

Students' Valence Perceptions of Final Results

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Abstract

This article examines the dynamics of motivation in higher education, particularly in relation to Expectancy Theory, which highlights the aspect of valence. The main focus of this research is on students' perceptions of valence, namely the extent to which students attach value or attractiveness to achieving final outcomes (academic grades) as a reward for their efforts. Through a literature review of various academic journals and educational psychology theories, this article aims to identify and analyze factors that influence students' valence and its relevance to academic performance. Using a library research and content analysis approach, this study concludes that the perception of valence toward final outcomes is influenced not only by value orientations but also by students' interpretations of the quality of learning, providing educators with deeper insights into designing evaluation systems that motivate both intrinsically and extrinsically

Keywords

Perceived Valence, Outcomes, Learning Motivation, Higher Education.



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INTRODUCTION

The dynamics of student motivation in achieving academic success have long been a concern in the discourse of educational psychology. One fundamental concept is Expectancy Theory (Nilawati, 2013), which emphasizes the importance of "valence"—the subjective value or attractiveness an individual places on an outcome or reward (Vroom, V., Porter, L., & Lawler,

2015). In the context of higher education, the achievement of final outcomes such as GPA and graduation predicate is seen as a primary variable influencing student learning behavior (Wigfield, 2000). Several other literatures such as "Motivation in Education" by (Schunk, 2013) and "Psychology of Learning and Development" by (MANGAL, 2019) reinforce that the perception of final outcomes is a driving force that determines the extent to which students are willing to invest their time and energy in the academic process. Ideally, final outcomes are seen as a reflection of the competence and quality of knowledge acquired holistically.

However, the reality on the ground shows a gap between this ideal and the perceptions that occur among students. Currently, the orientation towards final results is often distorted into a mere pursuit of numbers without deep meaning. For example, several reports from local educational media such as Portal Akademika and Warta Kampus mention the increasing phenomenon of "educational practicalism" where students prioritize administrative grades over the process of acquiring knowledge. One news report from Media Kampus Pos (2024) highlighted the widespread use of assignment jockey services to obtain perfect final grades [<https://mediakampus.id/fenomena-joki-akademik>]. Another news report from Jatim Edukasi (2024) noted high levels of stress and anxiety among students due to the burden of expectations regarding final results that are not accompanied by strong self-efficacy [<https://jatimedukasi.id/stres-akademik-mahasiswa>]. This phenomenon indicates a shift in the meaning of valence, where final results are no longer seen as the result of intellectual effort, but rather the burden of competition that triggers non-academic actions.

These incidents are important issues to research and find solutions for. Otherwise, they will impact the decline of academic integrity and the loss of the essence of true learning in higher education. This is emphasized in the article "The Influence of Learning Orientation and First Conceptions," which discusses how student orientation (whether pursuing grades or pursuing understanding) affects their achievement (Psychology et al., 2019). Another article, entitled "The Influence of Academic Burnout on Student Learning Motivation," explains that students with external motivational orientations, such as solely pursuing grades or avoiding punishment, have a significant positive correlation with higher levels of academic burnout compared to those who enjoy the learning process itself (Maisyaroh et al., 2024). Furthermore, the article "Academic Stress Levels

in Students and Influencing Factors" explains that academic pressure stemming from high grade demands and expectations is a major stressor that disrupts student mental health. Therefore, it is necessary to restructure perceptions so that students do not view final results as the only indicator of success. (Fitriani et al., 2022)

Based on a literature review and previous research, it was found that the solution to address this problem is to strengthen students' understanding of the concept of positive and balanced valence. This is important because an appropriate perception of valence will lead students to more stable intrinsic motivation (Ryan & Deci, 2021). The book "Strategies and Issues of Contemporary Educational Psychology" states that shifting the focus from mere performance goals to mastery goals can increase more permanent learning satisfaction(Ana, 2024). Another book, "Scientific Transformation and Learning in Higher Education," shows that active involvement in the research process can help students appreciate the final results as the fruit of a creative process (Muvid, 2021). Finally, the book "Higher Education Management in the Digital Era" (Estede,2025), explains that synergy between lecturers and students in determining achievement standards can address the challenge of value degradation in the digital age. Based on the description above, the title of this article is "Students' Valence Perceptions of Final Results".

METHOD

The method used in writing this article is library research (Zed M., 2004). In this study, the data sources are books and articles related to the theme of students' valence perceptions towards the achievement of final results. To analyze the data in this article, content analysis is used (James W. Drisko T M, 2016, p. 1). The analysis process in this article is (1) coding content sourced from books or articles related to the theme of students' valence perceptions and academic motivation; (2) linking themes sourced from books or articles related to the theme of valence perceptions towards final results with articles from previous research results; and (3) concluding several themes or content into findings.

RESULTS AND DISCUSSION

Valence perception is a form of emotional assessment that arises when an individual encounters a particular object, event, or situation. In this process, a person not only recognizes a stimulus but also assigns an emotional meaning to it, whether it is positive, negative, or neutral. Valence is important because it determines the direction and strength of an individual's emotional reaction, whether something is perceived as pleasant, beneficial, and motivating, or conversely, as threatening, harmful, and aversive (Learning et al., 2012, p. 47). In the context of psychology, valence perception influences how a person decides on actions, responds to the environment, and constructs subjective experiences. Therefore, understanding valence perception helps explain why individuals can react differently to the same situation, as each person constructs emotional meaning based on their experiences, expectations, and internal states.

