

A THESIS

**A GENDER ANALYSIS ON THE STUDENTS' MOTIVATIONAL
ORIENTATION IN LEARNING ENGLISH AT ISLAMIC HIGH SCHOOL IN
TAKALAR**



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**A GENDER ANALYSIS ON THE STUDENTS' MOTIVATIONAL
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As a partial fulfillment to achieve Master Degree

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Written and submitted by

NUR AYU PUSPITA SARI SUKRI

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"A Gender Analysis on The Students' Motivational Orientation in Learning English at Islamic High School in Takalar" is originally my own work. If it is proven later that somepart of this thesis is either plagiarized or the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, 26 November 2021



nur Ayu Puspita Sari Sukri

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ABSTRACT

NUR AYU PUSPITA SARI SUKRI. *A Gender Analysis on the Students' Motivational Orientation in Learning English at Islamic High School in Takalar Regency.* (supervised by Nasmilah and Ria Rosdiana Jubhari)

The research aims: to measure the students' motivational orientation levels in learning English, (2) to reveal the factors that cause male and female students differ in terms of the motivational orientations in learning English.

The research used the mixture of the quantitative and qualitative methods on 80 students of 11th grade at Four Islamic High Schools in Takalar. The research instruments used to collect data were the closed questionnaire and open questionnaire. In analysing the data, the research used the theory of Gardner and Lambert (1959).

The research result indicates that: (1) there are the differences of the motivational orientation levels possessed by the male and female students. The male students have a high level of the instrumental motivational orientation with the percentage of 72.50%, while the female students have 67.50%. Moreover, the female students achieve a high integrative level with the percentage of 92.50% and the male students reach 80%. It can be concluded that the male and female students have the different motivational orientations; (2) there are several factors causing the differences in motivations between the male and female students such, the gender roles, teaching methods, communicative competence, types of motivations, Islamic schools system. Therefore, the gender identity is used to evaluate and guide their behaviours.

Key words: Motivational orientation, integrative, instrumental, gender



ABSTRACT

NUR AYU PUSPITA SARI SUKRI. *Analisis Gender terhadap Motivasi Orientasi Siswa dalam Belajar Bahasa Inggris di Madrasah Aliyah Kabupaten Takalar.* (dibimbing oleh Nasmilah and Ria Rosdiana Jubhari)

Penelitian ini bertujuan (1) mengukur tingkat motivasi orientasi belajar Bahasa Inggris yang dimiliki oleh siswa Madrasah Aliyah Kabupaten Takalar dan (2) mengungkap faktor penyebab perbedaan motivasi orientasi siswa dalam belajar Bahasa Inggris di Madrasah Aliyah Kabupaten Takalar.

Metode yang digunakan dalam penelitian ini adalah metode campuran, yaitu kuantitatif dan kualitatif. Pengumpulan data menggunakan instrument berupa kuesioner tertutup dan kuesioner terbuka yang diperkuat dengan penggunaan teori Gardner dan Lambert (1959).

Hasil penelitian menunjukkan bahwa (1) terdapat perbedaan tingkat motivasi orientasi yang dimiliki oleh siswa laki-laki dan perempuan. Laki-laki memiliki instrumental motivasi orientasi yang tinggi (72.50%), sedangkan perempuan hanya (67,5%). Di samping itu, perempuan meraih tingkat tertinggi pada integratif motivasi orientasi dengan persentase 92,50% dan laki-laki meraih 80% (ada perbedaan tingkat motivasi orientasi antara laki-laki dan perempuan) dan (2) terdapat beberapa faktor yang menyebabkan perbedaan motivasi orientasi antara siswa laki-laki dan perempuan seperti peranan gender, metode pengajaran, kompetensi komunikatif, tipe motivasi, sistem yang diterapkan pada sekolah Madrasah Aliyah. Oleh karena itu, terdapat identitas gender yang digunakan untuk mengevaluasi dan memandu kebiasaan atau perilaku mereka.

Kata Kunci: motivasi orientasi, integratif, instrumental, gender



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CHAPTER I

INTRODUCTION

A. Background

The role of motivation in learning has enormous influence on success in Learning. The effect can be caused by several aspects such as intrinsic and also extrinsic motivation. Parsons, Hinson and Brown (2001, p.28) stated that motivation as an important component or factor in the learning process. Learning and Motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process. Amedi (2013) argued that student in learning English have two motivation that are intrinsic motivation and extrinsic motivation.

The thing that substantially affects students' achievement in learning a foreign language, especially for nonnative speakers, is motivational orientation. Students that are highly motivated will be enthusiastic about their studies, especially if they have a clear orientation. Therefore, they know the purpose of learning a language. The desire and purpose of learning this language can be taken as a motivational orientation. Brown (2000:75) stated that orientation refers to the context or purpose of learning, whereas motivation refers to the strength of one's desire to learn.

