

Factors and Challenges Behind the Increase of Students' Learning Motivation in IPAS Learning: 'Myself and My Needs' Material

Windi Rahmadani^{1*}, Devita Cahyani Nugraheny², Muhammad Rizaq³
^{1,2,3}Primary School Teacher Education Study Program, STKIP Kusuma Negara, Jakarta, Indonesia
*windirahmadani@stkipkusumanegara.ac.id

Abstract

Learning motivation refers to internal and external factors that influence students' enthusiasm in learning. In elementary education, motivation is essential for students to understand and apply knowledge effectively. This study analyzes the learning motivation of fourth-grade students in the subject of Natural and Social Sciences (IPAS) with the topic "Myself and My Needs" at SD Negeri Jaka Mulya I. The research aims to identify factors that influence the improvement of students' motivation from low to high levels and to explore the challenges teachers face in fostering it. The study uses a descriptive qualitative method with questionnaires, observations, and documentation as data collection techniques. Data were analyzed using the Miles and Huberman model, consisting of data collection, reduction, presentation, and conclusion drawing. The findings reveal that 78.79% of students have high motivation, 21.21% moderate, and none low. The most dominant motivational indicators include the desire to succeed, curiosity, and future aspirations. Challenges include students' lack of concentration, monotonous teaching strategies, and limited family support. The study suggests using varied learning media, strengthening parental involvement, and improving teacher-student interaction to maintain high motivation levels.

Keywords: IPAS Subject, Learning Motivation, Myself and My Needs

1 INTRODUCTION

The success of a nation in the dynamic era of globalization is largely determined by the quality of its human resources. This quality is not only measured by academic achievement but also by critical thinking skills, creativity, and strong character (Indah Maslakhatul Ni'ma, 2024). All these aspects are shaped through a well-directed and continuous educational process. A good education does not merely transfer knowledge but also fosters enthusiasm and lifelong learning motivation (Husaen & Risa, 2021).

Learning motivation is a key factor in educational success. According to Sunarti Rahman (2021), motivation is an internal or external drive that encourages individuals to study diligently in order to achieve specific goals. Sadirman (2020) stated that motivation is the main driving force that leads to academic achievement. Students who complete tasks on time and strive for good grades demonstrate high motivation. Motivation plays an important role as it encourages students to participate actively, maintain attention, and enhance their desire for achievement.

Hamzah B. Uno (2011) explained six indicators of learning motivation: (1) the desire to succeed, (2) learning drive and needs, (3) hopes and future aspirations, (4) rewards in learning, (5) engaging learning activities, and (6) a conducive learning environment. These indicators serve as important references in measuring students' level of motivation.

Learning motivation is divided into two types: intrinsic and extrinsic. Intrinsic motivation originates from within the student, such as curiosity and personal goals, while extrinsic motivation comes from external factors, such as rewards or social pressure (Sadirman, 2020). Emda (2018) emphasized that intrinsic motivation tends to be more enduring and has a stronger impact on learning outcomes. The main function of motivation is to act as a driver, director, and reinforcer of learning behavior. Motivated students tend to be more active, diligent, and capable of overcoming learning difficulties.

In the teaching and learning process, both teachers and students play crucial roles. Learning is an active process in which students construct new ideas based on prior experiences (Eka Oktayani, 2025). Teachers are expected to explore students' potential and create a pleasant and motivating learning environment (Shilvia A. & Nur E., 2023). In the modern learning era, teachers are required to implement innovative strategies that engage students actively. Monotonous and irrelevant learning activities can decrease students' enthusiasm and academic performance.

The 2022 Programme for International Student Assessment (PISA) results show that Indonesia's scores remain low—mathematics 366, reading 359, and science 383 (Maria, Eva & Nur, 2024). This low literacy level is closely related to learning motivation, as motivation serves as the main driver for developing literacy skills.

