



## Alfred Adler's View of Superiority in Overcoming Stagnation of Learning Motivation Among Students

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### Article Information:

Received December 30, 2023

Revised April 2, 2023

Accepted June 20, 2023

### ABSTRACT

Motivation to study among students is a very crucial matter, it is often encountered by students who prefer to stop studying for various reasons that lead to a lack or loss of motivation in taking lectures. It can be understood that they do not have or may not even have an achievement or a goal for them to realize. This paper aims to examine Alfred Adler's view of superiority in overcoming the stagnation of learning motivation among students. This study uses a type of library research by obtaining data by collecting data through secondary data sources, be it from books, journals, or related sources. Superiority or success in the final comes from individual fighting power. Even though in the process of achieving success, fighting power is an innate aspect of the individual, but in its application the individual must develop this potential in his own way, with goals or objectives that will make direction and guidance to obtain superiority. This view is expected to be able to provide solutions for students to be able to feel more empowered in fulfilling learning motivation to achieve an achievement or goals in their life.

**Keywords:** *Superiority, Motivation, Stagnation, College Student*

Journal Homepage

<https://journal.minangdarussalam.or.id/index.php/jdpe/>

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How to cite:

Pratama, N., Z, R.P.S & Lena, R. (2023). Alfred Adler's View of Superiority in Overcoming Stagnation of Learning Motivation Among Students. *Darussalam: Journal of Psychology and Educational*, 2(1) 72-81 <https://doi.org/10.55849/djpe.v2i1.22>

Published by:

Yayasan Minang Darussalam

## INTRODUCTION

Learning is a complex process that occurs in all individuals and both in terms of adult children and parents, the learning process lasts a lifetime, from infancy to the grave. Learning is also a process activity and is a very fundamental element in the education level, where the success of achieving educational goals is very dependent on the achievement of the success of the learning process of students at school and in the surrounding environment.

Education is something that is very important and cannot be separated from one's life, both in the family, society and nation(The Wardrobe Ensemble, 2017),(Arum, Richard, Irene Beattie, 2011)(Matheson, 2014). The progress of students is determined by the level of educational success. Educational success will be achieved if there is an effort to improve the quality of education of the students themselves. Thus education is the spearhead in preparing reliable human resources, especially in tertiary institutions. Education is believed to be able to maximize the potential of students to be able to be critical, logical, and innovative in solving the problems they face. In the process of obtaining education a student must strive in learning activities. One of the problems that occur is the motivation to learn.

Motivation is a condition that activates and sustains behavior toward a goal. It is critical to learning and achievement across the life span in both informal and formal settings.(<https://nap.nationalacademies.org>) Learning motivation among students is something that deserves attention, because learning is an activity that makes students develop as individuals.(F. Foldi, 2022),(Steve M Potter, 2020)(Helena Seli, 2019). By learning, students can actualize themselves to become empowered individuals. In the midst of the variety of subjects they face, students are prone to stagnation in motivating themselves to study seen from how these students carry out solving the problems of lecture assignments they are involved in, working on a series of assignments in a timely manner and so on. When an individual has good motivation in learning, he will look for any solution needed to solve a problem faced by trying to be able to do the task as well as possible so that he gets academic achievement in the form of a satisfactory grade.

Are there thoughts or views regarding how sick people become healthy and successful people? why do some kids succeed and others don't, is it normal or not? Is desire and passion what makes things, or is there something else hidden within each of us? What is passion and desire that makes someone special? Questions like these interested the Viennese physicist Alfred Adler, who later became the impetus for developing his theory called individual psychology(Boeree, 2010).

Adler explained that individuals are driven by expectations for the future rather than past experiences. The purpose of this does not exist in the future as just part of a plan, but as a desire or ambition that will later influence behavior(Alfred Adler, 2020) (Suryabrata, 2000).With the existence of goals that will be realized, it will become a real trigger for human efforts to face all difficulties and as motivational fuel for all their actions.

Meanwhile, there are various worst possibilities for students with stagnant motivation, including not being able to understand lecture material properly, delaying doing assignments, or even the worst possibility is dropping out of college with no preparation or planned planning. According to(Kemerinstekdikti, 2018)the indicator for the dropout rate at Indonesian tertiary institutions is shown by the 2018 higher education statistics, around the proportion of students who drop out of school nationally is 3% (245,810 out of 8,043,480 students). Whereas in 2019 the dropout rate for students was and percent in 2019 (698,261 out of 8,314,120 students). (Kemenristekdikti, 2019). The decision to drop out of college is more due to individual differences, influenced by individual psychological traits(Ralph Stinebrickner, 2014).