There are two types of motivational orientation in second language acquisition namely integrative and instrumental. Gardner and Lambert

(1959) stated that Integrative Motivational orientation, when the students integrate themselves into the target language community or groups which use a second language, meanwhile Instrumental Motivational orientation can be defined as the students' desire to achieve proficiency such as to increase their knowledge or to get a better job in the future and also social status. Setiyadi and Wicaksono (2019) argued that instrumental motivational orientation is similar as extrinsic motivation.

Several previous studies related to Motivational Orientation, Rahman (2005) & Drbesh (2015) focused on the attitude and motivation, and the need, attitude and also motivation. They discovered that students' motivational orientations are Instrumental motivational orientation where the students learn the second language because they realize that knowledge of English is very necessary. They want to increase their knowledge in the second language (Rahman, 2005:22; Drbesh, 2015:252) this research also should be focusing how to improve students' integrative motivation. In contrast, Setiyadi & Wicaksono (2019) were interested in motivational orientation owned by students and whether western theory in the second language is suitable for Indonesian students. Based on their study, they found that the integrative motivation developed by the EFL became a problem in the community. This integrative motivation was not suitable for Indonesian students in this case who have international goals but they need to get used to interacting with foreigners as an international language.

a few studies are concerned with Gender and Motivational Orientation. Akram & Gani (2013) aim attention at Gender differences are related to their attitudes and motivations towards learning English and achievement in English. They divided their questionnaires to 240 participants included males and females from urban and rural area. The result of their research there were no statistically significant differences between male and female participants in their motivation to learn English. Although they had informed us of the result, they did not determine whether it's integrative or instrumental motivational orientation. As a comparison between, Saranraj, Khan and Zafar (2016) research, it was the effect of Motivational factors and Gender differences in learning English as foreign language. They found that there was a strong positive correlation between the desire to learn English and attitude towards learning English and women has higher integrative and instrumental motivation than men.

There are only a few people who study motivational and gender variables, and the motivational variables that are raised are still general, combining intrinsic and instrumental, extrinsic and integrative, and are conducted at universities. Therefore, the researcher focuses on different things, namely motivational orientation in learning English based on gender in terms of culture and religion and choses Islamic senior high schools as the object of the research. The researcher contends that

English language skills are critical for students to have from a young age, particularly in high school, in order to increase interest in learning, gain insight and confidence in speaking English, and discover why they are learning English in the first place, such as to compete at a higher level, such as in university. In order for teachers to encourage students to learn English.

Referring to the explanation above the researcher decided to carry out research entitled ***“A Gender Analysis on The Students’ Motivational Orientation in Learning English at Islamic High School in Takalar”***

B. Research Questions

The formulations of the problem that the researcher proposed based on the background of the above issues are

1. To what extent do male and female students differ in terms of motivational orientation in Learning English?
2. What are the factors that cause male and females students differ in terms of motivational orientation in Learning English?

C. Research Objectives

Based on the research problem above, the objectives of this research are:

1. To find out the extent to which male and female students differ in term motivational orientation in Learning English.
2. To explore the factors that cause male and female students differ in terms of motivational orientation in learning English.

D. Significances of the Research

The results of this research are expected to give a significant contribution:

1. Practical Significance

This research is expected to inform the English teachers so they can understand that males and females have differences motivational orientation affected by gender. Therefore, the teacher can motivate the students in learning English by using some interesting method.

2. Theoretical Significance

This research is expected to be valuable information in to English teaching theory in term of motivational orientation.

E. Scope of the Research

This research was held at four Islamic high schools in Takalar. The Participants were from the eleventh grade in the academic year of 2021 /2022 years. The focus of this research was on Motivational Orientation in learning English based on gender in terms of culture and religion.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Akram (2015) has done research on “Arab Students’ Motivation in Learning English: A Study of PYP Students”. The findings demonstrate that Arab students have a good attitude toward learning English and a higher level of motivation, both instrumental and integrative. This result was supported by Altasan (2016) who investigated “Motivational Orientation and their effect on English Language Learning: A Study in EFL Saudi Context” his investigation found Learners who have a positive attitude toward learning English are high achievers who are instrumentally and integratively motivated. Furthermore, many factors such as the teacher, the textbook, classroom activities, lesson plans, and so on can influence students' attitudes toward the learning situation. Positive attitudes toward these factors are likely to help with language learning.

