



# TEACHER STRATEGIES TO INCREASE STUDENT LEARNING MOTIVATION

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Pendidikan Guru Madrasah

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## ABSTRAK

Pendidikan tidak terlepas dari dua peran penting yaitu guru dan siswa. Oleh karena itu, keduanya harus hadir dalam pendidikan dan saling melengkapi dalam proses pembelajaran. Guru berperan sebagai sahabat, pendamping, pengajar, kolega, pembimbing, orang tua, dan perwujudan seluruh sifat individu yang memungkinkan proses pembelajaran di sekolah dapat berjalan lancar. Sedangkan siswa sebagai pembelajar harus mampu menerima, memahami, dan menguasai materi yang disampaikan guru. Fokus penelitian ini adalah untuk: 1) Memahami strategi guru dalam meningkatkan motivasi belajar siswa kelas IV MI Ar-Rahim Kecamatan Arjasa Kabupaten Jember; 2. Mengidentifikasi faktor pendukung dan penghambat strategi guru dalam meningkatkan motivasi belajar siswa. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Teknik pengumpulan data meliputi observasi, wawancara, dan telaah dokumen. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan. Pengujian keabsahan data dilakukan dengan menggunakan triangulasi sumber dan triangulasi teknik. Temuan penelitian ini adalah: Pertama, strategi guru MI Ar-Rahim dalam meningkatkan motivasi siswa antara lain dengan memberikan reward dan punishment kepada siswa serta menggunakan media dan metode pembelajaran yang menarik dan bervariasi. Kedua, faktor pendukung meliputi faktor internal seperti semangat dan keinginan siswa untuk belajar dan berhasil, serta faktor eksternal seperti keahlian guru, sarana dan prasarana, suasana belajar yang menyenangkan, dan dukungan keluarga.

## ABSTRACT

Education is inseparable from two important roles: teachers and students. Therefore, both must be present in education and complement each other in the learning process. The teacher acts as a friend, companion, instructor, colleague, guide, parent, and embodies all individual qualities that enable the learning process in school to run smoothly. Meanwhile, students, as learners, must be able to receive, understand, and master the material presented by the teacher. The focus of this study is to: 1) Understand the teacher's strategies in enhancing the learning motivation of fourth-grade students at MI Ar-Rahim, Arjasa District, Jember Regency; 2. Identify the supporting and inhibiting factors for teacher strategies in increasing student learning motivation. This research uses a descriptive qualitative approach. Data collection techniques include observation, interviews, and document review. The data analysis techniques used are data reduction, data presentation, and conclusion drawing. Data validity testing is conducted using source triangulation and technique triangulation. The findings of this study are: First, the strategies of MI Ar-Rahim teachers in increasing student motivation involve providing rewards and punishments to students and employing engaging and varied learning media and methods. Second, the supporting factors include internal factors such as students' enthusiasm and desire to learn and succeed, and external factors like the teacher's expertise, facilities and infrastructure, a pleasant learning atmosphere, and family support.

## INTRODUCTION

Education is a conscious effort made by adults to those who are considered not yet mature. Education is the transformation of knowledge, culture, and values that develop in a generation so that they can be passed on to the next generation (Widyaiswara, Parmiti, &

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Suarjana, 2019): In this sense, education is not only the transformation of knowledge, but also involves the transformation of culture and values that develop within society. Education, in this broader meaning, has a much wider scope compared to the definition that only encompasses the transformation of knowledge. The culture built by humans and society in this context is closely related to education. According to Koesoema in (Idrus, 2024) education, in its broader context, directs humans towards the realization of a culture that leads to goodness and the development of society. As we all know, education is inseparable from two important roles: the teacher and the student. (Arsini, Yoana, & Prastami, 2023). Therefore, both must be present in education and complement each other in the learning process. The teacher becomes a friend, companion, educator, coworker, mentor, parent, and all the individual abilities that enable the learning process in school to run smoothly, both inside and outside the classroom. (Zainudin, 2022; Manja, 2024). Educational activities are related to the overall existence of an individual in relation to others and their environment. Therefore, educational activities cannot be limited to those conducted in the classroom. Education can happen and be carried out anywhere, even when teachers meet students while shopping at the market, at a bus stop, eating at a restaurant, or at other places. This research includes new findings in an effort to understand in detail how the strategies applied by teachers can influence students' interest and motivation to learn, based on the perceptions and direct practices of those teachers. Some previous related studies are (Elmalia Futri, Wina Mustikaati, 2024) which emphasizes strategies for understanding effective practices that can create a conducive learning environment and compares various strategies, the research conducted (Mufatikhah, Rondli, & Santoso, 2023) to identify the strategies teachers use to provide learning motivation, research from (Hanaris, 2023) which highlights the role of teachers in enhancing students' learning motivation, research (Zulvia, 2023) which outlines the strategies used by teachers to increase students' motivation to learn, as well as (Rahmadani Fitri Ginting, 2024) which examines the role of effective classroom management in creating a positive learning environment that encourages students to be more motivated. While all of these studies discuss strategies to enhance student learning motivation, this research is unique because it offers a new perspective on understanding the role of teachers in boosting learning motivation, while also contributing to the development of more adaptive and responsive methods to meet students' motivational needs.

