, which aims to develop student potential and train independence and other things. This change can be the first step towards realizing learning-oriented goals by increasing the role of educators in the classroom. Research and studies will be needed as a reference for schools in formulating policies. This is at the same time a reminder that as teachers, our goal is not only to get students to produce perfect final grades. But also to be able to contribute and benefit the community for the knowledge they have.

Conclusion

Motivation is an encouragement from within the individual to perform or maintain a behavior. Various studies have found that intrinsic motivation or that comes from within the individual is more effective and produces better long-term outcomes than external motivation. However, this theory is not reflected in the education system in Indonesia which uses incentives in the form of rankings as external motivation and forms result-oriented behaviour (POG) in students. The impact of this system is reflected in the quality of education in Indonesia which is uneven and less competitive compared to other countries. Currently, a more process-oriented (LOG) system change is needed to revive students' enthusiasm for learning. When we try to focus on the learning process that students experience, we as teachers will be able to find positive changes in the way students learn and in the ability of students to absorb learning. As for the students themselves, by emphasizing process-based learning (LOG), students will be able to find and realize their potential or strengths. So that in the end, it will be easier for them to understand the material provided, especially when it is related to its application in everyday life. In process-based learning, collaboration is needed. So that there is a tendency for students to respect each other. The reference sources used in the preparation of papers are still quite broad, including research at the elementary, early secondary and final secondary education levels. As described in Vu et al. (2022), learning and motivation theories differ at each stage of development so they should not be generalized. However, considering the limitations of studies that support one specific developmental stage, the authors decided to stick with the sources that have been collected. This limitation can be an opportunity for further research to explore how goal orientation influences student motivation and learning processes in the future.

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