Basaran & Hayta (2013) analyzed “A Correlational Study of Turkish University Students’ Motivational to Learn English”. They claimed that motivation and age, as well as motivation and the other two variables of gender and grade, had a weak connection. It also showed that participants exhibited a high level of instrumental drive but only a moderate level of integrative motivation. In line with a previous study Oztuk & Gurbuz (2013) conducted research with the title “Motivational Orientations of Turkish EFL

Students: The Case at State University”. This study disclosed that Students demonstrated a modest level of interest in learning a foreign language, although it was near a high level. Because of their view of learning a foreign language in Turkey, their instrumental orientation was extremely high. Furthermore, the findings revealed that two motivational orientations, instrumental and integrative, were positively and modestly associated in a Turkish environment, demonstrating that these two orientations are interconnected phenomena.

Akram & Ghani, (2013) “have done research about Gender and Language Learning Motivation”. This study disclosed that there are no overall statistically significant differences between male and female participants in their motivation to learn English and besides that there is no significant difference between gender and achievement. Gender does not affect the achievement of the students in learning English. This research supports the finding of Amedi (2013) who researched about “The Possible Relationship between Gender and Motivation”. He found that the present study did not find big gender differences when it comes to the overall term of motivation.

More recently, a study conducted by Bambang & Mahpul (2019) entitled “Exploring Motivational Orientations of English as foreign language (EFL) learners: A Case study in Indonesia” found that Integrative motivation is not relevant to Indonesia EFL learners in the era of

globalization. The EFL learners in Indonesia need to integrate with people from other countries by using English as a lingua franca. In contrast, Saranraj, Khan, & Zafar (2016) also conducted research about “Influence of Motivational Factors and Gender Differences on Learning English as a Second Language: A Case of Engineering Students from Rural Background”. They discovered Learning English and attitude toward learning English have a high positive link, but attitude toward learning English and motivational intensity have a mitigated link, there is no discernible link between motivation intensity and a desire to learn English.

Mahdavy (2012) explored “Gender and Motivational Orientations of English language learners: The Case of high school students in Iran”. He found that male students who consider themselves to be the breadwinners of the family are more driven to learn English because they see learning a foreign language as being more linked to their future success. Another finding from Becirovic (2017) who investigated “The Relationship between gender, Motivation and Achievement in Learning English as a Foreign Language” argued that the results of female students are more motivated to learn English as a foreign language than male student. Female students are more successful at learning English as a foreign language. Still, the difference is insignificant for the entire research sample. That is why the second null hypothesis by which we predicted that there are no statistically significant differences in students’ achievement in learning English as a

foreign language based on gender is supported. But, when it comes to the results separately for each investigated grade level, female students have significantly more significant achievement in all groups.

Garcia & Molina (2013) evaluated “The Influence of Instrumental and Integrative Motivation on EFL Learners’ Scores” claimed that There was no statistically significant difference between the two groups mean scores integrative and instrumental.

Javid, Almasari, and Farooq (2012) have done research Saudi Undergraduates’ Motivational Orientations towards English Language Learning along Gender and University Major Lines: A Comparative Study provided that the research finding was Saudi undergraduates bear stronger extrinsic motivational orientations along with high preference for the intrinsic orientation as well. The females' cohort of this study majoring in medicine and information technology were more favorable toward extrinsic and intrinsic motivational orientations than their male counterparts. However English major participants of that research did not follow the trend. The males were found more motivated in their extrinsic and intrinsic orientations. Confirming the general perception, the medical students were reported to have the highest level of motivation among the participants of the study.

Yilmsz (2017) had research entitled “L2 Motivational self-system and its relationship with gender, proficiency and year” argued that the results have revealed that all of the five dimensions involved in the theory have an effect on pre-service teachers’ L2 motivational behaviors, even though their impact was measured to be in varying degrees. Positive attitudes to learning English have been found to be the most contributing factor to pre-service teachers perceived motivational level, followed by integrative and ideal L2 self. In Pedagogical terms these motivational behaviors are ideally acknowledge as defining teaching qualification requires of pre-service EFL teachers in Turkish educational system. With regard to gender and class differences within the framework of L2 motivational self-system, male and final year pre-service teachers have been shown to have a higher motivation that their counterparts, which runs counter to similar research.

Michiko & Osamu (2015) about “Study Abroad and Motivation to learn a Second Language: Exploring the Possibility of the L2 Motivational Self System” confirmed the possibility that the L2 Motivational Self System could be developed into an integrative framework to account for not only L2 motivation but also interplay of various affective variables and L2 proficiency all in on system. This study found that L2 anxiety decreased significantly after SA experience, the Self system can explain improvement

in L2 abilities, and the SA experience greatly helped L2 learners consolidate the robustness of their L2 motivation.

Cirocki, Soto, Encalada, Cuenca (2019) have done research “Motivational strategies in the secondary school EFL Classroom: The Case of Ecuador” claimed that the findings disclosed that the teachers used six categories of motivational strategies in their pedagogical practice. The degree of utilization of each category varied from high to low. The most frequent category was displaying appropriate teacher behaviors, whereas the least common was promoting learner autonomy. Of the six categories used by the teachers, the three that student found most motivating were creating a friendly classroom atmosphere and a cohesive learner group, selecting and presenting instructional activities and displaying appropriate teacher behaviors. The study also revealed that the students wished to be exposed to more diverse motivational strategies, especially those from the promoting learner autonomy, encouraging positive self-evaluation and making learning stimulating and attractive categories.

