

Analysis of Teachers' Efforts in Fostering Learning Motivation of Grade IV Elementary School Students

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Abstract: This study aims to describe students' learning motivation in the learning process and the factors that affect the learning motivation of grade IV students at Public Elementary School No. 01, Kedungwinong. The research was conducted due to a need for more motivation to learn grade IV students at Public Elementary School No. 01, Kedungwinong. This research used qualitative with a type case study. The informants in this study were conducted on 4 students from 21 grade IV students. Data collection techniques in this study used observation, interviews, and documentation. Data validity checking using readability, transferability, dependability, and confirmability. The data analysis used is Miles and Huberman's analysis, which reduces the data, then presents the data and draws conclusions. The results showed that the learning motivation of grade IV students who received high, medium and low-test scores had different criteria. Students with high learning outcome scores meet all learning motivation indicators, students whose learning outcomes scores meet five of the eight learning motivation indicators, and students whose low learning outcomes only meet three of the eight learning motivation indicators. Supporting factors that influence the learning motivation of students grade IV Public Elementary School No. 01, Kedungwinong, are desire and desire to succeed, encouragement of learning needs, learning interest, conducive environment, interesting learning activities, appreciation, and condition of body functions. Inhibiting factors in fostering the motivation to learn of grade IV students are lack of expectations for ideals, weak ability to remember students and lack of reading skills.

Keywords: Teachers, learning motivation, elementary school

1. Introduction

Education is a deliberate and designed effort to create a learning atmosphere and learning process that can develop the character and abilities of students inside and outside school and lasts a lifetime (Bronkhorst et al., 2014). According to Dian et al. (2022), successful education will form a smart and useful society for the nation and state. One of the educational efforts is the existence of schools where the teaching and learning process occurs with the interaction between educators and students. The learning process is the main activity carried out in the education system implemented in schools. Learning is a process of activity in observing, reading, imitating and trying something yourself according to applicable rules. The whole community realises that educators or teachers are one of the many factors determining the future of community members (Raina et al., 2019). The role of teachers in today's school environment is very important in determining the quality of education.

According to Ma'rifah (2017), the role of the teacher in the teaching and learning process is very important, namely the teacher as an informant, teacher as an organiser, teacher as a motivator, and teacher as a director, teacher as an initiator, teacher as a transmitter, teacher as a guide, teacher as a mediator, teacher as an evaluator. In line with the statement, the many roles of a teacher as an educator need to have many roles in carrying out their duties (Makruf et al., 2021). However, teachers only understand their role as a teacher in the learning process. Some teachers need to fully understand their role in teaching students. The existence of an unfavourable teacher role will have an impact on students. This will impact the low motivation of students when participating in the learning process. Learning motivation is the driving force to do a job that can grow from within the individual and outside. Learning motivation possessed by students

in teaching and learning activities has an important role, namely in producing good learning achievements (Amin et al. 2021).

According to Rianawati et al. (2020), the supporting factors that influence the learning motivation of students include Desire and Desire to succeed, Encouragement of learning needs, expectations of ideals, enjoyable learning activities, conducive environment, rewards/prizes, body functions, Interest in learning, understanding from parents, teachers, friends and life in the community. At the same time, the inhibiting factors are the ability to remember, intelligence and family economic conditions. Based on observations and interviews with teachers grade IV and students grade IV of Elementary School No. 01, Kedungwinong. It was found that the learning motivation of fourth-grade IV students needed to be improved needed to be improved in the learning process. Lack of motivation to learn owned by students can reduce the sense of enthusiasm and activeness in learning (Nuryasintia & Wibowo, 2019). It can be seen from students' learning outcomes and activities during learning. During the learning process, some fourth-grade students do need to pay attention to the teacher when delivering the learning material, chatting with their friends and being less active in the learning process. As a result, students who do not pay attention to the teacher when delivering the material will have difficulty understanding the learning material and get less than optimal learning outcomes. The level of learning motivation that students have is different. Some have very good learning motivation, and some have poor learning motivation. Most students' learning motivation could be better depending on the learning material they like and its difficulty.