The teacher as a character educator aptly describes the relationship between individuals in the world of education, as becoming a teacher essentially means positioning oneself as a role model for students' lives (Hasbar, Wardiah, & Muhammad Arsyam, 2024). As a teacher

of life, their role is not only to make students smart and proficient in the material, but also to help them grow integrally and holistically as human beings, so they can continue to develop in their interactions with others, reinforcing their individuality and uniqueness. Meanwhile, students as learners must be able to accept, understand, and master the material provided by the teacher. One aspect that influences students' ability to understand the lesson material is learning motivation. (Maryati et al., 2024). Motivation plays a crucial role in determining the success or failure of students' learning process. Learning without motivation makes it very difficult for students to succeed. (Ndraha & Harefa, 2023). Because students who lack learning motivation will not likely engage in learning activities. Motivation is a driving factor or encouragement that can spark enthusiasm and also has the ability to change a person's behavior or actions towards something better for themselves. (Agus, 2022). Motivation is a change within a person or individual, characterized by the emergence of feelings and reactions to achieve goals. (Anwar, 2023). Motivation can be viewed from two types, namely intrinsic motivation and extrinsic motivation (Herzamzam, 2021). Intrinsic motivation is the desire to act driven by internal factors within the individual, while extrinsic motivation is motivation that arises due to external influences on the individual. The behavior that occurs is influenced by the environment. (Sutarti, 2017).

Based on the above description, the researcher believes that in-depth research is needed to analyze the strategies teachers use to enhance student learning motivation in elementary schools, as well as to understand the factors that support and hinder the implementation of these strategies. Given the importance of learning motivation in students' academic and personal development, this study aims to explore the strategic steps applied by teachers to ignite students' interest and enthusiasm for learning. This research also focuses on identifying supporting factors, such as the learning environment, support from the school, and parental involvement, that can strengthen the effectiveness of the motivational strategies implemented by teachers. On the other hand, this study will examine various inhibiting factors, both internal and external, that may become obstacles in increasing students' learning motivation. Therefore, this research aims not only to identify the strategies used by teachers but also to understand the factors that affect the success or challenges of motivational strategies in the context of elementary education. The results of this study are expected to provide comprehensive insights for teachers and stakeholders in enhancing student learning motivation through appropriate and sustainable approaches.

## RESEARCH METHOD

This study uses a qualitative approach. Qualitative research is a research procedure that generates descriptive data in the form of spoken words, written texts, and the behavior of the individuals being observed. (Nugrahani, 2014). Qualitative research is a type of research aimed at understanding the phenomenon of what the research subjects experience, such as behavior, perceptions, motivations, actions, and so on, in a holistic manner. This is done by describing the phenomenon in words and language, within a specific context, and using various scientific methods. It is called descriptive because this research aims to provide a systematic, factual, and accurate description of the facts and characteristics of a particular population or area.

The subjects of this research are selected using purposive sampling technique. Purposive sampling is the process of selecting data sources with specific considerations, such as choosing individuals who are considered to have the best understanding of what the researcher is aiming to study. (Abdussamad, 2021). By using the purposive sampling technique, the informants selected for this research are: 1) the homeroom teacher of MI Ar-Rahim, and 2) students. The data collection techniques used in this research are observation, interviews, and documentation. The instruments used in this study include a checklist for the observation method, interview guidelines for the interview method, and documentation guidelines for the documentation method. The data is analyzed using the data analysis approach by Miles A. Michael Huberman, which consists of three stages: data reduction, data display, and conclusion drawing/verification. For data validity, the researcher uses credibility tests with source triangulation, technique triangulation, and time triangulation by cross-checking one type of data through multiple data sources. (Abubakar, 2021). Technique triangulation is carried out by cross-checking data from the same source using different techniques, while time triangulation is done by checking data obtained through interviews, observations, or other techniques at different times. (Sugiyono, 2021).

