Khotimah, K., Yudha, C. B., Ali, Arhamuddin.
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DOI 10.37640/ice.02.510
In Proceeding of International Conference on Education-02, pages 102-107
e-ISSN 2964-7479
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Analysis Of Student's Learning Motivation

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Abstract

Motivation and learning are two things that influence each other. Learning is a change in behaviour that is permanent and potentially occurs as a result of practice or reinforcement based on goals to achieve certain goals. The research objectives to be achieved are to determine student learning motivation. The research method used by researchers is descriptive qualitative. The results showed that low learning motivation was caused by several factors, obstacles, and teacher professionalism in the classroom. the factors that cause low learning motivation are caused by internal factors such as not paying attention to the teacher's explanation, students do not have confidence in participating in the lesson. As well as external factors such as lack of varied learning methods, lack of learning media, lack of learning resources. The teacher's obstacles in cultivating student learning motivation are the use of learning methods that are less varied causing boredom in students, and teacher professionalism in the learning process considering that teaching is a professional job so to become a professional teacher must have extensive experience and insight in order to increase student learning motivation in the classroom.

Keywords: Learning Motivation

1 INTRODUCTION

According to the 2003 Law, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

According to Sumintono (2010; 64) basically, science learning as a subject in schools will have an important impact, because it is closely related to (1) the sustainability of mankind in this world, especially with regard to wise choices of action on global issues; (2) the demands of the workforce in an economic environment based on science and technology. This clearly indicates the need for science education in schools to be effective and relevant for the majority of the population as well as for different groups.

According to Muhammad Ali (1998) in the complete dictionary of modern Indonesian, motivation can be defined as everything that drives behaviour that demands or encourages someone to meet their needs. Motivation according to the Big Indonesian Dictionary is: "In relation to learning, motivation is all efforts to move and provide stimulation to students, whether born from the conscience of the students themselves (intrinsic motivation) in terms of improving their learning achievements or carried out by teachers, parents, or the environment (extrinsic motivation).Meanwhile, learning is practicing, trying to gain knowledge.Learning Motivation is a psychic driving force from within a person to be able to carry out learning activities and add skills and experiences. Motivation encourages and leads interest in learning to achieve a goal.

Uno (2014: 23) mentions 6 indicators of learning motivation, including: (a) Having the desire and desire to succeed. (b) Having motivation and needs when learning. (c) Having hopes and aspirations for the future. (d) Having appreciation in learning. (e) Having

interesting activities when learning. (f) Having a conducive learning environment, so that it allows a student to learn well.

According to Kirby, E., & McDonald, J. (2009: 41), "Motivation is the desire and energy that moves you to complete a task or reach a goal", meaning that motivation is the desire and energy that moves a person to complete a task or achieve a goal. Another opinion according to Timothy & Robbins (2009: 209) that motivation is a process that explains the intensity, direction, and persistence of effort to achieve a goal.

Researchers conducted research at SDI PLUS edu/prog school from September 2022 to June 2023. During the researcher's observation at the school, the researcher found problems in class IV SDI PLUS edu/prog, that the problem in the class was the low motivation of students to learn in science learning.

According to Chrisnaji Banindra Yudha (2018) According to the meaning of the word motivation comes from English, namely motivation. Motivation means encouragement or stimulus, while motive is an impulse that comes from within a person's mind or heart, which drives his conscious behaviour to meet needs or achieve the goals he aims for. So motivation is the driving force of a person to achieve or achieve the desired goal.

There are 13 students in class IV consisting of 6 boys and 7 girls. Of the 13 fourth grade students based on observations that have been made, there are 5 students who experience low motivation to learn in class. During the science learning process, the teacher only refers to the textbook and there is no learning variation that attracts students' attention and causes the students' learning motivation to be low.

Based on the observation data that researchers have conducted in the field and in accordance with the observations made by researchers at the school at SDI PLUS edu / prog Pondok Gede, researchers are interested in studying related to student learning motivation in science subjects in class IV SDI PLUS edu / prog.

2 RESEARCH METHODS

According to Sugiyono (2013), qualitative research methods are often referred to as naturalistic research because the research is conducted in natural conditions (natural settings). The method used by researchers in this study is to use Descriptive research methods with a Qualitative approach. In this qualitative descriptive research aims to describe, describe, explain, and answer in more detail the problems to be studied by studying as much as possible whether it is an individual, group, or phenomenon that occurs. The procedure for implementing researchers to be carried out by researchers using descriptive research is through observation, interviews, questionnaires and documentation studies.