According to the researcher's review, several researchers studied motivational orientation and gender differences but were only limited to sex (male/female). No one analyzed the factors of males' and females' high or low motivational orientation based on gender in culture and religion influences. Hence, the researcher focuses on the level of motivational

orientation possessed by students and sees the factors for these differences in terms of culture and religion.

B. Theoretical Background

1. Motivation

a) Definition of Motivation

The term motivation is derived from the Latin Verb *movere* (to move). Schunk, Pintrich, & Meece (2008). The idea of movement is reflected in such commonsense ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks. It makes motivation have so many definitions.

The first definition comes from Gardner (1982), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study.

Juniar (2016) stated that "Motivation directs an individual toward certain goals". Motivation affects the choices of people make and the results they rewarding. Another definition comes from Dornyei (2001, p.7) describes "motivation as the choice of a particular action, the effort of

doing something and the persistence with doing it". Dornyei (2001, P.7) also states that "motivation explains why people decide to do something, how hard they are going to achieve it and how long they are willing to maintain the activity". When students choose to participate enthusiastically in a language lesson and are willing to extend sufficient efforts even when the activity is Challenging, they are said to be motivated to learn and are likely to take in more and remember more from the lesson.

Juniar (2016, P.10) stated that "Motivation affects the learning strategies and cognitive processes an individual employs". It increases the likelihood that people will pay attention to something, study and practices it, and try to learn it in a meaningful fashion. It also increases the likelihood that they will seek help when they encounter difficulty.

From the theory above, we can conclude that motivation is a factor that comes inside or outside ourselves that encourages people to do something. Motivation will make people work hard to achieve something who have higher motivation will have better achievement.

b) Function of Motivation

Motivation has important function in English teaching learning process. Teacher must know his students' motivation in learning English. Dornyei (2001, p.1) stated that "Motivation is the most complex and challenging issue faced by teachers today" motivation can affect both new

learning and the performance of previously learned skill, strategies, and behaviors. It shows that the role of motivation in learning is equally important.

According to Sadirman (2008) there are three functions of motivations. There are encouraging people to do certain activities, giving direction, and determining action.

1. Encouraging people to do certain activities.

An effort or action cannot be carried out without any encouragement. It means that motivation is the motor of any activity to be undertaken. It helps people to achieve their goals.

2. Giving direction

In this case, motivation gives the direction to achieve the desired changes. Thus, motivation provides the direction to the students and the activity that must be undertaken in accordance with the goals that have set. It makes the students know what they should do.

3. Determining action

Determining the action means the motivation drives someone's behavior. Moreover, motivation is also as the motor that encourages someone's interest to achieve their goals. Therefore, motivation can maximize students' achievement.

According to Hamalik (2008) the behavior will not happen without aim, but it rises to receive the people's motif. This opinion is same with the theory that humans' behavior is purposive. It aims to satisfy our needs. Generally, the function of motivation can be decided as follow:

1. To stimulate someone to do something, without motivation will not appear something action like study.
2. Motivation as director. It is means that direct of action to reach goal with.
3. Motivation as moving spirit. It is function as machine size of motivation will determine quick or slow something the job

c) Types of Motivation

According to Amedi (2013), Student in learning English have two motivations that are intrinsic motivation and extrinsic motivation:

1. Intrinsic motivation

Intrinsic motivation is when there is no apparent reward except the activity itself. Students seem to engage in their activities for their own sake and not because they are getting a reward from outside. The intrinsic motivation aims at bringing internally rewarding consequences, like feelings of self-determination and competence. The motivation comes from the pleasure that the student feel from the task itself or from the satisfaction of completing a task. A student that is intrinsically

motivated will work on a task because it is a challenge and because the student feels pleasure in finding a solution. An intrinsically motivated student does not work with a task because there is some reward involved such as a grade or a prize. Even intrinsic motivated students seek rewards, but these rewards are not enough to keep a student motivated. An intrinsically motivated student might want a good grade on a task but if the assignment is not interesting enough for the student, getting a good grade is not enough to maintain the student's motivation and effort put into the assignment.