## RESULTS AND DISCUSSION

### Results

#### Teacher's Strategy

Strategy is a way or method, and generally, strategy refers to an outline or plan of action to achieve a predetermined goal. (Dhuka, 2022) Strategy is similar to tactics, plans, or politics; it involves the arrangement of potential and resources to efficiently achieve the results of a design. Strategy is the optimal use of a situation and conditions to reach a target. In the military, strategy is used to win a war, while tactics are used to win a battle. The term

"teacher" has several variations, such as *ustad*, *muallim*, and *murobbi*. (Kafi & Ritonga, 2023). Several terms for referring to teachers are related to various terms in education, such as *ta'lim*, *tadib*, and *tarbiyah*. The term *muallim* emphasizes the teacher as an educator and transmitter of knowledge and information, while *muaddib* positions the teacher as a moral and ethical guide for students through role modeling. Meanwhile, the term *murobbi* focuses on the development and nurturing of both physical and spiritual aspects of the students. The most commonly used term, which has a broader and neutral meaning, is *ustad*, which in Indonesian is translated as teacher.

In Indonesian, the term *guru* is used alongside the terms *pengajar* (teacher) and *pendidik* (educator). The latter two terms are essential tasks of a *guru*, which are teaching and educating students simultaneously. Although the terms *guru* and *ustad* have similar meanings, in practice, especially in Islamic schools, the term *guru* is used more generally. On the other hand, the term *ustad* is specifically used for teachers who have deep knowledge and practice of religious teachings. In a broader context, the term *guru* is not only limited to educational institutions or schools but is also associated with the term *bangsa* (nation), hence becoming *guru bangsa* (the teacher of the nation). A *guru* is a professional educator whose main duties include teaching, educating, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. A *guru* is an educational professional who, pedagogically, has a significant responsibility in the learning process toward educational success, particularly in ensuring the future success of their students. (Rukhayati, 2020).

## Learning Motivation

The basic definition of motivation is the internal state of an organism, whether human or animal, that drives it to take action. In this sense, motivation refers to the energy supplier (energizer) that directs behavior toward a specific goal. (Malik, 2016). The word *motive* comes from the Latin word *movere*, which means to move. A motive, often referred to as *needs*, is a drive that is linked to a specific goal. Human behavior is always driven by motives and motivations. The variety of motives and motivations colors human life, such as eating because of hunger, seeking affection, wanting to be accepted by the environment, and so on. (Sihombing, Br Simanjuntak, & Siagian, 2022).

When discussing the types of motivation, it will be addressed from two perspectives: motivation that comes from within a person, known as intrinsic motivation, and motivation that comes from outside a person, known as extrinsic motivation (Ariyanto, 2021).

1. Intrinsic motivation refers to the motives that become active or functional without the need for external stimulation, as every individual already has an internal drive to do something. When a person possesses intrinsic motivation, they will consciously engage in an activity that does not require external motivation. In learning activities, intrinsic motivation is crucial, especially for self-directed learning (Gaol, Nelyahardi, & Yaksa, 2023). A person who lacks intrinsic motivation will find it very difficult to continuously engage in learning activities. On the other hand, someone with intrinsic motivation always strives to progress in their learning. This desire is driven by positive thinking, believing that all the subjects being learned now will be useful both in the present and in the future. When a person has intrinsic motivation within themselves, they will consciously engage in an activity that doesn't require external motivation. In learning activities, intrinsic motivation is crucial, especially for self-directed learning. A person who lacks intrinsic motivation will struggle to maintain continuous learning. (Sholekah, Nawantara, & Sancaya, 2021). A person with intrinsic motivation always strives to advance in their learning. This desire is driven by positive thinking, believing that all the subjects being studied now will be necessary and very useful both in the present and in the future. It should be emphasized that students with intrinsic motivation are more likely to become educated individuals who are knowledgeable and possess expertise in specific fields. A love for learning is an activity that is never absent from the lives of students with intrinsic motivation. (Samrin, Syahrul, Kadir, & Maknun, 2020). It is universally acknowledged that learning is a way to acquire knowledge. Learning can be associated with reading, and in this sense, reading becomes the key to innovation in personal development. No one can be knowledgeable without engaging in reading activities. The evolution of human thought, advancing over time, is largely due to reading, which is closely related to motivation as a driving force, linked to the need for progress and the acquisition of knowledge.
2. Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation refers to motives that become active and functional due to external stimuli. Learning motivation is considered extrinsic when students place their learning goals outside the factors of the learning situation. Students learn in order to achieve goals that lie outside the content they are studying, such as achieving high grades, obtaining a diploma, earning a degree, receiving honors, and so on. Extrinsic motivation does not mean that it is unnecessary or undesirable in education; in fact, extrinsic

motivation is essential for encouraging students to engage in learning. (Ermianto, 2022). There are various ways to motivate students to progress. A successful teacher is one who is skilled at sparking students' interest in learning. (Selvina Salsabila, Aris Gumilar, & Dayu Retno Puspita, 2023). The misuse of extrinsic motivation can be detrimental to students. As a result, extrinsic motivation may not serve as a driving force but instead make students lazy to learn. Therefore, teachers must be able to use extrinsic motivation accurately and appropriately to support the educational interactions in the classroom. During the teaching and learning process, students should have the motivation to engage in the ongoing learning activities. If students are strongly motivated by the subject matter being taught by the teacher, they will show active participation and involvement in the activities of the lesson. (Kateman, Kasus, Kelas, & Kateman, 2024). Motivation plays an important role in learning because it determines the intensity of the effort students put into their studies. The functions of motivation can be outlined as follows: (Anis Fu`adah, 2022) :

- a. Encourages action. Motivation, in this case, serves as the driving force behind every activity that will be undertaken.
- b. Guides the direction of actions, towards the intended goals. Thus, motivation provides direction and ensures that activities are aligned with the formulated objectives.
- c. Selects actions, determining which actions are necessary and appropriate to achieve the goal, while discarding actions that are not beneficial to the objective.

