



Relationship between *Intelligence Quotient* (IQ) level and learning motivation for psychology students

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ABSTRACT

One of the many factors that supports student achievement is IQ (Intelligence Question). This study aimed to find out the relationship between intellectual ability (IQ) and the learning motivation of psychology students. The research method used is a non-experimental quantitative method and a statistical analysis approach using correlational analysis supported by SPSS version 26.0. Based on the research results, there is a significant relationship between IQ and Learning Motivation. Based on the Sig. (2-tailed) is 0.841, so it is more significant than 0.05, so there is no relationship between high IQ and learning motivation. The level of closeness of the relationship is -0.010, which, if confirmed by the correlation category, is below 0.020, which means the relationship is very low. This means there is no guarantee that the motivation to learn is high if IQ is high. Looking at the direction of the relationship, namely negative, it means that the higher a person's IQ, the lower the learning motivation. Thus, it can be concluded that the relationship formed between IQ test results and learning achievement is a low or weak but sure relationship. So, it can be said that there is no positive relationship between Intellectual Intelligence (IQ) and student learning motivation by looking at the significant relationship between IQ and learning motivation.

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ABSTRAK

Dalam sekian banyak faktor yang menjadi Salah satu penunjang prestasi s iswa adalah IQ (Intelligence Question). Tujuan penelitian ini adalah untuk mengetahui seberapa besar hubungan antara kemampuan intelektual (IQ) dengan motivasi belajar mahasiswa baru Fakultas Psikologi Universitas Negeri Makassar angkatan 2022. Metode penelitian yang digunakan adalah metode kuantitatif non eksperimental dan pendekatan analisis statistik menggunakan analisis korelasional yang didukung SPSS versi 26.0. Berdasarkan hasil penelitian Melihat adanya hubungan yang signifikan antara IQ dengan Motivasi Belajar. Berdasarkan Sig. (2-tailed) sebesar 0,841 sehingga lebih besar dari 0,05 sehingga tidak ada hubungan antara IQ tinggi dengan motivasi belajar. Melihat tingkat keeratan hubungannya sebesar -0,010 yang jika dikonfirmasi dengan kategori korelasi yang berada di bawah 0,020 berarti hubungannya sangat rendah. Artinya tidak ada jaminan jika IQ tinggi maka motivasi belajar pun tinggi. Dilihat dari arah hubungannya yaitu negatif artinya semakin tinggi IQ seseorang maka semakin rendah motivasi belajarnya. Dengan demikian dapat disimpulkan bahwa hubungan yang terbentuk antara hasil tes IQ dengan prestasi belajar adalah hubungan yang rendah atau lemah tetapi pasti. Jadi dapat dikatakan tidak terdapat hubungan yang positif antara Kecerdasan Intelektual (IQ) dengan motivasi belajar siswa dengan melihat adanya hubungan yang signifikan antara IQ dengan motivasi belajar.

Kata Kunci: Mahasiswa Psikologi, Motivasi Belajar, Tingkat Kecerdasan (IQ)

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INTRODUCTION

Education is basically a conscious effort to develop the potential or abilities of students' human resources by encouraging and facilitating learning activities. Learning is the ultimate term important in every educational endeavor, so without learning, there will never be education. As a process, learning almost always has a vast place in various disciplines related to educational efforts (Nurhikmah H. et al., 2021). Learning is an activity for everyone (Nurhikmah et al., 2022). A person is said to be learning if it can be assumed that the person is a process of activity that results in changes in behavior (Akhiruddin et al., 2022). Learning is a process through changing activities or training procedures in the laboratory and an experiential environment (Suheri, 2019; Gamage et al., 2020; Miranda, 2021).