Student Outcomes Student success in their studies is measured by their final grades, which reflect their knowledge, skills, and abilities. However, problems can arise because not all lecture processes run smoothly, often due to a lack of monitoring of academic achievement by the institution, potentially making it difficult for students to graduate on time. The main indicators of success are the Semester Grade Point Average (GPA) and the Cumulative Grade Point Average (GPA). Predicting students' academic achievement or final grades is very useful, as early information can prevent students at risk of having low grades, thereby reducing the likelihood of failing the course. Prediction is the attempt to predict future events based on data or previous events. Although the results are not guaranteed, the goal is to find answers that are as close as possible to the real situation. The approach used is machine learning, specifically the Naïve Bayes Classifier, which operates based on Bayes' Theorem to calculate conditional probabilities. This study aims to predict students' final grades or GPA.

The final results indicate that students can be grouped into three levels of academic success based on their GPA scores from semesters 1 to 4 and the number of credits passed. The majority of students (69.5%) were in the group with excellent academic performance, characterized by an average GPA above 3.09 and a high number of credits passed, approaching the normal graduation rate for the first semester. Conversely, approximately 22.6% of students were in the low academic performance group, with a GPA below 2.83 and the fewest number of credits passed, putting them at risk of delay or failure in their studies.

Meanwhile, 7.9% of students were in the middle academic performance group, with average GPA scores but able to complete a high number of credits. These findings confirm that students' initial academic performance is dominated by the group goodly academic performance, but there is still a significant proportion of students with low academic performance who require early academic attention and intervention. (K-means et al., 2023, pp. 222–229)

In research conducted in the context of student learning, perceived valence emerged as a variable with a significant influence on the final outcomes. Observed valence perceptions encompass how students emotionally evaluate their learning experiences, whether they perceive them positively, negatively, or neutrally. This emotional assessment is revealed through student responses to teaching methods, the difficulty level of the material, the classroom climate, and interactions with lecturers during the learning process. Observations and interviews show that students with positive valence perceptions of the learning process tend to demonstrate higher engagement. They appear enthusiastic about attending lectures, take assignments more seriously, and are proactive in seeking additional learning resources. This encourages the use of more effective learning strategies, such as summarizing material, discussing with peers, or utilizing study time regularly.

Ultimately, these behaviors result in increased conceptual understanding and better final outcomes. Conversely, students with negative valence perceptions, such as feeling burdened, stressed, or uninterested in the material, tend to experience decreased motivation and engagement. This is evident in their reduced participation in discussions, minimal preparation before class, and a high number of rushed assignments. Negative valence also evokes emotions such as anxiety and frustration, which can hinder focus and cognitive capacity during the learning process. Consequently, students with negative valence perceptions are more likely to achieve poor final results. Meanwhile, students who exhibit neutral valence are often seen participating in learning without strong emotional drive. They are physically present but less active in the learning process. Although not experiencing emotional distress, their lack of interest. Making them not put in maximum effort, which results in achieving mediocre or even less than optimal final results.

Factors influencing students' perceptions of valence are influenced by internal and external factors. Internal factors with significant influences include students' cosmopolitanism and positive assessments of values. Meanwhile,

external factors with significant influences include regional conditions and the socio-cultural characteristics of the environment. Experience variables (internal) and (external) were not shown to significantly influence student perceptions. (Arifin et al., 2017, p. 91) Factors influencing students can also be seen in their choice of university, which encompasses three factors: physical, non-physical, and service factors. Physical factors include campus facilities and infrastructure, non-physical factors relate to image and supporting activities, while service factors encompass the quality of academic and administrative services. The results of the study indicate that all three factors significantly influence student decisions, with physical factors being the most dominant, particularly building appearance, lecture hall facilities, and library collections. However, several indicators such as separate campus locations, the existence of high schools under the same foundation, the number of scholarships, and alumni success have not been proven to have a significant influence on student interest. (Management & Volume, n.d., pp. 100–1

CONCLUSION

Based on the above discussion, it can be concluded that valence perception is a subjective emotional assessment (positive, negative, or neutral) that determines how an individual responds to the environment and makes decisions. In the context of higher education, this concept is linked to students' final results, as measured by their GPA and GPA. Given the importance of academic success, technology-based prediction methods such as the Naïve Bayes Classifier are used to forecast academic achievement based on past data. The goal is to early detect students at risk of failure so that appropriate interventions can be implemented before it's too late. The relationship between valence perception and learning outcomes has been shown to be highly significant. Students with positive perceptions tend to be enthusiastic, proactive, and employ effective learning strategies, leading to satisfactory outcomes. Conversely, students with negative perceptions often feel stressed or anxious, which hinders focus and motivation, potentially leading to low grades. Meanwhile, students with neutral responses tend to be passive and lack maximum effort, resulting in stagnant or suboptimal academic achievement. The formation of these perceptions is influenced by various factors, ranging from internal factors (personal values and cosmopolitan nature) to external factors (sociocultural factors and campus physical facilities). Based on the final results, although the majority of students (69.5%) demonstrated excellent

academic performance, approximately 22.6% were still in the at-risk group with low performance. This finding underscores the need for special attention to factors shaping academic valence and monitoring to help vulnerable student groups experience academic failure.

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