

## A STUDY OF THE LEARNING MOTIVATION OF FOURTH GRADE STUDENTS AT SD NEGERI 068008

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### ABSTRACT

This research aims to identify the level of learning motivation of class IV students at SD Negeri 068008 and the factors that influence it. The method used in this research was a survey with a questionnaire distributed to 40 students. Data analysis was carried out descriptively using a Likert scale. The results of the research show that students' learning motivation is relatively high, with an average score of 4.1 on a scale of 1 to 5 . Factors that contribute to students' learning motivation include interest in learning, self-confidence, and persistence in learning, all of which show a score average above 4.0. Apart from that, parental support and the role of teachers also have a significant influence on student motivation, with 85% of students feeling supported by their parents and 78% feeling positive influence from teachers. Although social interactions with peers have varying impacts, overall, the results of this study show that a combination of internal and external factors is very important in building students' learning motivation. It is hoped that this research can provide insight for educators and parents in efforts to increase students' learning motivation at school. This research also underlines the important role of the environment in the learning process. The active involvement of parents in supporting children's learning activities at home has proven to be a crucial factor in increasing students' learning motivation. Research shows that when parents provide attention and encouragement, students feel more motivated to achieve. Apart from that, the proactive role of teachers in creating a positive learning atmosphere is very influential. Teachers who are able to establish good relationships with students and use interesting teaching methods can increase students' enthusiasm for learning. In a social context, interaction with peers is a factor that needs to be considered. Although some students feel support from their friends, others feel pressured by competition. This shows the need to manage social dynamics in the classroom in order to minimize the negative impact of competition and maximize cooperation between students. Therefore, teachers need to take steps to encourage collaboration and positive communication among students. With the results of this research, it is hoped that the school can implement more effective strategies to increase student learning motivation. Schools are expected to be able to organize better parent involvement programs, as well as provide training for teachers in innovative classroom management. Through close collaboration between schools and parents, as well as greater attention to students' emotional and social needs, students' learning motivation can continue to be improved. Overall, this research makes an important contribution to educational development, especially in understanding the factors that influence student learning motivation. With a holistic and integrated approach, it is hoped that students can reach their best potential and achieve higher achievements in the future. Further research is also needed to explore other factors that may contribute to learning motivation, such as the influence of the school environment and more innovative learning strategies.

Keywords: Motivation To Learn, The Role Of The Teacher, Internal Factors

### INTRODUCTION

Motivation to learn is a fundamental element in the educational process, which plays an important role in encouraging students to achieve optimal academic achievement (Usher et al., 2024). As encouragement that comes from within the individual or from the external environment, learning motivation can influence the way students deal with learning and achieve learning outcomes. In the context of basic education, learning motivation is crucial because students at this stage are building the foundations of cognitive, affective and social abilities. Deci and Ryan (2000) in Self-Determination theory explain that motivation is divided into two main categories, namely intrinsic motivation, which comes from personal interest and enjoyment of learning activities, and extrinsic motivation, which is influenced by external factors such as rewards, punishment, or social encouragement from the environment. Among fourth grade elementary school (SD) students, learning motivation has a significant impact on their ability to absorb lesson material, participate actively in class, and show optimal academic results.

SD Negeri 068008, as one of the state schools in urban areas, reflects quite wide social, economic and cultural diversity among its students (Harefa et al., 2023). Initial observations showed variations in the level of learning motivation among class IV students, where most students seemed enthusiastic and involved in the learning process, while others showed a lack of interest and participation. This phenomenon raises questions about what factors influence students' learning motivation at this level, both originating from within the students themselves and from the surrounding environment. Based on observations, factors such as interest in learning, self-confidence, parental support, as well as the role of teachers and the school environment are thought to be elements that determine students' level of learning motivation.

Research on learning motivation in students at SD Negeri 068008 aims to identify and analyze internal and external factors that influence the learning motivation of class IV students (Prayuda et al., 2023). Internal factors include things related to students such as interests, talents, perceptions of learning material, and confidence in their own abilities. Meanwhile, external factors include the role of the environment, both in terms of parental support at home and learning conditions at school, including the teaching methods used by teachers and the classroom atmosphere created. The influence of these two factors needs to be studied in more depth to determine the extent to which they contribute to student learning motivation.

By understanding the influence of these factors, it is hoped that this research can provide a clearer picture of the learning motivation conditions of fourth grade students at SD Negeri 068008 (Mahdum et al., 2019). Furthermore, the results of this research are expected to provide input for schools and teachers in designing more effective learning strategies. in increasing student learning motivation. Apart from that, parents can also gain a better understanding of their important role in supporting their children's learning motivation at home. This research has the potential to not only contribute to the development of motivation theory in the context of elementary education, but also offers practical solutions that can be implemented in elementary schools in an effort to improve student learning outcomes.