In education, humans carry out learning activities to recognize, map, and understand everything they encounter. This includes learning certain behaviors, attitudes, thoughts, and abilities. Education aims to form quality human resources to meet rapid world development (Lutfiwati, 2020; Mukhamedov et al., 2020). There is also a great need for support and motivation from parents, family, and teachers at school. Teachers are very aware of the importance of motivation in guiding students at school; various motivation techniques are used by teachers so that students are diligent and study hard, for example, giving awards, certificates of achievement, promotions, and praise. However, teachers at school do not only have to motivate human behavior towards the desired behavioral changes. Parents and families must also try to motivate their children's learning.

Motivation is related to academic achievement even when controlling for IQ. Motivation can lead children to pursue learning opportunities, likely resulting in increased effort, more practice, faster skill development, and ultimately higher achievement. In humans, there is motivation based on three types of needs, namely: (1) the need for achievement (need for achievement or n Ach), (2) the need for affiliation (n Aff), and (3) the need for power (need for power or n Pow) (Adhinugraha & Ruhenda, 2019). Several indicators can reveal motivation; there are nine indicators of motivation, including (1) Diligent in approaching tasks, (2) Tenacious in approaching difficulties, (3) Does not need external encouragement to achieve, (4) Want to explore the material or field of knowledge provided, (5) Always strive to achieve as much as possible, (6) Show interest in various "adult" problems such as development, corruption, justice, etc., (7) Happy and studious, full of enthusiasm, get bored quickly with routine tasks, can defend his opinions, (8) Pursue long-term goals.

Motivation is crucial for every student during the learning process. Devoid of motivation, students cannot assimilate the knowledge imparted by any teacher. Motivation is the internal excitement that originates from within students. Motivation is the inherent drive within an individual that causes a willingness to engage in a particular activity (Veriansyah et al., 2018; Harefa, 2023; Ryan, 2021). Motivation can stem from internal factors (intrinsic motivation) or external factors (extrinsic motivation) (Widiantari & Santoso, 2019; Pemayun & Martini, 2021). The level of a student's motivation in studying directly influences the caliber and results of their learning endeavors. Consequently, educators are anticipated to possess the ability to stimulate and augment students' motivation in their educational pursuits.

The student's level of learning motivation can be observed through their behavior, namely their level of interest, attentiveness, focus, and perseverance in pursuing their goals. Learning motivation is the underlying force that compels students to engage in learning activities, ensuring their persistence and guiding their efforts toward achieving their goals (Veriansyah et al., 2018). Learning motivation is essential for effective learning. Individuals with a strong inclination towards learning will comprehend educational content quicker than those with low or diminished desire. Research demonstrates that children with strong motivation exhibit a greater propensity for engaging in demanding tasks, actively participating, deriving

enjoyment from the learning process, and displaying enhanced learning outcomes, perseverance, and inventiveness.

According to the study's findings, IQ is one of the factors influencing learning (Kustiani & Hariani, 2020; Amin, 2021; Phusee-orn et al., 2019). The intelligence quotient (IQ) is believed to enhance abilities (Wiratna & Hamdiah, 2020). Generally, there is a favorable correlation between IQ and other outcomes, particularly those connected to learning achievement. IQ is a crucial factor in diagnosing mental retardation and the incapacity to learn (Nurwahidah et al., 2021). The human inclination to differentiate oneself from those in our immediate vicinity is a characteristic that sets us apart (Bali et al., 2022). Intelligence distinguishes us as a species from other creatures and allows us to establish a distinct position among our fellow human beings (Ganuthula & Sinha, 2019). However, motivation also increasingly impacts learning outcomes (Itskovich et al., 2021; Andriani & Rasto, 2019). This study was conducted to determine whether there is a correlation between intelligence tests and student learning motivation. Intelligence tests reveal general abilities (Sazili et al., 2023).

Moreover, some intelligence quotient (IQ) theories encompass the capacity for rational thinking, strategic planning, problem-solving, knowledge acquisition, comprehension of abstract concepts, linguistic proficiency, logical reasoning, and other faculties associated with logical thinking. Students' proficiency can be observed by their lifestyle and interactions within their intricate surroundings. Therefore, he requires the capacity to adjust to the surroundings in order to maintain his progress and facilitate his advancement.