According to (Beiter, R. Nash, M. McCrady, D. Rhoades, M. Linscomb, M. Clarahan, 2015) (Steven J. Garlow M.D., Ph.D., Jill Rosenberg L.C.S.W., J. David Moore M.D., Ann P. Haas Ph.D., Bethany Koestner B.S., Herbert Hendin M.D., Charles B. Nemeroff M.D., 2007) stated that the difficulties experienced by students, such as; difficulty doing many assignments, bored with all the assignments obtained, difficulty in determining the title of the thesis or final assignment for final semester students, difficulty finding assignment references and fear when meeting lecturers, these are the things that ultimately result in students becoming stressed and depressed and loss of motivation to study.

(Cavanagh et al., 2018) (Wheeler et al., 2023) The mindset of developing individuals, education tends to be highly valued in the form of action on hard work and perseverance. The growth mindset is the recognition of capacities as soft skills are formed. Meanwhile, on the other hand, belief in intelligence is unique and cannot be changed (stereotype). Students with survival skills in college tend to work hard to overcome challenges and confront difficulties. On the other hand, when students believe abilities are stereotyped, initial information or trending problems are recognized as anchors preventing the possibility of counterfactual thinking. (Elizabeth Thurbon, 2016).

Based on this, various facts envelop the reasons for the lack of interest in student learning including inadequate learning facilities, lack of support or support either from family, lecturers or the social environment. Students will feel valued, loved, and cared for when they get social support and they feel accompanied when facing problems within the scope of learning or outside the scope of learning, social support has an important impact on enthusiasm students face the world of learning. (Wendy deProphetis Driscoll\*, Maria Gelabert, 2010) (S.Sinan, 2013) and what is no less important among all is that there are no achievements or set goals that will be carried out. According to Adler, in the midst of feelings of inferiority or feelings of weakness felt by individuals, there is a struggle to achieve superiority or success.

In addition, each individual has their own definition of success. Creativity and fighting power will shape a person's personality, not only that, various factors can influence and play an important role in the development of social interest and determination. (Leonidas Hatzithomas, Maria C. Voutsas, Christina Boutsouki, 2021). (Adler, 1917) assume that an individual's fighting power has been carried over from the moment he was born and it will continue until the end of his age. For example, a student who is motivated because of a feeling of inferiority will struggle to obtain a higher stage of development, when he reaches an inferior stage again later he will try to reach the pinnacle of superiority again. It can be understood that Adler's opinion about inferiority is something that can help someone to rise up and strive to perfect their life (Suryabrata, 2000) (Trydegård & Thorslund, 2001)

Superiority or success is the ultimate form of individual fighting power, whether it be in the form of individual or group superiority (Adler, 1917). Even though in the process of achieving success, fighting power is an innate aspect of the individual, but in its application the individual must develop this potential in his own way, with goals or objectives that will make direction and guidance to obtain superiority. So that makes the individual able to develop his potential and able to avoid stagnation behavior. Based on

this, the attitude of stagnation in student learning motivation can be avoided when they are able to have the motivation or fighting power to achieve superiority or success, the desire to achieve what is aspired to and are able to solve problems against obstacles in lectures where it becomes research and novelty materials from this journal article.

## **RESEARCH METHODOLOGY**

This research is library research in which researchers collect systematically, process data and draw conclusions applying methods and techniques to find answers to problems encountered with library research. Library research is a systematic study and investigation of some aspects of library and information science in which conclusions are based on the statistical analysis of data (<https://dictionary.university/libraryresearch> & (Asmita & Silvianetri, 2022). Library research is research or studies carried out in a way to collect information and data with the help of various reference materials in the library such as reference books, previous similar research, articles, notes, various journals and so on that support problems to be solved, collect and process data and systematically carry out activities to complete and use certain methods or methods that will later get answers to the problems encountered (Asmita & Irman, 2022).

In this case, researchers only use one data collection technique and one data source, namely secondary data sources. Secondary data is data that is obtained by a researcher from a party directly involved in the object (Sugiyono, 2007). Researcher Collect data using documented methods. That is, tracking various sources such as journals, articles, books, and special notes related to research topics from both print and electronic media.

## **RESULTS AND DISCUSSION**

Motivation according (KBBI. Online, n.d.) is a situation where the individual has an urge or willingness to do something with the motive to achieve a goal. Motivation comes from the word motive and can be interpreted as the driving force that exists within a person to carry out certain activities in order to achieve a goal. Motivation can also be interpreted as an internal state (readiness). Changes in one's energy are characterized by the emergence of emotions that are preceded by stimuli to achieve goals. In learning activities, motivation is the overall driving force for students who are expected to be able to create learning activities, ensure continuity, provide direction for learning activities, and achieve goals.