The importance of learning motivation in the basic education process cannot be separated from the role of the teacher and the school environment. Teachers, as learning facilitators, have a big influence in forming a classroom atmosphere that supports student motivation. Interesting teaching methods, the use of varied learning methods, and positive interactions between teachers and students can increase students' interest in learning. According to research conducted by Woolfolk (2016), students tend to be more motivated when they feel valued and supported by teachers, and when they are involved in learning that is relevant to their everyday experiences. Therefore, one of the main focuses in this research is to analyze the role of teachers in influencing the learning motivation of class IV students at SD Negeri 068008, both through pedagogical approaches and the emotional support provided to students.

In addition, support from the family environment, especially parents, is also a significant component in shaping students' learning motivation. Bronfenbrenner (1979) in

developmental ecological theory explains that interactions between children and their immediate environment, including the family, greatly influence the child's overall development, including motivation to learn. Parents who are actively involved in their children's education, for example by providing encouragement, supervision, and creating a conducive learning environment at home, tend to have children who are more motivated and have good academic results. On the other hand, a lack of parental support, both in the form of attention to the child's learning process and fulfilling educational needs, can cause a decrease in learning motivation.

## RESEARCH METHOD

This research uses a quantitative approach with the aim of measuring and analyzing the factors that influence the learning motivation of class IV students at SD Negeri 068008 (Yudiawan et al., 2021). The quantitative approach was chosen because it allows researchers to obtain numerical data that can be processed statistically, thereby producing objective and measurable conclusions. The survey method is used as the main technique in data collection, where an instrument in the form of a questionnaire is given to students to determine their level of motivation and the factors that influence it.

The design of this research is quantitative descriptive research. Descriptive research aims to provide a clear and systematic picture of the phenomenon being studied, in this case student learning motivation. This research is not intended to look for causal relationships between variables, but rather to identify and describe the level of learning motivation and related factors.

The subjects in this research were fourth grade students at SD Negeri 068008 (Hattie et al., 2020). The sample was taken using a total sampling technique, where all 40 fourth grade students were used as respondents in this research. This technique was chosen because the population is relatively small and can be fully accommodated in the research process. In addition, by involving all students, it is hoped that the research results can provide a more representative picture of learning motivation in the class.

The main instrument used in this research was a questionnaire which was prepared based on indicators of learning motivation. This questionnaire was adapted from the learning motivation scale that has been used in previous research, with modifications to suit the characteristics of fourth grade elementary school students. This instrument consists of two parts: first, a part that measures internal motivational factors such as interest in learning, self-confidence, and perception of material difficulty; second, the part that measures external factors such as parental support, teacher role, school environment, and interactions with peers (Papi & Hiver, 2020). Each item in the questionnaire uses a Likert scale with five answer choices, ranging from strongly disagree (1) to strongly agree (5), which allows respondents to provide responses according to their level of agreement with the statement given.

The data collection procedure was carried out in several stages. The first stage is the preparation of the research instrument, including validation of the questionnaire by experts to ensure the instrument can measure the variables in question accurately. After the instrument was declared valid, the second stage was carrying out a survey in class IV of SD Negeri 068008, where questionnaires were distributed to all students. Filling out the questionnaire was carried out under the supervision of researchers to ensure that students understood each statement given and filled out the questionnaire honestly and completely. The third stage is the collection of completed questionnaires, which are then analyzed further.

After the data was collected, data analysis was carried out using descriptive statistical techniques. Data obtained from the questionnaire will be processed and presented in the form of frequency distribution, percentage, average and standard deviation. Descriptive statistical techniques were used to describe the overall level of learning motivation of class IV students, as well as to identify internal and external factors that play a role in influencing their learning motivation. Apart from that, a questionnaire reliability test will also be carried out to ensure the consistency of students' answers to each questionnaire item.

Data analysis techniques are carried out with the help of statistical software such as SPSS (Statistical Package for the Social Sciences) or similar software. By using this analysis, researchers can evaluate the extent to which the measured factors play a role in shaping student learning motivation. The results of this analysis will be explained in the form of tables and graphs accompanied by interpretation to facilitate understanding of the research findings.

This research was conducted while still paying attention to the ethical aspects of research. Before the questionnaires were distributed, official permission from the school and consent from the students' parents were obtained. Students are given an explanation of the purpose of the research and guaranteed confidentiality of the information they provide. Students' participation in this study was voluntary, and they were given the freedom not to answer questions they felt uncomfortable with.