Consequently, people must acquire knowledge through firsthand encounters. Intelligence significantly determines a person's thinking capacity and cognitive processes. Variations among individuals in their ability to solve diverse issues reinforce the notion that intelligence is accurate and distinct for each person. Intelligence exerts a significant impact on the rate of learning. Given identical circumstances, the students with a higher degree of intelligence will outperform those with a lower level of intelligence. Nevertheless, students with a high level of intelligence do not automatically achieve success in their academic pursuits.

The students' level of learning motivation can be observed through their conduct, which includes their level of interest, attentiveness, focus, and perseverance in pursuing their goals. Learning motivation is the underlying force that propels students to engage in learning activities, ensuring their persistence and achieving their goals (Orbach et al., 2019). Learning motivation is essential for effective learning (Sazili et al., 2023). Individuals with a strong intrinsic interest in acquiring knowledge will comprehend educational content faster than others with low or diminished motivation (Suheri, 2019). Instead of gaining experience in the international field, the students aimed to acquire knowledge and abilities that would result in tangible outcomes related to internationalization (Biberman-Shalev, 2021). Research demonstrates that children with strong motivation exhibit a greater propensity for engaging in demanding tasks, actively participating, deriving enjoyment from the learning process, and displaying enhanced learning outcomes, perseverance, and inventiveness.

Learning motivation refers to an individual's drive and determination to learn and comprehend educational content (Nurwahidah et al., 2021; Alamri et al., 2020; Ryan & Deci, 2020). Individuals' motivation to learn can be observed by their diligent efforts in acquiring knowledge and their proactive approach to seeking the information they desire (Yasni, 2019). Learning motivation encompasses multiple factors that can be considered "contributors" to learning motivation, including the amount of time dedicated to studying the content, a sense of engagement in the learning process, and the absence of laziness in studying the material (Hartawan et al., 2021). Moreover, from some theories of learning motivation, it can be stated that motivation can be understood as a driving force that has become active. Within educational contexts, motivation plays a crucial role in initiating and sustaining learning activities, hence facilitating the attainment of desired learning objectives by the learners. This is a change in energy in a person characterized by the formation of "feeling" and preceded by a response to the existence of goal activities.

Learning motivation is crucial as it drives individuals to achieve their goals. The actions of individuals are influenced by their motivation (Orbach et al., 2019), which provides them with guidance, passion, and perseverance. From a behavioral standpoint, motivation is influenced by external incentives and punishments (Kustiani & Hariani, 2020). This notion enables manipulating an individual's behavior, leading to the development of passion and interest in specific activities. Examples of educational practices include awarding high marks for exemplary student performance, offering commendation for exceptional achievements, publicly acknowledging student accomplishments, and authorizing children to engage in preferred activities (Lutfiwati, 2020). However, this concept may not always be a significant factor in enhancing learning motivation. From a social standpoint, motivation is fostered by fulfilling affiliation requirements or engaging in safe social interactions. Examples include the influence of peers, the student's emotional connection to their teacher, parental involvement in facilitating the learning process, and the motivation to cultivate solid interpersonal relationships.

The teacher exerted attempts to enhance students' learning motivation. However, kids may encounter challenges in their learning process without parental support or attention. The cultivation of learning motivation is crucial since it has the potential to impact a student's academic performance, encompassing both extrinsic and intrinsic drives (Lutfiwati, 2020). A positive relationship exists between learning motivation, intelligence test scores, and learning achievement. This suggests that existing learning motivation must be developed alongside self-confidence to reduce students' fear and provide opportunities for free and directed scientific communication involving students in goal-setting and evaluating their learning. This study aims to determine if there is a correlation between the Intelligence Quotient (IQ) and the learning motivation of first-year students.

