



THE INFLUENCE OF INTRINSIC MOTIVATION ON MEMBERS' LOYALTY IN STUDENT ORGANIZATIONS

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Abstract. This study investigates the influence of intrinsic motivation on member loyalty within student organizations, focusing on the Student Executive Board (BEM) of the Faculty of Economics and Business, Siliwangi University. The research was initiated by the declining enthusiasm and participation of members after their inauguration, which has affected the execution of organizational programs. Employing a quantitative research design, data were collected through questionnaires distributed to active BEM members. The data were analyzed using statistical techniques to assess the relationship between intrinsic motivation as the independent variable and member loyalty as the dependent variable. The findings reveal that intrinsic motivation has a positive and significant effect on member loyalty. Individuals with strong internal drives—such as personal satisfaction, responsibility, and genuine interest in organizational activities—demonstrate higher levels of commitment, participation, and emotional attachment to the organization. These results underscore that long-term loyalty in non-profit student organizations is primarily built through intrinsic rather than extrinsic motivation. The study contributes theoretically to the development of human resource management and organizational behavior studies and provides practical implications for student organization leaders in fostering intrinsic motivation to enhance sustainable member loyalty.

Keywords: Intrinsic Motivation; Loyalty; Student Organization; Human Resource Management.

1. Introduction

Student organizations are an essential element of higher education institutions that contribute to developing students' character and non-academic competencies. Through organizations such as the Student Executive Board (BEM), students have opportunities to cultivate leadership, communication, and teamwork skills that are not only beneficial for personal growth but also support future professional success. Student organizations also serve as a platform for students to express aspirations, enhance critical thinking abilities, and strengthen social values such as solidarity, cooperation, and collective responsibility.

However, in practice, student organizations often face internal challenges, one of which is the gradual decline in member loyalty. Based on observations in the Student Executive Board of the Faculty of Economics and Business at Siliwangi University (FEB UNSIL), this phenomenon is quite evident. At the beginning of each administrative period, enthusiasm among members is generally high, as reflected in their active participation in meetings and program implementation. Over time, however, participation tends to decrease, with some members showing delays in completing tasks or even absenteeism during organizational activities. This decline indicates issues related to commitment and loyalty, which may undermine the organization's effectiveness and achievement of its goals.

In organizational behavior theory, loyalty represents an individual's commitment to their organization. Meyer and Allen (1991) define loyalty through three dimensions:

affective commitment (emotional attachment to the organization), normative commitment (a sense of moral obligation to remain), and continuance commitment (awareness of the consequences of leaving). Members who are loyal usually demonstrate high engagement, a strong sense of belonging, and a willingness to contribute for the success of the organization.

One of the primary factors influencing loyalty is motivation—particularly intrinsic motivation. Intrinsic motivation refers to an internal drive to engage in an activity because it provides personal satisfaction, pride, or meaning. Deci and Ryan (2000), through the Self-Determination Theory, explain that intrinsic motivation arises when three basic psychological needs are fulfilled: autonomy (freedom to act), competence (a sense of ability and effectiveness), and relatedness (social connectedness and recognition from others). When these needs are met, individuals experience deeper involvement and a sustained desire to continue their participation.

Several studies have confirmed the positive relationship between intrinsic motivation and loyalty. Melaty et al. (2024) found that intrinsic motivation and work-life balance significantly influence the loyalty of Generation Z employees in Tasikmalaya. Likewise, Zunaidi and Pratiwi (2023) emphasized that intrinsic motivation plays a vital role in shaping affective commitment among young professionals in the creative industry. In the higher education context, Rahmawati (2022) reported that students with strong intrinsic motivation tend to be more active in campus activities and show higher loyalty toward their organizations.

Nevertheless, most of these studies were conducted in formal work environments or corporate settings, where factors such as compensation, supervision, and career development play a major role. Research examining intrinsic motivation and loyalty in student organizations is still limited, even though such organizations operate under very different conditions. In student organizations, participation is voluntary, and members are not financially compensated. Engagement is therefore driven primarily by intrinsic motives such as satisfaction, responsibility, and a sense of belonging.

This gap highlights the need for further empirical investigation into how intrinsic motivation influences member loyalty in voluntary academic environments. While previous studies have emphasized organizational commitment in professional contexts, they have not sufficiently explored the role of internal psychological drivers in student-led organizations. Addressing this gap is essential for broadening the application of the Self-Determination Theory (Deci & Ryan, 2000) in non-profit and educational settings.