2. Extrinsic motivation

In contrast to the intrinsic motivation, extrinsic motivation expects a reward from outside and beyond the self. Extrinsic rewards could be money, grades, prizes and positive feedback. Even behaviors to avoid punishment are extrinsically motivated. The rewards a student can get provide pleasure and Satisfaction that a task would not provide. A student that is extrinsically motivated will still work on an assignment even if he/she has little interest in it because of the satisfaction that comes from the reward. Even if a student dislikes any subject in school, an extrinsically motivated student could still work hard on the assignment because the reward could be a good grade on the assignment. With that said, it does not mean that an extrinsically motivated student will not get any pleasure or satisfaction on completing a task. It just means that

the pleasure they get from an external reward will keep motivating them even when they are not interested in the task.

d) Motivational Orientations

Motivational orientations are the goals that individuals aspire to achieve. When individuals look to achieve certain goals from learning an L2, they exert effort and persistence to achieve those goals. Being instrumentally or integrative motivated might be sufficient for successful language study but having both of them is better still for successful L2 learning.

According to Gardner and Lambert (1959) more formally proposed a distinction between two types of motivational orientation:

1. Integrative

When students learn a language for the purpose of meeting members of the target language group, or because they want to become members of the target community, they are considered as integrative motivated learners.

2. Instrumental

Learners who are concerned with the benefits of language learning such as increasing their own knowledge or qualifying for certain jobs are instrumentally motivated.

Krashen (1988, p.22) mentioned the following factors which are rather related to motivation that will attempt to relate the second language ability to these two functions.

- 1) Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. (Saville-Troike, 2006, p.86)
- 2) Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006, p.86).

According to Al-Ansari (1993) acknowledged that one would be classified as an integrative motivated second language learner if he or she is found to possess sympathetic attitudes toward the culture of the target language and its speakers; also, an integrative performer probably sees

great value in being able to speak foreign languages and experience an appreciation of different cultures.

Brown (2000) divided intrinsic motivation into two main types' namely integrative motivation and instrumental motivations.

a. Integrative motivation.

Integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example, immigration or marriage.

b. Instrumental motivation

Learner wishes to achieve goals utilizing second language. Robert Gardner and Wallace Lambert states that refer to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material, translation and so forth. This is describes a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and statutes.

e) Language Learning Motivation

1. Motivation in Language Learning

Motivation is one factor that influence students' success in Learning English. Spolsky (1990, p. 157) Motivated students are likely to learn more and learn quickly than students who are less motivated. Students can lose their attention, misbehave and cause discipline problem when they are not motivated in Learning English.

Tileston (2004) states that motivation relates to the drive to do something, to study new things and encourages us to try again when we fail. Hine and Rutherford (1982) also state that motivation is the feeling nurtured primarily by the classroom teacher in the learning situation as he engages in carefully planned as well as intuitive which will satisfy one or more of the basic, universal, cognitive, and affective human needs. It is supported by Dornyei (2001, p.7) who stated

“To summarize, motivation is related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has very important role in determining success or failure in any learning situation. Language learners, who really want to learn a foreign language be able to master a reasonable working knowledge”

The researcher concludes that by having motivation, students will learn English better rather than students who do not have motivation. It is because motivation in learning process deals with encouragement and willingness of the act that causes someone to act directly toward the specific goals to be achieved. It means that students determine the strategy of learning English based on their own willingness and interest. Students who are motivated in learning English will understand better about the knowledge because they know their goal. It will help them to achieve their goal in learning English. It is supported by Krashen as cited in Richards and Rodgers (2003) that states motivation helps the students receive more knowledge in second language acquisition it means that motivation and language learning cannot be separated because they are connected to each other.

1) Students' Motivation in Learning English

Students have many reasons for learning English. It can be simply said that they learn English because they love it or they learn English because it is school requirement. According to Brophy as cited in Woolfolk (1990, p.328), "Student's motivation to learn as a students' tendency to find academic activities meaningful and worthwhile and try do derive the academic advantages from those activities". It means that motivated students will make any academic activities become meaningful activities that can improve their skills. When the students are motivated to learn,

they will their academic work seriously and try to do their best out of it. Through the motivation, the students will have an effort when they meet obstacles or failure.

Students' motivation is personal. There are six components of the learning motivation (Firth,2001, p.3). Those components are:

a) Curiosity

Human behavior is far more complex, and people are naturally curious. They tend to seek something new; they find satisfaction when they can finish a puzzle, and they are curious about anything.

b) Self-efficacy

Dividing tasks into chinks and providing students with early success are a method of developing confidence in the students. Driscoll as cited in Frith (2001, p.3) describes this as performance accomplishment, one of four possible sources of self-efficiency.

c) Attitude

According to frith (2001, p.3), the attitude of a student toward learning is very much an intrinsic characteristic. It I not always demonstrated through behavior. In other word, attitude cannot be seen directly, but people can feel others' attitude.

d) Need

The most well-known and respected classification of human need is Maslow's hierarchy of needs. Maslow categorized the human needs into five levels, psychological (lower-level), safety (lower-level), love and belongings (higher need), esteem (higher need), self-actualization (higher need)

e) Competence

Competence is an intrinsic motivation for learning which is highly related to self-efficacy. Human being receives more pleasure when doing this well.

f) External Motivators

In order to create a stimulating environment and combat boredom, an active participation from the student is needed. Beside a stimulating environment, grades also have a value as an external motivator.

g) The effects of motivation

The effects of motivation According to Ormrod (2008, p. 384-386) motivation has several effects on students' learning and behavior.