LITERATURE REVIEW

Several studies related to this study include the finding that the average IQ score of students at MI Al-Falah Kajar-Bondowoso is lower or smaller than the estimated score of 220 (Suheri, 2019). Nevertheless, there is an argument for a more thorough psychological understanding of the meaning behind IQ levels. Analyzing the impact of motivational and emotional processes on the cognitive functioning that underlies success on IQ tests is a progressive move in this approach (Ganuthula & Sinha, 2019). From those statements mentioned above, the cognitive aspect of intelligence is widely recognized to have significant significance. The benchmark for success is the Intellectual Quotient (IQ), a measure of cognitive ability, which does not guarantee that an individual's life will attain the highest level of success. Occasionally, there are instances where assumptions are made that attribute a greater significance to intellect than it genuinely possesses.

There is a positive relationship between Intellectual Quotient (IQ) and motivation related to teacher competence, where the higher the IQ, the higher the motivation for achievement, and so the higher the competence (Adhinugraha & Ruhenda, 2019). The limited theories equate intelligence with performance on tests that measure cognitive abilities in specific areas of the human mind. The amalgamation of these tests is called the Intelligence Quotient (IQ) test (Ganuthula & Sinha, 2019). High learning motivation is essential in the learning process, as it enhances Intellectual Quotient (IQ) and enables individuals to engage in learning activities actively. Without motivation, individuals are unable to participate in the learning process effectively. This indicates that the forthcoming action does not address his requirements. An individual who engages in learning activities persistently without any motivation, whether extrinsic (coming from external sources) or intrinsic (coming from within oneself), will not obtain sufficient learning outcomes or achievements. Hence, motivation plays a crucial role in an individual's learning endeavors. No one learns without motivation, and no motivation equals no learning activities.

The term "IQ" was initially used by the psychologist William Stern, who derived it from the German language. The attainment of a definitive level of understanding is unattainable due to the intricate nature of these "insights." Quotient scores are associated with the financial situation, nutrition, parental social status, parenting environment, adversity, and mortality (Kathirisetty et al., 2022). Intelligence is an internal factor influencing an individual's academic performance (Phusee-orn et al., 2019). The theory of intelligence should evolve by formalizing the dynamics of cognitive ability development. The definition of intelligence has undergone several changes over time, but it has always emphasized its cognitive aspect (Amin, 2021). This is one of the abilities possessed by humans. Intelligence ability is inherent and represents a general aptitude. This proficiency can be realized as a tangible skill with the assistance of the environment. While intelligence is essential in education, the range of understanding of this concept varies significantly (Kustiani & Hariani, 2020).

This study is supported by the findings of other studies, which indicate that IQ and study habits are the primary determinants, accounting for over 60% of the prediction. However, there is a correlation with short-term memory (Quilez-Robres et al., 2021). Learning progress is significantly affected by intelligence. In the same situation, students with a high level of intelligence will fare better than those with a lower level of intelligence. Students with a high level of intelligence are not necessarily academically successful (Guez et al., 2018). Learning motivation refers to an individual's drive or incentive to engage in the process of studying and acquiring knowledge. Individuals' motivation to learn can be observed by their diligent efforts in acquiring knowledge and their proactive approach to seeking the information they desire. Learning motivation encompasses multiple factors that can be considered "contributors" to learning motivation, including the amount of time dedicated to studying the content, a sense of engagement in the learning process, and the absence of laziness in studying the material (Hartawan et al., 2021).

The student learning outcomes are impacted by two components, namely internal and external forces. Internal factors refer to factors that originate from within an individual, such as motivation, interest in learning, and the ability to learn independently (Hastuti et al., 2018). Learning facilities and learning environment are considered external factors. Student motivation is one of the internal elements that impact the success of teaching and learning activities. Students with strong intrinsic motivation in learning can persevere in the face of challenges (Yasni, 2019; Rahiem, 2021; Chaudhuri, 2020; Simons et al., 2020). Students should persevere in the face of obstacles and continue to exert effort to overcome them. A student with a strong drive for achievement will possess the resilience and adaptability necessary to confront and overcome challenges. Motivation is the internal impetus that compels individuals to engage in specific actions to attain particular objectives.