## **Discussion**

### **Teacher's Strategy in Enhancing Student Learning Motivation**

The results of this study show that the teacher's strategy in enhancing the learning motivation of Grade VI students at MI Ar-Rahim Arjasa Jember is by providing motivation strategies that keep students engaged during the learning activities, namely:

1. Providing rewards to students, which increases their self-confidence, fosters learning motivation, and encourages personal development.
2. Imposing punishments as a motivational tool to discourage behaviors or attitudes that violate rules and prevent undesirable actions, as per the expectations of parents, teachers, and the community.

3. Creating a pleasant and non-boring learning environment, for example, by incorporating games related to the learning material.
4. Using engaging learning media such as videos, PowerPoint presentations, and images.
5. Employing diverse and appropriate teaching methods. In providing motivation to students, the teacher not only monitors the learning activities but also takes actions to ensure that students participate in all school activities.

The findings of this study indicate that the teacher's strategies in enhancing student learning motivation include providing rewards and punishments. This aligns with the opinion of Arianti, who stated that offering rewards can be seen as motivation for students, and imposing appropriate and wise punishment can also serve as a motivational tool. (Arianti, 2019). The teacher also uses various methods and learning media to motivate students to learn, in addition to creating a pleasant learning atmosphere. This is in line with the opinion of (Rusydi Ananda, Fitri, 2020) This is in accordance with the opinion that using various teaching methods and media can increase student motivation. With varied methods and media, boredom can be reduced or eliminated. Additionally, creating a pleasant learning atmosphere can also boost students' motivation and enthusiasm for learning.

### **Supporting and Hindering Factors for Teachers in Motivating Student Learning**

The research findings show that the factors supporting teachers in motivating students to learn in class VI at MI Ar-Rahim Arjasa Jember can be divided into two categories: internal factors and external factors, as follows:

1. Internal Factors: These come from within the students themselves. Internal factors include the motivation and desire of students to learn and succeed. Essentially, they have a desire to succeed, be smart, and become the pride of their school and parents.
2. External Factors: These come from outside the students themselves. External factors include the competency of the teacher. Teachers perform their duties professionally, and the adequate school facilities and infrastructure also become supporting factors in motivating students to learn. In addition, parental support and the family environment are also key external factors that motivate students to learn. Parents cooperate with the school to monitor the child's progress. Support from the child's own family, such as parents bringing them to school on time, also generates enthusiasm for learning.

Supporting factors for motivating students to learn originate from the students themselves, as they are still young and receptive to motivation from their teachers. Furthermore, support from parents, such as taking children to school on time, fosters their enthusiasm to learn. On the other hand, hindering factors in motivating students to learn come from parents who do not encourage or guide their children to study diligently. Additionally, differing perceptions or views from teachers about students can hinder student motivation to learn.

The factors that hinder student motivation to learn are as follows:

1. Internal Factors: These include the student's personality, such as a lack of discipline in terms of attendance at school and completing assigned tasks. Additionally, a student's intelligence can also be a hindering factor in motivating them to learn.
2. External Factors: These include the influence of the student's environment, which may not be supportive or conducive to learning.

The research findings on the supporting and hindering factors for teachers in motivating students align with the opinion of Djarwo, who states that there are two factors that affect learning motivation: Internal Factors: These factors come from within the students themselves, including intelligence, interests, talents, emotions, physical condition, and attitudes and External Factors: These factors come from outside the students, such as family, school, and society (Djarwo, 2020).

## CONCLUSION

Based on the research findings and discussions, the conclusions of this study are as follows: 1) The strategy used by the teachers at MI Ar-Rahim Arjasa Jember in improving students' motivation to learn includes providing rewards and punishments to students, creating a pleasant and engaging learning environment, and utilizing varied and interesting learning media and methods. 2) The supporting factors for motivating students to learn are: Internal Factors: Students' motivation and desire to learn and succeed. External Factors: Teachers' competence, adequate facilities and infrastructure, a pleasant learning environment, and support from the family and parents. The hindering factors include: Internal Factors: The student's personality, particularly a lack of discipline regarding attendance and task completion, and external Factors: The negative influence of the student's environment.

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