- 1) "Motivation directs behavior toward particular goals". Social cognitive theorists think that it is important for the individuals to

set goals for themselves and direct their behavior accordingly. Motivation helps determine the specific goals that the students have which help them decide whether they should finish their homework assignment or play computer games with their friends.

- 2) "Motivation leads to increased effort and energy". Motivation helps determine the amount of effort and energy that learners spend in activities related to their goals and needs. It determines if the students are going to perform the task enthusiastically or apathetically.
- 3) "Motivation increases initiation of and persistence in activities". If a learner really wants to do a task, then it is more likely that he/she begins with it. It is also more likely that he/she continues working on it until they have completed it, even if there could be interruptions in the process. We could then say that motivation increases the students' time on the specific task which is an important factor that affects their learning and achievement.
- 4) "Motivation affects cognitive processes". Motivation has an impact on what learners pay attention to and how they process that. Students that are motivated often try to make an effort to really understand classroom material because they want to learn it meaningfully and reflect over how they could use the information/task in their own lives.

- 5) "Motivation determines which consequences are reinforcing and punishing". Learners that are motivated want to achieve success in the classroom. They will feel confident when they get an A and feel upset when they get a lower grade. Learners rally want to be accepted and respected and they will see the importance of being a member in the so-called popular group and they will be distressed if their classmates tease them.
- 6) "Motivation often enhances performance". The now known effects of motivation —goal-directed behavior, energy and effort, initiation and determination, cognitive processing, and the consequences impact—leads to an improved performance. Students who are motivated to learn in the classroom tend to achieve high grades. Students who, on the other hand, have little or no interest in school are at high risk for dropping out because they do not see the importance and value of staying.

As seen above, teachers can do a lot of things to motivate the students to behave and learn in different ways that will encourage their long-term goals, success and productivity.

2. Gender

The social concept of sex is gender. Gender identity differs from sexual identity in that it is based on the cultural and religious norms of behavior placed on men and women. In cultures and religions, the tale of "gender" is one of men's systematic dominance of women, women's exclusion from public power, and women's submission to patriarchal control within the household.

a) Definition of Gender

Gender is a concept of social relations that distinguishes roles men and women. The difference between men and women occurs through a very long process, through the process of socialization, strengthening, social, cultural, religious construction and even state power. Because of this long process, over time, gender differences are as if the provisions of God or nature cannot be changed anymore. On the other hand, the socialization of the social construction of gender in evolution ultimately affects the social and biological development of each sex. The male gender must be strong and aggressive, so that with such social construction, men are trained and motivated to maintain these traits and finally men become stronger and bigger, however the guidance that each trait usually looks at a certain gender and as long as these traits are interchangeable. Then these characteristics are the result of community construction, and are not natural at all Fakhri, Mansour (1997).

There is an assumption in our society that women nurturing, diligent and not suitable to be the head of the family. As a result, all domestic work is the responsibility of women. Various roles in daily activities, such as cooking, washing, caring for children, cleaning and others are carried out by women. So the workload of women is much greater than that of men.

Megawangi (1999) stated that there are two groups that define gender differently. The first group is a group of feminists who say that gender differences make no difference gender roles and behavior at the social level. Second group, assume that gender differences will cause differences treatment or role based on gender. Gender is defined as socio-cultural construction that distinguishes masculine and feminist. Although male sex is often closely related to masculine gender and feminist gender, but the relationship between sexes with gender is not an absolute correlation.

b) Gender Roles

- 1) Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia

Gender roles are behaviors that are learned in a society/community that is conditioned those activities, tasks or responsibilities should be accepted by both men and women. Gender roles are subject to change, and are influenced by age, class, race, ethnicity, religion and geographic, economic and political environment. Both women and men have dual roles

in society. Women often have a role in regulating reproduction, production and society. Men are more focused on production and social politics.

2) Moretti, Higgins, Wood, Christensen, Hebl, & Rothgerber,

Gender roles also create sex differences in behavior when people adopt them as gender identities. Masculine and feminine identities guide behavior through self-regulatory processes. That is, people use their gender identity as a personal standard by against which to evaluate and guide their behavior.

3) R. Tong

Gender roles are the behaviors men and women exhibit in the private and public realm. They are the sociocultural expectations that apply to individuals on the basis of their assignment to a sex category (male or female). Usually, an individual's sex is determined by how their genitalia look at birth.