What is the nature of the relationship between cognitive abilities and motivation if both are significant determinants of achievement? To support their contention that there is no correlation between consciousness and IQ. They support a similar lack of correlation between interest and cognitive ability (Orbach et al., 2019). On the other hand, the gifted education literature is replete with claims that gifted children are more motivated; most "gifted" characteristics checklists include curiosity, persistent questioning, and similar indices of intrinsic motivation (IM) to learn.

Several studies demonstrate significant differences between gifted children or adolescents and their average-ability peers on various motivational measures, including intellectual curiosity, intrinsic motivation, achievement motivation, and task orientation. Motivation is the driving force that elicits and guides behaviors, thoughts, emotions, etc. Typically, while examining motivation in the academic field, the research tends to concentrate on learning motives and tactics (Zirenko, 2018).

METHODS

This study employed a quantitative, non-experimental research approach, and the statistical analysis employed correlational analysis to examine the relationship between two or more variables. Quantitative research was chosen because the data was presented numerically and analyzed statistically (Wonu & Ndimele, 2021). This research was conducted at the Faculty of Psychology, Makassar State University, in April 2021 to No. October 17 - November 20, 2022. This study's population was all new students of the Faculty of Psychology, Makassar State University, class of 2022. The sample in this study were all new students of the Psychology Faculty at Makassar State University, totaling 426 students.

In this study, the technique used to collect data is a psychological scale. Suggests that the psychological scale is a data collection technique with items with characteristics that indirectly reveal the measured attributes but behavioral indicators of the attributes in question. In this study, only one scale instrument was used, namely the learning motivation scale in the form of a Likert scale with a score range of 1 to 5, with two variations of items: favorable and unfavorable.

The intelligence quotient (IQ) level of new students at the Faculty of Psychology at Makassar State University is measured using the Culture Fair Intelligence Test, abbreviated CFIT. CFIT is an intelligence test measuring instrument developed by Raymond B., Catherine T., and Karen S. CFIT consists of three scales, namely scale 1, scale 2, and scale 3, which differ in degree of difficulty so that their use is adjusted to the age and criteria of the subject.

The Culture Fair Intelligence Test is intended to measure general ability, also known as the G-Factor. According to the ability theory put forward by Raymond B. Cattell, the Culture Fair Intelligence Test is meant to measure fluid intelligence. Fluid Ability refers to a person's inherited cognitive abilities. This fluid cognitive ability in individual development then influences other cognitive abilities, referred to as "crystallized abilities." Crystallized ability is a cognitive ability obtained through the individual's interaction with the surrounding environment.

A person's cognitive abilities depend on how far his fluid ability has developed and how his crystallized ability has developed. The learning motivation scale was compiled based on aspects of learning motivation, namely, intrinsic and extrinsic motivation. This scale measures the high learning motivation for new students in the Faculty of Psychology at Makassar State University, class of 2022. This study employs descriptive analysis to determine the IQ and learning motivation of the participants: normality test, linearity test, and hypothesis test using Pearson product-moment correlation analysis.

RESULTS AND DISCUSSION

Based on the Sig, the hypothesis testing results show no positive correlation between IQ and learning motivation among psychology students at Makassar State University (UNM) after seeing the significant relationship between IQ and learning motivation. (2-tailed sig., which is 0.841, is more significant than 0.05, so there is no relationship between high IQ and learning motivation.

These results indicate that one variable and another variable reinforce each other. Furthermore, it can also be concluded that if more than two variables have a high value, the resulting motivation will also be high. Conversely, if more than two variables have low scores, learning achievement will also be low. For example, if an individual has a high IQ and high learning motivation, it could also be an example that individuals have low IQs but high motivation.