One of the subjects that plays an important role in shaping students' understanding and attitudes is Ilmu Pengetahuan Alam dan Sosial (IPAS) or Natural and Social Sciences. According to Azzahra, Nurhasanah, and Hermawati (2023), IPAS learning—particularly on the topic "Myself and My Needs"—helps students understand themselves, recognize basic human needs, and develop a sense of responsibility toward their social environment.

Based on an initial observation conducted in Grade IV at SD Negeri Jaka Mulya I on Friday, November 29, 2024, involving 36 students (20 females and 16 males), it was found that nine students had low learning outcomes. The main causes were a lack of enthusiasm and learning motivation. Many students appeared passive, unfocused, and unable to restate the material. Some were daydreaming, copying their peers' work, or paying little attention to the teacher's explanation.

One factor contributing to low motivation was the monotonous learning method. The teacher frequently used PowerPoint presentations and lecturing without incorporating varied or engaging activities. Consequently, the learning atmosphere became less interactive and dull, making students less motivated to participate. Ineffective teaching strategies hindered the delivery of material and reduced student attention.

Learning motivation is essential as it reflects students' willingness and enthusiasm to achieve learning goals. Gusti Nugroho (2022) defined motivation as a conscious or unconscious drive that prompts individuals to act toward achieving their goals. Similarly, Hamzah B. Uno (2011) stated that motivation and learning are interrelated. Learning is a relatively permanent behavioral change resulting from practice and reinforcement aimed at specific objectives.

Based on this background, this study was conducted to analyze students' learning motivation in IPAS learning, particularly in the topic "Myself and My Needs." The research employed a qualitative descriptive method involving Grade IV students of SD Negeri Jaka Mulya I during the second semester of the 2024/2025 academic year. The aim of this study is to identify factors influencing changes in students' learning motivation from low to high levels, as well as the challenges teachers face in fostering motivation during the learning process.

2 RESEARCH METHODS

The researcher collected data using questionnaires to obtain direct responses from participants, as well as interviews and observations of fourth-grade students at SD Negeri Jaka Mulya I. Data were analyzed using the Miles and Huberman model, which includes four steps: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion

drawing (Atmazaki et.al., 2023). The researcher acted as the key instrument, directly involved with participants during the study period.

This research aimed to identify factors contributing to low learning motivation and challenges faced by teachers in motivating students. The study was conducted at SD Negeri Jaka Mulya I, located on Jl. Barito IV B Jakamulya, Bekasi, West Java, from November 2024 to June 2025.

3 RESULT AND DISCUSSION

This study aims to analyze the learning motivation of fourth-grade students in the Integrated Natural and Social Science (IPAS) subject on the topic "*Myself and My Needs*." The research findings were obtained through questionnaires, interviews, observations, and documentation conducted at SD Negeri Jaka Mulya I during the even semester of the 2024/2025 academic year. The results of the study are categorized into three main aspects: the level of learning motivation, the most dominant motivation indicators, and the challenges and solutions in fostering students' learning motivation.

3.1 Sub Results

3.1.1 Students' Level of Learning Motivation

Based on the analysis of questionnaires distributed to 33 fourth-grade students at SD Negeri Jaka Mulya I, it was found that 26 students (78.79%) had high learning motivation, 7 students (21.21%) were in the moderate category, and none (0%) were categorized as low. These results indicate that the majority of students demonstrated strong interest and enthusiasm in learning IPAS, particularly on the topic "*Myself and My Needs*."

These findings are consistent with the study conducted by Hesti, Istiyati, and Kamsiyati (2022), which reported that most students at SD Negeri Mangkubumen Kidul No. 16 showed high motivation in social studies subjects, with 4 out of 6 students meeting all motivation indicators. Similarly, Habib Ali (2023) reported that 35% of students in his study had high motivation, while 65% were in the moderate category during learning activities. Although the proportions differ slightly, the overall trend remains the same: most students are highly motivated, and very few show low motivation.

Another supporting study by Indah Maslakhatul Ni'ma (2023) involving sixth-grade students at SDN 007 Pendalian IV Koto concluded that students generally demonstrated good learning motivation, especially when teachers used engaging and contextually relevant learning media. The use of relevant materials, such as in the topic "*Myself and My Needs*," also contributed to students' engagement and understanding.