Gender roles refer to roles constructed by society and learned behaviors and expectations associated with women and men. Women and men are biologically different. Culture then interprets and decomposes these genetic differences into several community expectations about the appropriate behavior and actions for women and men and the rights, resources, and power they deserve. Women placed in the domestic area have resulted in the growth of traditions and beliefs that are socialized in a society that women must be responsible for the overall implementation of

domestic work. While men do not have to be responsible, even many traditions are traditionally prohibited from doing household work matters. Therefore, the typology of women's workload does not decrease even though the woman also works in the public sector. In addition to working outside (public), women also still have to be responsible for all domestic work. In the context of gender issues, the social practice of gender roles and relations is not always realized. This happens because, so far, women are imaged as inferior to men. Negative stigmas or stereotypes, such as rude, selfish, strong, rational, and assertive men. While women are weak, crybaby, cowardly, irresponsible, jealous, inferior and so on, they have been built from birth by their environment to form their characters antagonistically through roles and responsibilities in a dichotomous manner. Thus, the Messenger of Allah. Teaches Muslims to give respect and protection to women who at that time were nothing more than property and were vulnerable to violence, as the hadith narrated by Turmudzi: "Remember I ordered you to do good to women because they are often the target of harassment among women. You, even though you have no right to treat them, except for that good."

In an effort to find women in their roles, gender must be voiced. The presence of gender is certainly an instrument to find the role of women in all lines; even religion is also present to give freedom to women as long as it does not conflict with their nature. So of course it is very urgent to

change the concept and role of gender (existence of women) in collaborating to enter culture so that it can provide women with an equal role with men. Women from a gender perspective still experience constraints and role limitations. The impression that women seem to always be behind men both in religious rituals and in the social sphere. This has inevitably happened in society in general.

In general, gender is defined to determine the social and cultural differences between men and women. Meanwhile, sex is generally used to distinguish between men and women in terms of biological autonomy. Previously, there was not much interest in distinguishing sex and gender, because the growing perception in society considered gender differences as a result of sex differences. The division of roles and work in sexual relations is seen as normal, but later it was realized that sex differences are the cause of gender inequality. Gender becomes something that is attached to women and men, which are then socially and socially contradicted cultural. Gender is not something we are born with, but a concept that we do and show.

In several senses, such as the Ministry of Women's Empowerment (KNPP) defines gender as follows: "Gender refers to the roles that are constructed and assigned to women and men by society. These roles are learned, change over time and vary widely within and between cultures. Unlike sex (the biological difference between women and men), gender

refers to learned behaviors and societal expectations that distinguish masculinity and femininity. While sex identity is determined by genetic and anatomical characteristics, socially learned gender is an acquired identity. Included in the concept of gender are also expectations about the characteristics, attitudes and behaviors of women and (Mufidah, 2010, p. 3).

Various behaviors and jobs that lead to roles and traits for men - Men and women are purely social constructs. These tasks are known as gender roles. In other words, what is meant by gender roles are various roles, activities, tasks, or jobs that are intentionally attached to the responsibilities of women and men. In addition, this task must recognize the WHO (World Health Organization) limitation that gender is a set of roles, behaviors, activities, and attributes that are considered appropriate between men and women. (Ali Maksum, 2016, P. 170).

The occurrence of inequality in the name of equality certainly gives a meaning about how to prosper men and women. However, this movement is sometimes uneven and raises fanaticism. But then, the unequal system for women and men formed an equality movement aimed at eradicating inequality. This is the cause of the emergence of concepts and theories that are expected to solve this gap.

c) Gender and Culture

Culture comes from the Sanskrit word buddhaya, the plural form of mind or reason (buddhi). They were defined as related matters. Every culture has a strong image of how men and women should act. In general, men are stronger, active, productive people and are characterized by great goals for achieving dominance, autonomy and aggression. On the other hand, women are seen as weak and less active and like to give in. It presents views about self-image both about men and women so that some people consider it is a stereotype. (Partini, 2013, p.10).

Masculine and feminine characteristics begin to appear when parents think about names, clothes, toys and what is appropriate for boys and girls. Based on society's rules about women and men forming separate characters for men with a dominant masculine attitude, and women are formed with inherent traits with dominant feminine traits. This condition causes the emergence of a veil of separation in the domestic and public sectors culturally in people's lives. The realities in social life, men are formed with large, strong, assertive, and dominant personalities. In contrast to women who are formed with a gentle nature, look attractive with cosmic, certain clothes that are different from men. (Maskum, 2016, p.178).

As a social cultural construct, gender has given meaning to the roles of men and women in society. With this meaning, society makes a division of labor or roles between men and women. However, the division of roles is basically not based on the principles of equality and justice, that men and women have the same rights and responsibilities as human beings. The reality that occurs still shows a patriarchal culture. (Maskum 2016, p.270).