The level of closeness of the relationship is -0.010, which, if confirmed by the correlation category below 0.020, means the relationship is very low. This means that there is no guarantee that if the IQ is high, the motivation to learn will be high, too. Furthermore, looking at the direction of the negative relationship

means that the higher a person's IQ, the lower the learning motivation in psychology students at Makassar State University (UNM).

Kolmogorov-Smirnov Test

Table 1. One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual		
N	Mean	410
Normal Parameters^{a,b}	Std. Deviation	.0000000
Most Extreme Differences	Absolute	14.57208137
	Positive	.094
	Negative	.094
		-.052
		.094
Test Statistics		.000 ^c
Asymp. Sig. (2-tailed)		

Source: Research 2022

- a. Test distribution is Normal
- b. Calculated from data
- c. Lilliefors Significance Correction.

The value is not normally distributed based on **Table 1** because the asymptotic significance (2-tailed) is less than 0.05. However, the normality test can be ignored because the data is more significant than 100.

Linearity Test

Table 2. ANOVA Test Result

			Sum of Squares	df	Mean Square	F	Sig.
* IQ	Between Groups	(Combined)	3610.715	24	150.446	.696	.857
			5.117	1	5.117	.024	.878
		Linearity Deviation from Linearity	3605,599	23	156,765	.725	.821
	Within Groups		83243.734	385	216.217		
	Total		86854449	409			

Source: Research 2022

Based on **Table 2**, because the Deviation from the Linearity value is more significant than 0.05, namely 0.821, there is a linear relationship between the variables IQ and learning motivation.

Spearman Correlation Test (Non-Parametric)

Table 3. Correlations between IQ and Motivation Results

	IQ	Learning Motivation		
Spearman's rho	IQ	Correlation	1.000	-.010
		Coefficient	.	.841
			410	410
		Sig. (2-tailed)		
		N		
		-.010	Correlation	Learning_Motivation
		Coefficient	.841	.
			410	410
		Sig. (2-tailed)		
		N		

Source: Research 2022

Thus, it can be concluded that

1. Seeing the significant relationship between IQ and learning motivation Based on the Sig. (2-tailed sig., which is 0.841, is more significant than 0.05, so there is no relationship between high IQ and learning motivation.
2. The level of closeness of the relationship is -0.010, which, if confirmed by the correlation category below 0.020, means the relationship is very low. This means there is no guarantee that if the IQ is high, the motivation to learn will be high.
3. Looking at the direction of the negative relationship, it means that the higher a person's IQ, the lower the learning motivation.

Some previous research results that support this research state that there is no positive relationship between learning motivation and learning achievement. A person with high learning motivation does not necessarily have high learning achievement if it is not supported by external factors that affect his achievement. Moreover, vice versa: someone with low learning motivation does not necessarily have low learning achievement because low external factors can support it. The results of other studies supporting this study describe that the results of the one-sample t-test analysis (one \pm sample T-test) show that the average IQ and motivation score of students IQ and motivation is lower or smaller than the predicted score of 220 or not following what is expected by the campus. It informs that the intellectual intelligence and self-motivation possessed by students in work placements are at a bad level or category and that further realizing teaching and fostering more optimal enthusiasm will, it is hoped, affect intellectual intelligence and self-motivation in work placements.

Other studies, however, find no correlation between the sizes of the two constructs. These contradictory results express the following doubts: "It is unclear how gifted individuals' attention to intrinsic motivation may differ from others." "The literature does not support the implication that gifted children have more or superior types." Our primary finding was that intelligence and motivation were only weakly positively correlated ($M(r) = 0.17$) and accounted for 16.6% of the variance in school achievement that could be explained. The weak correlation between intelligence and motivation is consistent with our hypothesis and previous research findings. It can be assumed that intelligence and motivation mutually reinforce each other, so students with higher intelligence tend to develop academic self-concepts, self-efficacy, and intrinsic values that increase knowledge acquisition and knowledge-related skills. This suggests that the interaction between intelligence and motivation is also essential for predicting school achievement.