According to (Seryapina, 2022) motivation is what drives action to occur, directs action towards achieving the desired goal, and determines the speed of action. Motivation must be considered related to needs. That is, individuals are encouraged to meet their own needs. To meet these needs the individual seeks to realize what steps will be taken, which will later become a guide for motivation to be realized. Where as (Martin Lamb, 2011) explains what is meant by motivation to learn is a number of efforts to meet certain conditions, where later a person can do something, and if he is not pleased with a condition he can refuse it. Meanwhile learning motivation (teachthought-staff, 2021) (Daniel C. Molden, 2007) Motivation that comes from within the individual is called intrinsic motivation, meaning that motivation to

carry out an activity or task does not require external stimulation. Because everyone has the urge to do something. Motivation from outside is called extrinsic motivation, but motivation that is active and functions through external stimuli. (Achtziger, A., & Gollwitzer, 2008) describes there are three functions of motivation namely: first, encouraging people to do something. Second, make the direction of the goal to be achieved. Third, sorting and selecting concrete actions and what actions are used to help realize the goals to be achieved so that they don't focus on things that are a waste of time and there is no benefit in them.

From the explanation of the expert opinion above, the writer can conclude that motivation is the basic impetus that encourages someone to act in order to achieve a goal. Student learning motivation is understood as the total amount of student driving force that triggers a learning activity or presentation process that guarantees continuity, and learning activities provide direction so that the desired learning material objectives can be achieved.

There are two types of students, students who have high learning motivation and there are students with low learning motivation. Students with high learning motivation have a desire to succeed, a strong desire that really comes from themselves; students compete with others or work alone, while students with low learning motivation are more likely to be afraid of failure, do not want to take risks, are high performers, and do not interested in learning material in class (Paul R. Pintrich\* and Akane Zusho, 2007) Graduate of Universities are no longer judged by their bachelor's degree, but by their concept or ability to think. If college graduates prioritize the knowledge they gain, not just bachelor's degrees, then only individuals who really want to master an understanding of certain knowledge will be able to strive to continue at a higher level of education. It can be seen that quality students are students who are able to understand and master these fields of knowledge, not just hoping for a degree and this is quite promising to be a benchmark for the performance of an educational institution.

(Saeed & Zyngier, 2012) describes there are two types of motivation, first, motivation Intrinsic, namely the desire to act caused by an individual's internal motives and does not need to be stimulated from the outside. Because everyone has the urge to do something. In other words, individuals are encouraged to act towards certain goals without any external factors, such as enthusiasm in completing and collecting lecture assignments from lecturers without compromise. The student has the principle of learning to achieve his goals. Second, extrinsic motivation occurs when students place learning goals outside of the learning context factors. This leads students to study with the goal of getting good grades, degrees, honors, and awards. This does not mean that extrinsic motivation has a negative connotation,

In this case, from the point of view of Brofenbrenner's theory, the environmental (ecological) paradigm is found as an effect of interaction between humans and the individual's external environment.

There are several causes of decreased motivation to learn from students, which are summarized by (Saeed & Zyngier, 2012) which include:

1. Losing self-esteem



The influence of self-esteem or self-esteem for students is crucial, if a student loses his feelings of self-worth then this will affect his learning motivation, if he is under pressure and feels uncomfortable to be in class or gets unpleasant treatment from the campus environment, be it friends or from the lecturer, then this will have an impact on learning motivation.

2. Physical discomfort

Students will always pay attention to all forms of changes that occur in their physique, if they find any physical discomfort this will have an impact on decreasing the student's learning motivation and disrupting the student's focus to focus on learning.

3. Frustration

Frustration is a feeling of disappointment that is felt at something that is expected not in line with reality. If students feel frustrated, this will disrupt the learning process because their minds will focus on the problems they face.

4. Material that is too difficult or too easy

Of course students will feel happy if they are given easy material, but this does not rule out the possibility that later students will feel bored. To overcome this, it can be done by providing material with different and fresh learning methods so that students do not feel bored. Material that is too difficult will stress and frustrate students. Difficult material should be given in a simple and easy-to-understand method so that students are still able to accept the material properly.

High curiosity to open up knowledge of the world, creative thinking to be able to always move forward, good desire to get affection from parents, lecturers, and friends, great desire to be able to upgrade oneself to become a better person, and getting a feeling of security when understanding a science are things that can encourage students to learn. By learning to be able to make the individual superior in the field he is good at and thus being able to make the individual a superior individual for himself. Circle or circle of friends who like to study will help students to be enthusiastic about learning, it doesn't just stop there, students can join communities or create study groups to increase their enthusiasm for learning because in essence the enthusiasm for learning will burn and spread from one individual to another. Students can also associate with people who have a high optimistic attitude and have a positive mindset to prepare them to go through the day with a brave spirit.