In this study researchers used data collection techniques in the form of observation, interviews, and documentation. The subjects in this study were principals, teachers, class IV, class IV students. Meanwhile, data analysis techniques using the Miles and Huberman Model include 1) data reduction, namely the process of selecting data that is focused on important things, so that it can produce clear and detailed information, 2) data presentation, namely presenting data in narrative form or by describing related student learning motivation in science subjects, 3) data verification or conclusion drawing, namely knowing the high and low motivation of students learning in class IV at SDI PLUS edu/prog..

Data validity in this study uses source triangulation and technical triangulation. According to Sugiyono (2013) source triangulation is used by researchers to test the validity of data by checking data from different sources with the same technique.

According to Sugiyono (2013) Triangulation techniques used by researchers to test the validity of data by checking data from the same source, but using different techniques. In this study, the techniques used include observation, interviews, questionnaires and documentation.

3 RESULT AND DISCUSSION

Research findings have been carried out by researchers by reducing data, so as to get research results. After reducing the data, the next step is to present the data, then the data is verified (drawing conclusions). Researchers will describe how learning motivation in science lessons in class IV SDI PLUS edu/prog, Pondok Gede. Researchers conducted initial data collection using instruments in the form of observation sheets, interviews and documentation. When researchers make observations, researchers use tools such as mobile phones, notebooks and field notes that researchers use to record and take pictures related to things when research takes place. When researchers conducted classroom observations, researchers made observations for class IV teachers and class IV students.

3.1 Factors Causing Low Learning Motivation

Internal factors and external factors are factors that can affect a student's learning motivation. This is in accordance with the opinion of Yusuf in Rahmawati (2016: 17-18) which states that learning motivation arises because of internal factors and external factors that influence a person to learn. Physical factors include nutritional needs (nutrition), health conditions, and physical functions, especially the five senses, as well as psychological factors. students related to the physical and spiritual condition of students are internal factors that can affect student learning motivation. Meanwhile, social factors regarding students' relationships with teachers, counsellors, peers, parents, neighbours, and non-social factors such as air conditions (cold or hot weather), time (morning, afternoon, evening or night), place (quiet, noisy, or the quality of the place to study at school), and student facilities in learning (facilities and infrastructure) are included in external factors that can affect student learning motivation. Hamalik (2017: 113) explains that intrinsic motivation or extrinsic motivation arises and is influenced by several factors, including the level of awareness in students, attitudes from teachers, the influence of peers, and also the atmosphere of the class when learning.

Based on the description above, it is relevant to the findings of the research conducted by the researcher. It is evident that the factor influencing learning motivation is that the teacher's ability to apply the skill of making variations in teaching is also one of the ways that can be used to achieve effective classroom management in avoiding boredom. From the results of the class teacher interview, it can be concluded that students like interesting learning in class. When in class, the teacher must prepare interesting activities so that students are motivated to foster enthusiasm for learning. As for other factors such as: a) Internal factors Lack of attention to teacher explanations SDI PLUS edu / prog students when science teachers explain or explain their lessons pay less attention. This is justified by the science teacher who stated that when he explained the lesson there were still some students who were cool with their own activities and paid less attention to his explanation, this can be seen from several indications such as lack of attention to the teacher's explanation, b) external factors Lack of variety of learning methods Science teachers at SDI PLUS edu/prog in the teaching and learning process have not used a variety of methods. The method often used by teachers is the lecture method, which is a way of delivering learning materials to students orally. As for the description of the use of this lecture method, students sit, look and listen and memorise it without any further investigation by the teacher concerned. this can be seen from indications such as the lack of varied learning methods.

According to Rizki Permatasari (2018) in a journal entitled Factors Causing Low Learner Motivation in Islamic Religious Education Subjects at Guna Dharma Junior High School in Bandar Lampung which states that the factors that cause low student learning motivation the teaching method used by the teacher is still classical, namely the lecture method so that there are still many students who look active only certain.

Based on the findings of previous research by Rizki Permatasari (2018) that it is relevant to the research findings that have been conducted by researchers. This is evidenced by the data obtained from the fourth grade teacher interview, namely when the teacher explains the lesson, students do not pay attention to the teacher's explanation.

3.2 Teacher Constraints in Cultivating Learning Motivation

According to Indah Purnama (2018) in her thesis entitled Teacher's Endala Motivating Students in the Learning Process at SD Negeri 46 Banda Aceh, stated that the teacher's obstacle in motivating students in the learning process is a teacher provoking students to raise curiosity about the material being taught. It is not easy to motivate students, therefore preparation is needed before the implementation of the learning process.