Similarly, the success of learning motivation also depends on the factors experienced by each grade IV student. Several factors can support and hinder fostering learning motivation, occurring within learners and outside learning activities. By observing the learning process, researchers and classroom conditions know the factors experienced by different learners. Some learners are active in answering questions or asking questions; class cleanliness is not maintained; the Condition of healthy learners the use of learning methods and media is less varied; they do not feel disturbed by the sound outside the classroom; permission first when leaving the classroom, lack of teacher approach with learners, giving appreciation with praise and weak memory ability. Failure in learning is not entirely the problem of the learners; it may be caused by teachers who are unsuccessful in providing motivation that can arouse students' enthusiasm to learn. Therefore, it is necessary to encourage the role of the teacher in applying during the learning process.

In contrast to previous studies, this study seeks to describe the learning motivation of grade IV students at Public Elementary School No. 01, Kedungwinong, Sukolilo District, Pati Regency. This research is also expected to be useful in increasing knowledge about teacher efforts in fostering student learning motivation.

2. Literature Review

Children are a priceless gift from God to humans. Children are a commandment that must be appropriately protected to express human responsibility to God (Malecka & Boud, 2023). As a result, parents must provide complete support so their children's potential can grow and develop appropriately, including during the learning process. Learning is a process that each individual undertakes to effect positive change. The expected changes can be due to knowledge or insight or related to behavioural changes. Individuals can receive alterations due to their personal experiences relating to their interactions with the surrounding environment. Learning is a process that each individual pursues in order to accomplish better change and enhance insight. Individual experiences with their interactions in the surrounding environment can provide it (Chen, 2020).

Borah (2021) define motivation as a situation that occurs within an individual that causes that individual to perform particular activities in order to achieve the desired goals. This suggests that persons who have motivation in themselves will make an attempt to reach the goals that need to be achieved. So that you do not simply remain mute in achieving a goal, but take action to obtain it. Aside from the comfort of school facilities and infrastructure, one of the ways that a teacher may pursue in attaining accommodating learning is to provide motivation so that students are driven to study well (Osman et al., 2023).

When a student is motivated, he or she is more active and diligent in his or her learning and is more focused on his or her learning activities. As a result, increasing student learning motivation is something that must be done in order for every student to enjoy their learning activities optimally (Yahata et al., 2021). This is due to the fact that low student motivation has a negative influence that can affect kids. Similarly, students cannot fully fill their potential. One of the purposes of school-based learning is to accomplish the desired results, namely to attain maximal achievement in terms of cognitive knowledge. As a result, in order to accomplish these objectives, assistance is required. This is because every parent wishes for their children's growth and development to be optimal, that they be physically and mentally healthy, intelligent, have a strong faith, and have good character. Children must be motivated in order to meet these expectations (Rochanah & Silakhuddin, 2022). A child's motivation plays a crucial role in propelling their learning. Motivation is influenced by positive feelings as well as an increasing feeling of zeal and desire for what one is learning. For this reason, motivation is crucial to a child's learning process. Student motivation for learning is strongly correlated with the abilities and potential of the teacher. It will therefore be extremely possible for the goals of the learning and teaching process in the classroom to be achieved when students have strong learning motivation and are supported by capable teachers.

Teachers' epistemological beliefs, motivation, and goal orientation were investigated in relation to their instructional techniques that support student creativity (Benlahcene et al., 2017). Teachers' perceptions of instructional techniques that

promote the development of different viewpoints in problem-solving, transfer, task commitment, creative skill use, and collaboration were assessed as markers of their efforts to cultivate creative thinking in students (Power & Goodnough, 2019). The most significant teacher trait that revealed substantial influence on all five creativity-fostering instructional approaches was teachers' learning goal orientation.