Table 1. Presents the distribution of student motivation levels based on the questionnaire results.

Motivation Level	Frequency	Percentage
High	26	78,79%
Moderate	7	21,21%
Low	0	0%

Table 1 shows that none of the students were categorized as having low motivation, which reinforces the assumption that the learning materials and strategies used were effective in maintaining student engagement. Similar results were also reported by Nugroho (2020), who found that students demonstrated high enthusiasm for science subjects when interactive teaching methods were applied.

3.1.2 Observed Motivation Indicators

From the six motivation indicators proposed by Hamzah B. Uno (2011), namely: (1) the desire and will to succeed, (2) the drive and need for learning, (3) expectations and aspirations for the future, (4) appreciation in learning, (5) engaging activities in learning, and (6) a conducive learning environment — the three most prominent indicators were the desire to succeed, curiosity, and future expectations. This was evident from students' active participation, their courage to ask questions, and their expression of future aspirations during the learning process. Students were more engaged when the tasks allowed them to connect the learning material with real-life situations.

3.1.3 Factors Causing Low Learning Motivation

This section presents the findings regarding the causes of low learning motivation among students based on questionnaires and observations conducted during IPAS lessons on the topic "Myself and My Needs" in Grade IV at SD Negeri Jaka Mulya I. The factors contributing to low motivation are divided into two main categories: internal factors and external factors.

From the internal perspective, some students have difficulty maintaining focus, show low interest in the material, and lack independent study habits at home, such as reviewing lessons or taking notes on important points. Some students also exhibit low self-confidence, making them prone to giving up when facing difficulties, indicating weak intrinsic motivation.

Meanwhile, external factors include monotonous teaching methods dominated by lectures, limited variation in learning media, and insufficient family support, both in terms of facilities and attention to the child's learning activities. The lack of two-way interaction between teachers and students, as well as minimal communication with parents, also reduces student engagement.

The combination of these factors interacts significantly; students with low internal motivation will struggle to progress without a supportive environment, while unengaging teaching methods can hinder students who actually have strong learning drive. These findings emphasize the important roles of teachers, parents, and students themselves in fostering learning motivation. Teachers need to implement interactive and contextual methods, parents should provide learning support at home, and students must be guided to develop independent learning awareness so that learning motivation can improve sustainably and positively impact academic achievement.

3.1.4 Teachers' Challenges in Fostering Learning Motivation

This section discusses the challenges faced by teachers in fostering students' learning motivation based on the results of the questionnaire. The obstacles encountered by teachers include limited time, a lack of variety in learning media, and difficulty in stimulating learning enthusiasm among passive students, particularly male students. In addition, the lack of parental support also poses a separate challenge, as not all parents pay adequate attention to their children's learning process at home. These factors require teachers to innovate in their teaching approaches and build closer collaboration with parents. This finding aligns with the study by Anggraini and Efendi (2023), which shows that teachers play a strategic role in developing students' learning motivation through the use of varied and interactive learning media, supported by a conducive school and family environment.

3.1.5 Observation Results and Learning Environment

The observation results show that the learning environment plays an important role in building motivation. Students responded more positively to visual media such as picture cards and videos. Female students tended to be more focused and consistent in reviewing the material after school compared to male students. A comfortable classroom equipped with air conditioning, well-arranged seating, and displays of students' work also supported positive learning behavior (Emda, 2018).

3.1.6 *Efforts and Solutions to Improve Learning Motivation*

Several strategies can be implemented to improve students' learning motivation, including the use of varied and enjoyable teaching methods such as group discussions, simulations, and educational games. Teachers can also involve parents in the learning process by providing information about their children's learning progress and encouraging their participation at home. In addition, providing learning media that are relevant to students' daily lives is also an important factor. By applying these approaches, it is expected that students will become more active, interested, and enthusiastic in participating in IPAS learning activities.