Including both constructs in predicting school achievement will result in a higher overall proportion of variance explained.

Motivation plays a vital function in learning; pupils are in the process with a robust and unambiguous motivation, and one will undoubtedly exhibit persistence and achieve success in the pursuit of "Motivation, which is an essential condition of learning." The lesson's success is directly proportional to the level of precision in the provided motivation. Students must possess strong learning motivation to effectively engage with the class and comprehend the material the teacher offers. To achieve the best learning results, students must possess the passion to study and approach their studies seriously. Pupils with high learning motivation typically achieve better learning results than those with low motivation. In order to attain optimal learning results, it is necessary to possess not only physical fitness and learning drive but also the cerebral intelligence of students, which plays a significant role (Sazili et al., 2023).

There is a positive correlation between Achievement Motivation and Teacher Competence, meaning that the higher the Achievement Motivation of a teacher, the higher their level of Teacher Competence. 3) There is a positive relationship between Intellectual Quotient (IQ) and Achievement Motivation together with Teacher Competence, meaning that the higher the Intellectual Quotient (IQ) and Achievement Motivation of teachers, the higher their Teacher Competence (Adhinugraha & Ruhenda, 2019). IQ and motivation to learn are two factors influencing student learning outcomes. IQ is an innate factor for each student. Mapping the student's IQ level is needed to determine the student's initial ability to receive learning. It is needed as a way for students to be interested in their interests and accommodate the abilities of students with low IQs so that they can be motivated in their learning (Kustiani & Hariani, 2020).

This demonstrates that motivation can catalyze business success and accomplishment, as motivation is theoretically linked to the motivation of desired outcomes through study. There is a strong correlation between motivation and students' IQ. While high motivation often leads to positive outcomes in studying, it is essential to acknowledge that specific individuals with great motivation may still struggle due to factors such as low learning attainment, individual cognitive capacity, and preferred learning styles. Alternatively, some individuals possess commendable accomplishments but exhibit a lack of enthusiasm and diligence in their academic pursuits. Thus, if more than two variables have low scores, learning achievement will also be low. Then, if the individual has a high IQ and high learning motivation, it could also be, for example, that individuals have a low IQ but high motivation.

CONCLUSION

Based on the correlational research conducted between intellectual intelligence (IQ) and learning motivation, several things can be concluded as follows. There is no positive relationship between intellectual intelligence (IQ) and student learning motivation when looking at the significant relationship between IQ and learning motivation. Based on the Sig. (2-tailed sig., which is 0.841, is greater than 0.05, so there is no relationship between high IQ and learning motivation. Then, look at the level of closeness of the relationship, which is -0.010, which, if confirmed by the correlation category below 0.020, means the relationship is very low. This means there is no guarantee that if the IQ is high, then the motivation to learn is high in psychology students at Makassar State University (UNM).

There is no correlation between IQ and motivation because extrinsic and intrinsic factors influence motivation. Because IQ is one of the causes of motivation. Success in education is not only determined by the intelligence level of students. However, they are also influenced by motivation. The question is whether IQ or motivation is more important: "Does IQ affect student motivation in Psychology students?" IQ plays an essential role in student achievement; however, motivation also plays an additional and very significant role in student achievement, which consists of intrinsic and extrinsic motivation. By helping to increase their knowledge and having high expectations, they are motivated to complete their studies, so

students with low motivation can be helped to increase their motivation. Two factors can affect a person's learning motivation: internal and external. This factor can influence the absence of a positive relationship between intellectual intelligence and learning motivation. Future researchers can use other intelligence tests to measure the IQ level of students, allowing for a more precise measurement of existing IQ levels, and they can also add or utilize other variables, particularly those about motivation.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirm that the data and content of the article are free from plagiarism.

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