Although previous studies have examined the role of intrinsic motivation in shaping employee attitudes within formal organizational or corporate settings, limited empirical evidence is available regarding how intrinsic motivation influences loyalty in voluntary, non-profit student organizations. Unlike workplace environments where extrinsic rewards and formal supervision are present, student organizations rely primarily on voluntary participation and intrinsic psychological drivers. This study contributes a novel perspective by applying Self-Determination Theory and the three-component commitment framework to a fully voluntary academic context, offering empirical insights into how intrinsic motivation shapes loyalty in student organizations—a context that has received little scholarly attention. By focusing on the Student Executive Board at a public university, this research provides new evidence on motivational dynamics in youth-led

organizations and expands the theoretical applicability of intrinsic motivation and loyalty constructs beyond professional settings.

Therefore, this study aims to analyze the effect of intrinsic motivation on the loyalty of student organization members, using the Student Executive Board (BEM) of the Faculty of Economics and Business, Siliwangi University as a case study. The results are expected to provide empirical contributions to the development of organizational behavior theory within the academic context and offer practical recommendations for building and sustaining member loyalty based on intrinsic motivation.

2. Research Method

This study employs a quantitative approach with an associative causal design, aiming to determine the effect between the independent and dependent variables. The object of research is the Student Executive Board of the Faculty of Economics and Business, Siliwangi University, with a population of 63 active members. Due to the relatively small and accessible population, the study used a saturated sampling technique (census).

Primary data were obtained through a closed-ended questionnaire using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The questionnaire items were developed based on intrinsic motivation theory (Deci & Ryan, 2000) and organizational loyalty theory (Meyer & Allen, 1991).

The measurement instruments used in this study were developed by drawing on well-established theoretical foundations. Items assessing Intrinsic Motivation were adapted from Self-Determination Theory formulated by Deci and Ryan (2000), which posits that the satisfaction of autonomy, competence, and relatedness drives individuals to engage in activities for inherent enjoyment or personal value. Meanwhile, items measuring Members' Loyalty were derived from the affective commitment component of the Organizational Commitment model by Meyer and Allen (1991), emphasizing emotional attachment and the intention to remain within an organization.

To provide an overview of how the constructs were operationalized, several representative items are presented below:

Intrinsic Motivation (Deci & Ryan, 2000):

1. I participate in organizational activities because they feel personally meaningful and fulfilling.
2. I am motivated to contribute because I enjoy the responsibilities entrusted to me.

Members' Loyalty (Meyer & Allen, 1991):

1. I feel emotionally connected to this organization.
2. I intend to continue being part of this organization in the future.

Because all statements were phrased positively, the instrument did not include reverse-coded items. Higher scores on each scale indicate stronger intrinsic motivation and higher levels of member loyalty. Validity tests showed that all 16 items were valid, with correlation values higher than the r -table (0.244) and significance levels below 0.05. Reliability testing produced Cronbach's Alpha values greater than 0.90, indicating that the instruments were highly reliable.

Data were analyzed using SPSS version 25 through several stages: descriptive analysis, classical assumption tests (normality, linearity, and heteroscedasticity tests), and simple linear regression analysis. The t -test was used to examine partial effects, the F -test

to evaluate model feasibility, and the coefficient of determination (R^2) to determine the contribution of the independent variable to the dependent variable.

3. Result and Discussion

The study involved 63 respondents, all active members of the Student Executive Board (BEM FEB) at Siliwangi University for the 2025 period. Since the population was relatively small, the saturated sampling technique (census) was applied. The data collected revealed that most respondents were female (57.1%), while male respondents comprised 42.9%. A total of 42 respondents (66.7%) were first-year members, and 21 respondents (33.3%) were second-year members.

Table 1. Validity Test

Variable	Indicator	r count	r table	Sig. (2-tailed)	α	Description
X (Intrinsic Motivation)	X1	0.775	0.244	0	0.05	Valid
	X2	0.765	0.244	0	0.05	Valid
	X3	0.796	0.244	0	0.05	Valid
	X4	0.858	0.244	0	0.05	Valid
	X5	0.762	0.244	0	0.05	Valid
	X6	0.767	0.244	0	0.05	Valid
	X7	0.771	0.244	0	0.05	Valid
	X8	0.796	0.244	0	0.05	Valid
Y (Members' Loyalty)	Y1	0.791	0.244	0	0.05	Valid
	Y2	0.745	0.244	0	0.05	Valid
	Y3	0.797	0.244	0	0.05	Valid
	Y4	0.731	0.244	0	0.05	Valid
	Y5	0.759	0.244	0	0.05	Valid
	Y6	0.789	0.244	0	0.05	Valid
	Y7	0.783	0.244	0	0.05	Valid
	Y8	0.815	0.244	0	0.05	Valid

The results of the validity test show that all items for both intrinsic motivation (X) and member loyalty (Y) had correlation coefficients greater than the r-table value (0.244) with significance values below 0.05. This indicates that all items were positively and significantly correlated with their respective total scores and were therefore declared valid.

Table 2. Reliability Test

	Reliability Statistics	
	Cronbach's Alpha	N of Items
Intrinsic Motivation	0.910	8
Members' Loyalty	0.905	8

The reliability test results indicated that the Cronbach's Alpha values for both variables exceeded 0.90. This demonstrates a very strong level of internal consistency within the measurement instrument. In other words, the questionnaire items consistently captured the intended constructs across different respondents. Therefore, the research instrument is considered appropriate for further statistical analysis, as it has successfully met the criteria for excellent reliability.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		63
Normal Parameters ^{a,b}	Mean	.0E-7
	Std. Deviation	3.01394389
Most Extreme Differences	Absolute	.078
	Positive	.078
	Negative	-.070
Kolmogorov-Smirnov Z		.622
Asymp. Sig. (2-tailed)		.834

a. Test distribution is Normal.

b. Calculated from data.

The normality test using the Kolmogorov–Smirnov approach revealed an Asymp. Sig. (2-tailed) value of 0.834, which exceeds the significance threshold of 0.05. This result indicates that the residuals in the regression model are normally distributed and do not deviate from the normality assumption. Therefore, the data set is considered to meet the requirements for normal distribution, allowing the continuation of parametric statistical analysis without violating fundamental model assumptions.

Tabel 4. Durbin Watson Test

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.859 ^a	.738	.734	3.039	2.140

a. Predictors: (Constant), Intrinsic Motivation

b. Dependent Variable: Members' Loyalty

The Durbin–Watson value of 2.140 is positioned very close to the reference point of 2, indicating that the regression residuals do not display meaningful autocorrelation. This suggests that the error terms vary independently across observations, allowing the model to meet one of the essential assumptions for linear regression. With this condition satisfied, the analysis linking intrinsic motivation to members' loyalty can be interpreted with greater assurance, as the absence of autocorrelation reinforces the credibility of the model's estimates and the stability of its conclusions.

Table 5. Breusch Pagan Heteroskedasticity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.895E-016	2.148		.000	1.000
	Intrinsic Motivation	.000	.065	.000	.000	1.000

a. Dependent Variable: U2i

The Breusch–Pagan heteroskedasticity test shows that both the constant term and the *Intrinsic Motivation* predictor attain significance values of 1.000, far exceeding the conventional 0.05 threshold. This outcome indicates that neither component provides a statistically meaningful explanation for the variation in the residuals within the auxiliary regression model. As all significance levels lie well above the accepted criteria, the test

offers clear statistical evidence that the model does not exhibit heteroskedasticity. Accordingly, the residuals may be regarded as having a stable and uniform variance, thereby confirming that the model satisfies the homoskedasticity assumption essential for ensuring the robustness and reliability of the regression estimations.

Table 6. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	1711.884	19	90.099	8.796	.000
		Linearity	1589.118	1	1589.118	155.147	.000
		Deviation from Linearity	122.766	18	6.820	.666	.824
	Within Groups		440.433	43	10.243		
	Total		2152.317	62			

The linearity test results showed that the significance value for the *Linearity* component was 0.000, which is below the significance level of 0.05. This indicates a statistically significant linear relationship between intrinsic motivation (X) and members' loyalty (Y). Additionally, the significance value for *Deviation from Linearity* was 0.824, exceeding the 0.05 threshold, meaning that there is no deviation from linearity. In other words, the relationship between the variables consistently follows a straight-line pattern. These findings confirm that the simple linear regression model employed in this study satisfies the linearity assumption and is therefore appropriate for further analytical procedures.

Table 7. Determination of Coefficient Test (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.859 ^a	.738	.734	3.039

a. Predictors: (Constant), Intrinsic Motivation

The R Square value of 0.738 indicates that the regression model possesses strong predictive capability. This means that intrinsic motivation accounts for 73.8% of the variance in members' loyalty within the organization. In other words, the majority of changes in loyalty can be explained by the intrinsic motivation experienced by the members. Meanwhile, the remaining 26.2% is influenced by other factors not examined in this study, which may include organizational environment, leadership, or individual characteristics that were beyond the current research scope.

Table 8. Simultaneous Test (F-test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1589.118	1	1589.118	172.117	.000 ^b
	Residual	563.199	61	9.233		
	Total	2152.317	62			

a. Dependent Variable: Members' Loyalty

b. Predictors: (Constant), Intrinsic Motivation

The data analysis conducted through SPSS revealed an F value of 172.117 with a significance level of 0.000, which is well below the 0.05 threshold. This indicates that the regression model is statistically significant. Therefore, intrinsic motivation

simultaneously exerts a meaningful influence on the loyalty of student organization members within BEM FEB, Siliwangi University. These findings confirm that the regression model employed is appropriate and capable of explaining the relationship between the variables effectively.

Table 9. Partial Test (t-test)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.617	2.148		2.149	.036
Intrinsic Motivation	.850	.065	.859	13.119	.000

a. Dependent Variable: Members' Loyalty

The partial test results using the t-test in SPSS indicate that the calculated t-value is 13.119 with a significance level of 0.000, which is well below the 0.05 significance threshold. This confirms that intrinsic motivation has a positive and statistically significant effect on members' loyalty within the student organization. Furthermore, the positive regression coefficient of 0.850 suggests that the relationship between the two variables is directly proportional. In other words, the higher the intrinsic motivation experienced by the members, the stronger their loyalty toward the organization. These empirical findings highlight the crucial role of internally driven motivation in fostering member loyalty within BEM FEB at Siliwangi University.

Discussion

These findings emphasize that intrinsic motivation significantly influences member loyalty within student organizations. Members with higher intrinsic motivation demonstrate stronger commitment and attachment to the organization. Such members participate actively not because of external rewards or pressure but due to internal satisfaction, responsibility, and a sense of contribution.

This result aligns with the Self-Determination Theory (Deci & Ryan, 2000), which states that intrinsic motivation emerges when individuals experience autonomy, competence, and relatedness. When these psychological needs are fulfilled within a student organization, members feel psychologically satisfied and develop lasting loyalty.

Additionally, the findings support Meyer and Allen's (1991) affective commitment concept, which asserts that emotional attachment leads to higher organizational loyalty. In the context of BEM FEB UNSIL, members who feel valued, trusted, and given opportunities to contribute tend to remain engaged and active.

The findings are consistent with previous studies by Melaty et al. (2024) and Zunaidi & Pratiwi (2023), who concluded that intrinsic motivation is a key determinant of individual loyalty. In student organizations, loyalty rooted in intrinsic motivation tends to be more enduring than that driven by external factors, as it originates from internal awareness and a deep sense of belonging.

From a practical standpoint, these results highlight the importance of management strategies focused on strengthening members' intrinsic motivation. The BEM FEB UNSIL can enhance intrinsic motivation by involving members in decision-making, assigning proportional responsibilities, and recognizing non-material contributions such as symbolic awards or social acknowledgment. Such practices can foster solidarity, engagement, and long-term loyalty.

4. Conclusion and Recommendation

The study concludes that intrinsic motivation has a positive and significant effect on the loyalty of student organization members. The coefficient of determination (R^2) value of 73.8% indicates that internal factors such as personal satisfaction, responsibility, and pride are dominant contributors to members' loyalty within BEM FEB UNSIL.

Loyalty driven by intrinsic motivation arises not from obligation but from personal awareness and commitment. Therefore, BEM leaders are encouraged to strengthen an organizational climate that nurtures intrinsic motivation through recognition, empowerment, and open communication. The faculty is also recommended to provide support through leadership training and recognition programs for outstanding members.

For future studies, it is suggested to include additional variables such as leadership style, organizational culture, or member satisfaction to provide a more comprehensive understanding of the factors influencing loyalty in student organizations.

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