Given the significance of student engagement for student's current and future achievement, it is critical to investigate how teachers might promote student involvement in lessons. The higher levels of relatedness, support, and direction during activities in lessons in which students demonstrated the highest levels of engagement were most notable in the employment of motivational teaching behaviours (Reyes et al., 2017). Conversely, teachers displayed higher degrees of chaotic teaching behaviours in courses where students were least engaged (Cents-Boonstra et al., 2021). Analyses of teacher behaviour in lowly and highly engaging lessons revealed that teachers in highly engaging lessons began with high levels of enthusiasm and, after about ten to fifteen minutes, focused on activating their students by providing room for experimenting and support while students worked on assignments. On the other hand, teachers in low-engagement lessons appeared to use demotivating teaching behaviour at the start of the lesson.

3. Methodology

This research was conducted at Public Elementary School No. 01 Kedungwinong, located in Kedungwinong Village, Sukolilo District, Pati Regency in July 2023. Hennink et al. (2020) explains that qualitative research is research based on the philosophy of post-positivism and natural object conditions. This research uses descriptive qualitative research with a case study method. According to Hancock et al. (2021), case study is a research strategy in which researchers carefully investigate a programme, event, activity, process, or group of individuals.

The subjects in the study were one and four fourth-grade students. Data sources consist of primary data sources and secondary data sources. Researchers get primary data from teachers and four fourth-grade students, while secondary data sources are obtained from documentation and other supporting data that researchers use as a foundation. This research data collection technique uses observation, interviews and documentation. Data validity is used to prove the research is scientific and test the data. The data validity test in this study tests credibility, transferability, dependability and confirmability. In this study, data analysis techniques are reduction, presentation, and conclusion drawing.

4. Results

4.1 Learning Motivation in Class IV Learning Process in Elementary School

Based on interviews and observations made with fourth-grade students at Public Elementary School No. 01, Kedungwinong, regarding learning motivation, some students still have different learning interests. Researchers obtained data on 3 (Three) students grade IV at Public Elementary School No. 01, Kedungwinong. The research results obtained data on students' learning motivation in class IV learning are very good, and some could be better. It is known that LFA students have high learning motivation criteria. LFA learners are always serious about doing assignments, submitting assignments on time, feeling challenged and trying to deal with difficulties, feeling interested in various kinds of problem problems, preferring to work in their way, liking the way the teacher teaches by explaining the subject matter, daring to express opinions, feeling confident in their work, feeling happy and excited in learning difficult problems. KRAP learners are less serious in doing assignments, sometimes occasionally late in submitting assignments on time, less challenged and make less effort in dealing with difficulties, feel interested in multiple-choice problems and quizzes only, often cheat when the questions given are difficult, like the way the teacher teaches by explaining the subject matter, less courage to express opinions, feel confident in their work, less happy and excited when learning material that is not liked or working on difficult problems.

Meanwhile, MAK students are not persistent in doing assignments, are often late in submitting assignments on time, do not feel challenged and do not try to face difficulties, feel interested in multiple-choice problems and quizzes only, often cheat when the questions given are difficult or easy, like the way the teacher teaches by explaining the subject matter, do not dare to express opinions, feel confident in their work, do not feel happy and excited when learning material that is not liked or working on difficult problems. Based on the results of interviews and observations above, it can be concluded that LFA learners have high test scores because they have good learning motivation criteria. KRAP students have moderate test scores because there are several criteria for learning motivation that could be more fulfilling and better. MAK students with low test scores must meet the criteria for good learning motivation.

4.2 Supporting and Inhibiting Factors that Influence the Learning Motivation of Class IV Elementary School Students

In the learning process or class IV Public Elementary School No. 01, Kedungwinong, several supporting and inhibiting factors affect students' learning motivation. Some of the supporting factors are as follows: a) desire and desire to succeed, b) encouragement of learning needs, c) interest in learning, d) conducive environment, d) interesting learning activities, e) the existence of rewards, f) condition of body tool function.

To foster the Desire and Desire of students to succeed in the application of learning process activities, teachers increase innovation in learning and encourage students' enthusiasm for learning. Learners who are active and enthusiastic in participating in the learning process have good motivation, such as actively asking questions, answering questions and asking questions when experiencing difficulties in learning. The Encouragement of learning needs from within students and Encouragement from teachers are supporting factors that can affect students' learning motivation. A teacher should encourage students to continue learning by paying more attention who are trying to foster a spirit of learning.