Based on the findings of previous research by Indah Purnama (2018), it is relevant to the research findings that have been conducted by researchers. This is evidenced by the data obtained from the fourth grade teacher interview, namely that the class teacher does not know how to motivate children to submit assignments on time. What happens is that some students do not do the assignment for certain reasons.

3.3 Teacher Professionalism in The Learning Process

As a motivator, the teacher is able to motivate students to always learn on various occasions (Usman, 2016).The birth of a teacher will be able to play his role as a teacher well if he masters and is able to carry out teaching skills. As a facilitator, the teacher is able to seek teaching and learning resources, whether in the form of resource persons, textbooks, magazines, or newspapers. And then the teacher as an evaluator, the teacher should be able and skilled in carrying out assessments, because with the assessment the teacher can find out the achievements achieved by students.

For this reason, teachers are expected to be able to create learning conditions that challenge student creativity, motivate students, use multimedia, multi-methods, and multi-sources in order to achieve the expected learning objectives, so that when teaching, students are motivated to take part in lessons which results in optimal learning outcomes. In classroom learning, teachers have been able to improve student learning achievement (Laili & Nafi'ah, 2020). As a motivator, teachers are able to motivate students to always learn on various occasions (Usman, 2016).

In classroom learning, teachers have been able to improve student learning achievement (Laili & Nafi'ah, 2020). As a motivator, teachers are able to motivate students to always learn on various occasions (Usman, 2016). The birth of a teacher will be able to play his role as a teacher well if he masters and is able to carry out teaching skills. As a facilitator, able to seek teaching and learning resources, both in the form of sources, textbooks, magazines, or newspapers. And then the teacher as an evaluator, the teacher should be able and skilled in carrying out assessments, because with the assessment the teacher can find out the achievements achieved by students.

Based on the description above, it is relevant to the research findings conducted by the researcher. It is evident that the professionalism of teachers in the learning process, especially in the field of science that professional teachers need to understand that professional competence itself and several strategies in delivering the material. Learning strategies are the teacher's efforts in creating an environmental system that allows teaching and learning to occur. Strategy can also be interpreted as a choice of teaching and learning activity patterns set by the teacher to achieve learning objectives effectively.

According to Fatmawati (2018) in her thesis said that teacher professionalism is the ability of teachers to carry out their main duties as educators and teachers including the ability to plan, conduct, and evaluate learning.

Based on the previous research data above, it is relevant to the research findings as evidenced by the data obtained from the researcher's interview with the fourth grade teacher that learning in the classroom needs to require an interesting learning strategy so that students can get maximum learning outcomes in the classroom.

3 CONCLUSION

Based on the results of research and discussion about the Analysis of Student Motivation through learning Natural Sciences (IPA) in grade IV students at SDI PLUS edu / prog Pondok Gede. The researcher draws the following conclusions:

1) Factors causing low student learning motivation in science learning, namely: external factors, and internal factors. With this aspect, teachers can find out the low motivation of students to learn. Internally, the factors causing low learning motivation in science subjects for SDI PLUS edu / prog students are lack of attention when learning and poor learning habits. SDI PLUS edu/prog students when the science teacher explains or explains the lesson they pay less attention. This is justified by the science teacher who stated that when he explained the lesson there were still some students who were cool with their own activities and paid less attention to his explanation.
2) Teachers' constraints in cultivating motivation to learn science, there are several efforts that teachers have made to increase student learning motivation in the classroom, for example by giving praise or rewards to students. efforts to foster self-awareness in students that the importance of doing assignments so that students feel the importance of the task and accept it as a challenge so that students work hard by risking their pride as an important form of motivation.Teacher Professionalism in the Science Learning Process, Considering that the teacher's job is a professional job, to become a professional teacher must meet several requirements, including: a) Teachers must have talent as teachers, b) Teachers have expertise as teachers, c) Teachers have a good and integrated personality, d) Teachers have a healthy mentality, e) Teachers are able-bodied, f) Teachers have extensive experience and insight, g) Teachers are human beings with the spirit of Pancasila, h) Teachers must be good citizens. Based on interviews conducted by researchers at SDI PLUS edu/prog about teacher professionalism in the learning process, especially in the field of science, professional teachers need to understand that professional competence itself and several strategies in delivering the material. Learning strategies are the teacher's efforts in creating an environmental system that allows teaching and learning to occur. Strategy can also be interpreted as a choice of teaching and learning activity patterns set by the teacher to achieve learning objectives effectively.

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