Social reality in historical life has proven that there have been many women who can carry out tasks that are still considered as monopoly of men. This fact has resulted in the view that shows that the female sex as a creature that has deficiencies in various aspects is not true, because in fact the opposite is the case. The truth is that thinking is only a product of social perception that is created or deliberately created to adapt to the dynamics of dealing with life, and even seen from a progressive civilization. The opening of a rational ideal system will certainly have an impact on equitable equality of rights and eradicate patriarchal culture. (Aminah and Jalil, 2018 p. 297).

Every society has its views on the concept of gender, women and men are still identified through different physical forms and roles, so there is a patriarchal culture that thinks men are superior and more active. An objective view of gender attempts to prove that women have a lot to do with the same roles as men. The facts that describe the balanced roles of

women and men vary significantly according to the times. Indirectly, the role of women in carrying out their role as universal human beings is marginalized. This difference becomes a reality of the identity and nature of God that cannot be changed. This marginalization was born due to the value system in a particular culture.

d) Gender and Religion

Gender is always disputed and becomes a dispute. Indeed, gender is not a problem as long as it does not give birth to gender inequalities. But in reality, gender differences have given rise to injustice, especially against women. In their conversations, women are always cornered and backwards, even failing to occupy high positions because they are women.

Discourse on Gender – by some circles – is not an exciting thing to talk about. When trying to explain Gender, few people pay attention; this is because they do not understand the concept of Gender. At the same time, the discussion on Gender is essential so that there are no gaps in rights and obligations. In its implementation, rights and obligations are always neglected, and sometimes injustice occurs. Some of the duties of women are to care for and maintain the household, but their rights as women who deserve respect are sometimes neglected. A man is prone to violence..

Marginalization of women is often done. Marginalization of women does not only occur in the household but also in the workplace and even in society's culture. Well, in the culture of this society, gender is often the problem. In our society's opinion, no matter how high a woman's academic degree is, she will eventually become a servant for her husband and only work in the kitchen. This assumption is a doctrine against women who have progress and openness in thinking, only being a housewife. Public knowledge of the community is still minimal about gender. This must be corrected for the improvement of a nation that does not question gender differences anymore. From a religious perspective, women are part of creatures who have high rights by Allah. Since the arrival of Islam, the dignity of a woman has been upheld and has received the honor.

Physically, women are weak creatures, which is more common for women only to take care of children and serve her husband. Studies conducted on religious leaders show that women have no right to be beaten or hurt if they are guilty. They reasoned, it is better just to be advised (Lubis, 2017, p. 75). When a woman is used as an outlet for emotions through violence, there has been harassment of a woman's honor. Women are not entitled to physical violence, etcetera; it is better if they are well-advised.

Women are often underestimated because it is seen that their lives are not entitled to get high ranks both in government within a country or in

human institutions. There are still many assumptions that only a man can get a high position and various privilege ranks. Sometimes religion is used as reinforcement for arguments that place women's roles under men's. Whereas in religion itself, women are highly respected without any difference between men and women.

In religion, women are not cornered. However, women have different duties and responsibilities than men. Men are leaders for women. In nature, women are born with gentleness, and beauty is found in women. But not only men, women also have the same talent. Therefore, religion does not waste the talents possessed by humans. Women are not prohibited from getting jobs and being active in political or social organizations. It is also not prohibited to get a high position or position in his work.

One of the central themes and the main principles of Islamic teachings is the egalitarian principle, namely equality between humans, both male and female, and between nations, tribes, and descendants.

This is hinted at in QS. al-Hujurat: 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ
شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

“Hai manusia sesungguhnya kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu

berbangsa-bangsa dan bersuku-suku supaya kamu saling kenal-mengenal. Sesungguhnya orang yang paling mulia diantara kamu di sisi Allah adalah orang yang paling bertakwa diantara kamu.”

This verse gives us an idea of the similarities between men and women in terms of worship (spiritual dimension) and social activities (professional career matters). The verse also ultimately erodes the view that between the two, there are differences that marginalize one of the two.

The presence of religion serves to liberate humanity from all forms of cruelty and arbitrariness. The primary mission carried out by the prophet Muhammad SAW was to obtain welfare for humans. Thus, the prophetic mission is to realize values that are *rahmatan lil alamin* and have high aspirations to create a sense of love, without violence and harassment against anyone, male or female; therefore, there is a symbiotic mutualism in building humanity without any gender differences. Religion that continues to collaborate with culture begins to require the participation of women. The existence of gender, originally a culture that thought women only worked in the kitchen and took care of children. Now, it is begun to make women's roles equal to men without distinguishing gender. Religion and culture have different perspectives on women who are identical with gender.

C. Theoretical Framework

The Theoretical framework of this research is presented in the figure below:

