

Profile of the students' learning motivation of SDN Panunggangan 1

Anisya Dinda Permatasari^{✉1}, Fatihatusyidah², and Tatang Suratno³

^{1,2,3} Elementary School Teacher Education Study Program, Universitas Pendidikan Indonesia, Serang, Indonesia

✉ anisyadiindap@upi.edu

Abstract

Learning motivation is an initiative that arises in students to do things to achieve success. The existence of motivation to learn, then provides encouragement and strength that causes students to want to act or behave. The motivation can be influenced by internal and external factors, both factors must balance to positively affect students in providing direction in achieving learning goals. If not, it will make the student not know the direction in achieving learning goals like at SDN Panunggangan 1. Based on the results of the questionnaire, there is an image obtained, where the learning motivation of SDN Panunggangan 1 students is in the medium category and it is known that the most dominant factors influencing students are family factors and internal factors. This is due to students who initially do not have motivation and their closest factors do not provide direction so that they are not encouraged in terms of learning, as a result there are students who are still behind in their thinking skills compared to other classmates. In fact, to be able to achieve the goal, you must have high motivation, which is driven by family, school, and the student itself. Their motivation is in the medium category. For this reason, this study uses a qualitative approach with a case study method and data collection is carried out using a questionnaire that is reinforced with the results of interviews and observations. The subjects of this study are grade 5 students who were selected by purposive sampling.

Keywords: learning motivation; intelligence; emotional; parenting

INTRODUCTION

Motivation is the basic motivation that moves a person to do an action, where the action is based on the goal to be achieved (Uno, 2018). Without an underlying motivation in doing actions, it will not provide a persistence, enthusiasm, and direction in achieving what it wants to achieve. This is in line with the opinion of Utari & Putra (2021) who say that motivation is a process that can provide persistence of behavior, direction, and enthusiasm. This process can be in the form of success in achieving goals and developing one's potential through intellectual improvement and character formation driven by high learning motivation.

Basically, having high motivation to learn will have an impact on success in the learning process, such as actively participating in a series of learning activities and having a willingness to learn new things, while students who do not have high motivation will find it difficult to follow a series of learning activities so that learning goals are difficult to achieve. One of the key factors in the success of education is learning motivation, learning motivation has a great impact on behavior, attitudes, and thinkers (Rahman, 2021). Makmun (2020) said that motivation is a complex condition and a person's readiness to move towards a certain goal, whether consciously or unconsciously. Motivation in doing a business must be there that encourages the goals to be achieved. It can be said that learning motivation does not just appear. Learning motivation is influenced by two important factors, namely internal and external (Uno,

2018). Internal factors are the desire to want to learn in order to achieve their goals or it can also be said to be factors that come from within such as confidence and interest in learning. External factors are learning activities that attract outside influences such as the school environment, family, and social environment. These two factors must be balanced for students to be more motivated in learning and achieving their desired goals. Therefore, students' motivation must appear and be developed because it will affect their learning process and outcomes at school. Students who have high motivation can be seen from those who are enthusiastic in learning, active in doing school assignments, enthusiastic about receiving praise, happy when teachers use creative methods, and always give their opinions. If the student has moderate motivation, it can be seen from his enthusiastic learning activities when he gets good grades, is not serious in doing assignments, and feels challenged in doing problems that his friends consider difficult. For students who have low motivation, it can be seen from their attitude that they are not enthusiastic about doing assignments, are embarrassed to ask questions, study inactively, do not want to express their opinions, are late in collecting assignments, and are not interested in taking lessons (Fadhillah *et al.*, 2023). For this reason, profiling related to student motivation is important in optimizing the achievement of their goals. This will also make it easier for schools and parents to provide appropriate interventions for students who have low or moderate learning motivation.

Based on the results of the study, it was still found that students with poor learning performance and low learning outcomes, which showed that they were lazy to do assignments and study. These incidents are often misinterpreted by adults. Adults claim that students' laziness towards learning is due to their addiction to play, even though low motivation can be caused by various more complex factors such as lack of support from family or friends, a school environment that does not suit the student's character, and it can also be because they lack confidence in their abilities. This is in accordance with the results of research conducted by Sari *et al.* (2023), it is explained that children who are lazy to learn can be caused by parents and family circumstances. It is also stated by research conducted by Puspitasari *et al.* (2024), where the majority of students who receive support, affection, attention, solutions, and advice will make children more active in learning and form a sense of responsibility for their desired goals. So it is not surprising that there are children who lack affection and attention that make them not focus on learning, so that children are lazy to do homework, late for school, and a lot of absenteeism without any information. Finally, it makes the motivation to learn decrease. In addition, there is a school environment that can make learning motivation decrease. This is because the environment has a considerable influence on low motivation which can affect the development of children's thinking patterns and provide comfort for children's learning. This statement is strengthened by research conducted by Purba *et al.* (2024) which says that a good environment will affect the level of learning success, teacher quality, facilities, school discipline, and teaching methods as well as influence children's learning motivation.

The same thing was also found by researchers during *MBKM* at SD Panunggangan 1. During four months of teaching activities in the *MBKM* program at SDN Panunggangan 1, researchers found that in the elementary school there were several students who had low motivation. This can be seen from the behavior of those who often go out to the canteen or play

football on the field during class hours that are not sports lessons. Another case that researchers found based on homeroom teacher information,

that there are children who have not been to school for almost two months, there are even those whose entry can be counted for almost a semester, so that the child cannot read and write. The researcher also found that the school environment was quite free for local residents to enter, because the road to the alley was inside the school. This case certainly interferes with students' concentration of learning and safety because usually local residents enter using motorcycles. Another case that researchers found was that there were students who were negligent in collecting their assignments, even though the assignments had been given a week deadline and given a reminder before the time was collected. However, they still do not collect assignments because they forget and miss them, this behavior shows a lack of enthusiasm for learning, lack of responsibility for their obligations, and low motivation. In fact, some of these students influenced their friends not to collect assignments, which ultimately weakened their overall motivation to learn. Some of these incidents raise suspicions whether the motivation to study at SDN Panunggan 1 is influenced by the environment, friends, or others. Therefore, the researcher wants to conduct further research in the elementary school to find out what factors affect the learning motivation of SDN Panunggan 1 students.

METHODS

The method used in this study is a case study with a qualitative approach. The qualitative approach is a research procedure that produces data in the form of writing, speech, and behavior based on the results that have been carried out, where the results of the research will be described in the form of word descriptions through the data collection techniques used. Sugiyono (2015) stated that the function of using a qualitative approach is to ensure the correctness of the data from the problem and the potential of the uniqueness of the object being studied by using one of the qualitative methods, namely case studies. Case studies are to understand the background of the problem or problem in a group in a holistic, intensive, whole, and naturalistic manner. This research is intended for SDN Panunggan 1 where students will answer questionnaire statements for data collection supported by interview results.

RESULT AND DISCUSSION

Based on the results of the distribution of the questionnaire that has been carried out, an overview of the learning motivation of SDN Panunggan 1 students is obtained, where this questionnaire uses 12 indicators with 100 statements in order to measure and assess the level of student learning motivation. In this study, the researcher distributed a questionnaire to 51 students as respondents to participate in providing information related to their learning motivation with alternative answers, namely "Yes" was given a score of 1 and "No" was given a score of 0. The results show that the average motivation of students is moderate, this can be seen from the chart below:

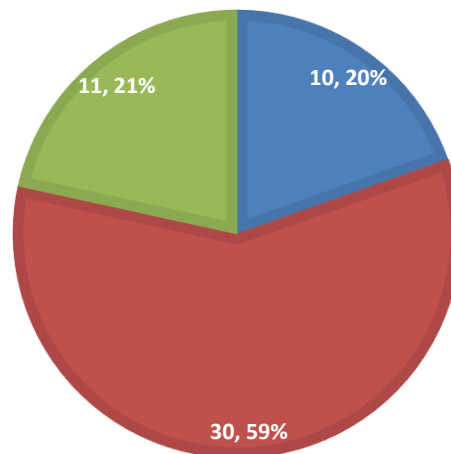


Figure 1. Percentage of Students by Learning Motivation Category

Based on the chart above, it can be seen that out of 51 students, only 10 students have high motivation, while the rest have medium and low motivation, where 30 students are medium and 11 students are low. It can be said that the learning motivation of SDN Panunggan 1 is moderate. Other data also showed that student learning motivation in each indicator was at a moderate level, there was no inequality among the 12 indicators. This can be seen from the table of the results obtained as follows:

Table 1. Categories of Scoring Learning Motivation Indicators

No.	Indicators	Average (%)	Category
1.	Pleasure	46,66	Keep
2.	Hope	41,56	Keep
3.	Pride	56,47	Keep
4.	Relaxation	54,70	Keep
5.	Guarantee	49,41	Keep
6.	Help	63,52	Keep
7.	Anger	41,88	Keep
8.	Anxiety	40,46	Keep
9.	Ashamed	51,26	Keep
10.	Boredom	51,82	Keep
11.	Hopelessness	48,69	Keep
12.	Disappointment	50,49	Keep

From the data that has been obtained, it can be seen that the difference in indicators is not so far from the learning motivation of students at SDN Panunggan 1, so that the researcher found that the average questionnaire score is in the medium category, which means that students are in the school and study in mediocre schools, meaning that they are not high and not low. This shows that the motivation for learning has not reached the optimal data, supported by a statement given by the homeroom teacher who said:

"In class I see yes in asking, usually those who are smart will ask questions when I tell them to read because they find what they don't understand, different from those who are less smart, they tend to be embarrassed."

Then, the homeroom teacher added that there is a difference in enthusiasm for students who have low or moderate motivation and students who have high motivation.

“... For those who have high motivation, they actually ask other questions and get stressed when they can't answer them. For those who are moderate or low, even flat, if they find an easy problem and are happy, their confidence is less because of embarrassment...”

Another homeroom teacher also added,

“... The difference is very noticeable, such as students who have high motivation will be happy to find difficult problems and work immediately, and when they succeed in finding the answer, the student wants to be given again, even when the student cannot answer, they will be stressed too. Conversely, with students who have low motivation or are being passive when given an assignment, such as being slow to do problems...”

This statement corroborates the results of the questionnaire data which shows that students' learning motivation is in the medium category. This motivation is certainly influenced by several things because based on the results of data processing, it is known that students at the elementary school are dominantly influenced by family factors and the student's self. This can be seen from the statement given by the homeroom teacher, that there are 7 students who cannot read in class 5B and 2 students in class 5A. Ideally, based on the statements of Andriana *et al.* (2022), reading is a skill that must be instilled before they enter elementary school. Moreover, reading is the main skill that students must have so that it is easy to achieve their learning goals. Therefore, the role of parents in supporting children's learning is very necessary. It will be useless if only the role of the school encourages children's motivation without the help of parents or the students themselves. Moreover, in these cases, parents fully give the responsibility to the teacher to teach their children without their involvement. This is because families cannot teach their children to learn because they are busy making a living so that students are not paid attention to and even supported to study at home. In fact, parents should be able to fully collaborate with teachers regarding learning for the success of students in achieving learning goals.

In accordance with research conducted by Usman *et al.* (2021) that parental support greatly influences the realization of a learning atmosphere for students. Students are still dependent on their parents, so parents must provide moral or material support to achieve learning goals. So those who do not get parental support and encouragement will find it difficult to determine the direction to take, especially when the student does not have motivation from himself. Even though internal and external factors must be balanced to positively affect students' learning motivation, it will be useless if only one stands out because over time it will decrease. This is supported based on interviews with homeroom teachers,

"In my opinion, the greatest influence of learning is from the students themselves, because as I have said, students who are lazy because they do not want to learn, teachers or parents will find it difficult to bring changes to the child. So I think everything must be balanced to affect the students and we as the external ones continue to provide encouragement so that at least there is material that they remember."

Another homeroom teacher added,

"In my opinion, students are smart because the students have high motivation to learn, not from the teacher, we teachers only fill the shortcomings of these students. So I think all factors must be balanced."

It can be concluded that schools only fill the space of students' lack of ability, because basically children who have high motivation will know their responsibilities as students, on the other hand, those who do not have high motivation to learn will be negligent in their responsibilities it will be difficult for the school to handle it. That's why, students who do not have high learning motivation are students who do not have learning goals and students who have high learning motivation are students who have learning goals. In accordance with research conducted by Rusniyanti *et al.* (2021) from the results of interviews conducted by researchers with homeroom teachers, students who have low motivation are easily bored when participating in learning, doing homework from school, flat when given difficult tasks, easily distracted by their friends who invite them to joke, and less active in learning activities. From these results, it can be interpreted that students who have moderate motivation tend to be low as seen from the behavior during teaching and learning activities carried out, as seen from the lack of enthusiasm of students in participating in learning activities, and from the results of the questions they are doing. In line with the statement given by Novitasari (2023) that learning motivation is an important factor in achieving learning goals where intrinsic factors in themselves can motivate individuals to achieve their desired goals. Therefore, moderate learning motivation tends to be low will have an impact on learning goals.

CONCLUSION

Therefore, based on the results of the research that has been conducted, it can be found that the motivation to learn at SDN Panunggan 1 is at a moderate level, which shows that students are not fully motivated to learn to be able to achieve their learning goals. These factors are caused by internal and external factors, such as students who still do not know their responsibilities as students, lack of confidence in their learning abilities, and passive in learning activities, especially if there is no motivation that makes them move to be able to achieve learning goals because of parental activities that lack to support learning at home and lack of attention to students' needs in learning. In the end, it will affect students' learning motivation in achieving learning goals. For this reason, the learning motivation factor must be balanced by students so that students can achieve their learning goals by having high motivation because elementary school is the first window for students' thinking space to open, where it is fundamental that determines the direction to the next level so that learning motivation is needed in students in order to provide direction in achieving learning goals.

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