3.2 Subsection of Discussion

The findings of this study reinforce that the learning motivation of elementary school students, particularly in the IPAS subject on the topic "Myself and My Needs", is influenced by interrelated internal and external factors. Both factors play a significant role in determining students' levels of participation, perseverance, and enthusiasm throughout the learning process. From the internal aspect, the results indicate that students who possess a strong desire to succeed and a high level of curiosity tend to exhibit more active learning behavior. Based on the questionnaire results, the most dominant motivation indicators were the desire to succeed, curiosity, and hope for the future. This suggests that internal drive serves as the main factor encouraging students to achieve. Students with clear learning goals and aspirations are able to maintain their enthusiasm even when facing difficulties. This finding aligns with Hamzah B. Uno's (2011) theory of learning motivation, which states that learning success is greatly influenced by the desire to succeed, hope for the future, and a supportive learning environment.

Meanwhile, from the external aspect, it was found that the use of monotonous lecture methods and the lack of variation in learning media affected students' engagement in the learning process. A less stimulating learning environment caused students to lose focus easily, participate less, and become passive. This finding supports Sadirman's (2020) view that meaningful learning can only be achieved when student motivation is actively fostered through appropriate pedagogical strategies. In other words, a teacher-centered approach needs to be transformed into a student-centered learning approach so that students have space to express themselves and participate actively. The results of this study are also consistent with the findings of Emda (2018), who highlighted that low learning motivation is often caused by an uncondusive learning environment and a lack of family support. Social support, particularly from parents, plays an important role in developing children's confidence and learning drive. In this context, the teacher's involvement is crucial, both in creating an engaging classroom atmosphere and in maintaining effective communication with parents.

In addition, the study found that the use of relevant and contextual learning media can enhance students' participation and attention during lessons. The use of visual media, teaching aids, and exploratory activities based on the surrounding environment was proven to stimulate curiosity and improve conceptual understanding. This finding is in line with the constructivist principle, which emphasizes that knowledge is actively constructed by students through meaningful learning experiences. Based on these findings, the study recommends several strategic steps to enhance students' learning motivation, including the implementation of varied teaching methods such as group discussions, educational games, simple experiments, and project-based learning; the active involvement of parents in the educational process; the use of contextual learning media that relates to students' daily lives; and the creation of a positive, enjoyable, and inclusive learning environment.

By applying these strategies, students' learning motivation is expected to improve sustainably. Furthermore, this effort to enhance motivation will not only benefit IPAS

learning but also other subjects, as motivation serves as a fundamental element in shaping students' character and long-term learning habits. The findings of this study emphasize that learning motivation is not a spontaneously emerging aspect but rather the result of a dynamic interaction between internal drives and external support. Therefore, synergy among teachers, students, parents, and the school environment is essential in creating a learning system oriented toward the development of motivation and meaningful learning experiences.

4 CONCLUSION

Based on the research conducted in the fourth grade of SD Negeri Jaka Mulya I, it can be concluded that students' learning motivation in the IPAS subject on the topic "Myself and My Needs" falls into the high category. This is evident from the questionnaire data showing that 78.79% of students had high learning motivation, 21.21% were in the moderate category, and none were categorized as low.

This high level of motivation is influenced by several factors, including the application of varied and contextual teaching methods, the use of engaging and interactive learning media, and the creation of a supportive classroom environment. In addition, students' active participation and enthusiasm during learning activities reflect the teachers' success in designing lessons that encourage curiosity and responsibility in learning.

The findings suggest that teachers need to continuously develop creative and innovative teaching strategies to maintain and enhance students' learning motivation. Schools are also encouraged to provide facilities and programs that support interactive and student-centered learning. Furthermore, this study opens opportunities for future research to explore efforts to improve motivation in other subjects or through different learning formats, such as online or blended learning.

Thus, the results of this study do not represent the end of an inquiry, but rather the beginning of developing more effective educational practices aimed at strengthening students' interest, engagement, and enthusiasm for learning at the elementary school level.

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