With systematic procedures and instruments that have been tested, it is hoped that the results of this research can provide a comprehensive picture of the level of learning motivation of grade IV students at SD Negeri 068008 and the factors that influence it. The results of this research will be the basis for recommendations aimed at increasing student learning motivation through appropriate intervention on the part of teachers, schools and parents.

## DISCUSSION

This research aims to identify the level of learning motivation of fourth grade students at SD Negeri 068008 and the factors that influence it (Papi & Hiver, 2020). Data obtained through questionnaires were processed using descriptive statistical techniques. Of the 40 students who were respondents, all questionnaires were successfully collected and analyzed. Based on the results of the analysis, in general the learning motivation of class IV students at SD Negeri 068008 is relatively high. The average level of student motivation is in the high category with an average score of 4.1 on a 1-5 Likert scale.

In more detail, the research results show that internal factors consisting of interest in learning, self-confidence, and persistence in learning make a significant contribution in shaping students' learning motivation (Dewaele & MacIntyre, 2019). The majority of students stated that they were very interested in the subjects being taught, where 80% of students responded agree or strongly agree to statements related to interest in learning. Student self-confidence is also high, with 75% of students feeling capable of understanding the material being taught, while persistence in learning shows quite good results, with 70% of students stating that they keep trying even though they face difficulties. The average score for interest in learning was 4.3, self-confidence 4.0, and persistence in learning 3.9.

On the other hand, external factors such as parental support, the role of teachers, and social interactions with peers also play an important role in students' learning motivation. As many as 85% of students stated that their parents provided high attention and support for learning activities at home, with an average score of 4.4. The role of teachers in supporting the teaching and learning process is also considered very positive by 78% of students, with an average score of 4.2. Additionally, social interaction with peers, although slightly lower, was still considered an important factor by 65% of students, with a mean score of 3.8.

The results of this research indicate that the learning motivation of class IV students at SD Negeri 068008 is in the high category (Setiawan & Wiedarti, 2020). This finding is in line with the theory of learning motivation which states that external support from the surrounding environment, including family and school, has a significant influence on students' learning motivation. Parental support is one of the key factors in increasing student learning motivation. Most students reported that their parents were actively involved in their learning activities at home, either through supervision, providing facilities, or moral encouragement. This strengthens the view that a supportive family environment plays an important role in a child's educational process, in accordance with Bronfenbrenner's developmental ecological theory which emphasizes the importance of interactions between individuals and their immediate environment in their development.

The role of the teacher is also proven to be an important element in building student learning motivation. Teachers who are able to present material in an interesting and relevant way tend to be more successful in arousing students' enthusiasm for learning (Bower et al., 2020). This is in accordance with Bandura's self-efficacy theory, where support and positive feedback from teachers can increase students' self-confidence, which ultimately influences their motivation to achieve better. Teachers who not only teach but also build good emotional relationships with students are able to create a supportive learning atmosphere.

Overall, the results of this study confirm that student learning motivation is influenced by a combination of internal and external factors (Seli, 2019). Support from parents and teachers, as well as students' interest in learning, are the dominant factors that shape learning motivation. To increase students' learning motivation in a sustainable manner, it is important for schools and families to work together to create a supportive learning environment. Teachers need to continue to develop creative and interesting teaching methods, while parents are expected to continue to pay greater attention to their children's education at home. In this way, students' learning motivation can continue to be improved, so that they can achieve optimal learning outcomes.

## CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the learning motivation of class IV students at SD Negeri 068008 is in the high category (Tan, 2020). Factors that influence student learning motivation include internal factors such as interest in learning, self-confidence, and persistence in learning, as well as external factors such as parental support, the role of the teacher, and social interactions with peers. External factors, especially parental support and the role of teachers, have the most significant influence in increasing students' learning motivation, followed by students' interest in the lessons being taught.

Students' interest in learning, which is an internal factor, is proven to be the main driver that influences their active involvement in the learning process (Vermote et al., 2020). On the other hand, consistent parental support and the role of effective teachers in creating a pleasant learning environment make a major contribution to building students' enthusiasm for learning. Although social interaction with peers also plays a role, social dynamics in the classroom need to be managed well so that competition between students does not reduce their motivation.

Overall, a combination of support from the family and school environment, as well as students' intrinsic interest in learning, is the key to increasing learning motivation (Wu et al., 2020). With good collaboration between teachers and parents in creating a conducive learning atmosphere, student learning motivation can continue to be maintained and improved to support the achievement of better learning outcomes in the future.

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