Temporary(Chadha, 2021)states that the learning process requires motivation. Because with motivation, learning becomes a little more fun. Motivation plays a strategic role in one's learning activities and no one learns without motivation. Learning motivation is an overall psychological drive from oneself that produces learning activities, guarantees continuity in learning activities, and directs learning activities to achieve goals.

Individualhave the same goal, excellence, but there are many ways to pursue this goal. One seeks to develop intelligence and become superior, the other seeks to perfect the individual. The lifestyle of someone who is undergoing education is different from that of an athlete. A student he read, studied, and thought(George D.Kuh, 2009)(Länge & Sykes, 2006)Life is more behind the desk and more distant than active people.

Academics adapt the details of their lives, home habits, recreation, daily routines, relationships with family, friends and acquaintances, and social activities according to their goals of intellectual excellence. Everything happens within the framework of this highest goal. (Susan L. Prieto-Welch, 2016) Behavior everyone is associated with their lifestyle. People recognize, learn, and remember what suits their lifestyle, and ignore the rest.

Striving for success or superiority is the first principle of Adler's thinking or it can also be called the Adlerian theory. Adler reduced all motives to one drive: the pursuit of success or excellence. Adler's own childhood was marked by physical weakness and a strong sense of rivalry with his older brother. Adler's individual psychology taught that everyone begins life with a physical weakness that creates feelings of inferiority. An unhealthy person strives for personal supremacy, while a mentally healthy person strives for universal success (Alfred Adler, 2020) Furthermore, Adler described individual power as a struggle for superiority. However, in his final theory, he limited the term to those who strive for personal superiority over others, introducing the term struggle for success, describing people who are motivated by self-interest. (Adler, 1917). Every individual is driven by an ultimate goal, regardless of his or her business motivation. In striving for the final goal, a person creates and pursues many initial goals. Although these subgoals are often identified, the relationship between them and the ultimate goal usually remains unclear. In addition, the relationship between the sub-objectives themselves is seldom realized. However, from an ultimate goal perspective, the subgoals fit a self-consistent pattern. (Adler, 1917) Using feature analogies and subplots, the playwright is in accordance with the ultimate goal of the play. Once we know the final scene, every dialogue and subplot takes on new meaning. Once you know the ultimate goal, each Action becomes clear and each sub-goal becomes important.

Thus, from the description above, there is a correlation between motivation for superiority or success that is evident, where a person or individual will struggle to realize what is his goal, the higher the desired goal, the higher the effort it must be accompanied by. someone who is motivated is encouraged to continue learning to achieve good learning results. Therefore, a student must have goals or ideals that later this hope will help students to organize excellent motivation. Excellent motivation will guide students to be more productive through the day, be able to avoid procrastination, help students focus, and most importantly avoid what is called stagnation of motivation. If you already have a vision and life goals, qualified fighting ability and high motivational will, in the end it is not impossible for students to achieve superiority. Addressing the stagnation of learning motivation among students, teachers and educators can use Adler's theory of motivation to encourage and motivate students by encouraging them to strive for excellence, helping them overcome their feelings of inferiority, providing constant encouragement, and promoting continuous learning.

## CONCLUSION

The Adlerian theory of superiority is a theory about how an individual is able to struggle or has high fighting power to reach the superiority stage, to reach the superiority stage students can set goals or life goals that will be achieved later. The existence of these goals can trigger fighting spirit and motivate students, making students more enthusiastic in achieving their final goals. To avoid stagnant motivation, students can hang out with friends who have a high enthusiasm for learning, apply a growth mindset, namely high confidence in their abilities to be developed. One thing that must not be missed by students, namely students must also remember that they also need a break from the variety of busy lectures, or pamper yourself by giving simple self-rewards for all the achievements that have been obtained. This behavior can increase enthusiasm for completing all remaining deadlines, such as getting enough sleep or sleeping faster after staying up late doing assignments the night before, eating favorite snacks or doing things that can arouse student enthusiasm in completing all assignments. existing tasks. If a student has the motivation and struggle to achieve excellence and success, has the desire to achieve what he aspires to, and has the ability to solve problems against obstacles in lectures, stagnation in student learning motivation can be avoided. These things can help to stimulate student productivity, students with high productivity are not impossible to be able to become qualified individuals. A quality person is a person whose role is beneficial to the environment and society and contributes to the progress of the nation in the future.

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