Interest in learning is the most important thing in influencing learning motivation. A teacher can grow students' motivation through a wide selection of different learning methods. Using learning methods and media so that students remain enthusiastic in following the learning process. The learning methods often used by grade IV teachers are lectures, questions and answers, and discussions.

A supportive environment makes students feel comfortable and calm when participating in the learning process, thus encouraging them to be more enthusiastic about learning. The classroom environment, especially the classroom, involves students in activities that support the teaching and learning process in the classroom. The class IV environment is quite clean, with students throwing garbage in its place, and students are calm when participating in learning.

Interesting learning activities will help encourage students to be happy participating in the learning process. The ability of a teacher to create a learning atmosphere that can arouse the Desire of students to continue learning. Activities that a person is interested in will receive continuous attention. With a sense of Interest, students will be more likely to have a sense of pleasure in involving themselves in their various activities. Appreciation positively impacts people's lives, which can encourage people to improve their behaviour by increasing their activities to improve.

Appreciation is an important factor in influencing learner motivation, but giving awards to learners must be balanced with words motivating other learners to improve. In the teaching and learning process, rewarding or praising learners in the learning process is very important to help motivate learners to strive to be better such as clapping, smiling and saying nice words to learners. Having healthy body functions and having no deficiencies helps learners have good learning motivation. Physical and mental health have a huge influence on learning ability. If learners go to school in a state of unhealthy body (disturbed) both physically and mentally, this can cause less enthusiasm for learning or hinder learning activities. Some inhibiting factors that can affect students' learning motivation in learning as follows: a) expectations of ideas, b) lack of ability to remember, and c) lack of reading ability.

5. Discussion

According to Aulia & Sakina (2023), the supporting factors that influence the learning motivation of students include in the teaching and learning process, two components cannot be separated, namely between teachers and students, in which there is mutual interaction between teachers and students and mutual communication that takes place in an educational situation to achieve learning goals. Learning can be effective when there is one factor, namely learning motivation. The same thing is stated by Yahata et al. (2021) that motivation is very important in learning. Students' learning outcomes will be optimal if students have motivation. The more appropriate the application of motivation given, the more successful the desired learning process will be. So, motivation will always determine the level of learning effort for students.

According to Popovska Nalevska & Kuzmanovska (2020), the learning process is an activity that involves an individual, physical and learning activities are only carried out with a strong impetus or motivation from within the individual or from outside the individual who participates in learning activities. Some criteria for student motivation are perseverance in facing tasks, and tenacious in the face of difficulties, interest in various problems, prefer to work independently, getting bored quickly with routine tasks, can defend his opinion, not easy to let go of things that are believed, love to find and solve problems.

The desire to succeed in achieving the desired goal, namely learning seriously to get good grades (Wabiser et al., 2022). Because some grade IV students have a sense of laziness in learning the material that has been taught, students will need better learning scores. Weak ability to remember is an inhibiting factor in influencing the learning motivation of class IV students. It is due to the large amount of material that must be remembered so that students whose ability to remember is lacking have difficulty.

Learners whose reading skills need to improve will affect learning activities. Agrees with Sevinc et al. (2011) saying that students who do not understand reading will tend to have difficulty understanding each problem. So, it is not uncommon for students who do not understand reading to be lazy to do questions, which causes less than optimal learning achievement. In this study, researchers found inhibiting factors that affect learning motivation in addition to the indicators that have been determined, namely the lack of reading ability of class IV students. Some students in reading are less than optimal, such as needing to be more fluent in spelling and clearer pronunciation.

6. Conclusions

Based on the data obtained in the research conducted, the researcher concludes, namely learning motivation in the learning process of class IV students. The level of learning motivation in grade IV students is different. The learning motivation of fourth-grade students of Public Elementary School No. 01, Kedungwinong 01, could be better and better. Supporting factors that influence learning motivation in the learning process including desire and desire to succeed.

Encouragement of learning needs, learning interest, conducive environment, interesting learning activities, appreciation, and condition of the function of the body's organs. The inhibiting factors are the expectation of ideals, lack of ability to remember and lack of reading ability.

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