

Analysis of Fifth Grade Students' Learning Motivation at Elementary School 07 Kecamatan Pontianak Utara

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Abstract: Learning motivation is the main driving aspect to achieve optimal learning outcomes. This study aims to describe the distribution of learning motivation categories in fifth-grade students. With the total sampling technique, the research sample also totaled 76 students. The questionnaire instrument was analyzed using descriptive statistics. The results of the study concluded that students' learning motivation is generally in the very good category. It was recorded that 62% of students were in the very high category and 37% in the high category, so that a total of 99% of students had good to very good motivation. Only 1% of students are in the medium category, and none are in the low category. These findings provide important empirical data for teachers to improve the quality of learning.

Keywords: academic achievement; descriptive statistics; elementary school students; learning motivation.

Introduction

Motivation is the main basis that drives a person's enthusiasm in action (Rosidah, 2018). Motivation is a psychological condition that arouses a person's interest in doing something (Muhibbin Syah et al., 2016). Learning motivation plays a vital role as a psychological potential that drives students' learning activities in the context of education (Chaplin in Suharni, 2021). Student learning motivation is one of the psychological potentials that is very important to have (Thoifuri in Oktiani, 2017), because it can activate student motivation in driving the process of learning activities (in Daniati et al., 2023), and is related to the learning process in order to improve student achievement (Harahap et al., 2021). Motivation can stimulate the spirit of learning, and conversely, a lack of motivation will reduce the enthusiasm for learning (Suharni, 2021).

However, suboptimal learning motivation is still found at the elementary school level which is characterized by the phenomenon of students who are less enthusiastic about participating in learning (Jainiyah et al., 2023), not paying attention to the teacher when explaining the material, and passive behavior (Ramadhani & Muhroji, 2022), such as being busy alone, sleepy, and brooding. (Rismawati & Khairiati, 2020). A characteristic of low learning motivation in a student is an attitude of not caring about something that someone should be doing (Alfath et al., 2023).

Based on this background, the main purpose of this study is to comprehensively describe the level of learning motivation of grade V students of SD Negeri 07 North Pontianak District. In more detail, this study has a special purpose, namely the distribution of learning motivation categories (very high, high, medium, and low) in fifth-grade students.

Methods

The study uses a quantitative approach with a descriptive research type to describe the phenomenon of student learning motivation through the collection of numerical data. The subjects in this study involve the population of all grade V students of SD Negeri 07, North Pontianak District. Considering that the population is still within reach and to avoid data bias, a saturated sampling technique (total sampling) was applied in the study, so that the number of samples in this study was 76 students who participated as respondents.

Data collection was carried out using an instrument in the form of a questionnaire (Ruane 2021), which was filled out independently by students (Arikunto, in Nugroho 2018). This questionnaire is designed based on indicators of learning motivation developed from problems that include aspects of enthusiasm, attention, interest in tasks, involvement, and perseverance (Wahyuningrum 2023). The data on the distribution of questionnaires was then analyzed using a four-category Likert scale. The development of the questionnaire items used in this study can be seen in the table below.

Table 1. Distribution of Learning Motivation Questionnaire Items

Indicator	Sample Question Item (Representation)
Enthusiasm in TaL	Do I always listen carefully to the teacher's explanations?
Interest in doing tasks	Do I always collect tasks on time?
Involvement in the classroom	Am I actively asking or answering questions during the lesson?
Perseverance	Do I remain enthusiastic about learning even though the material is difficult?
Attitudes towards schools	Do I enjoy coming to school to study?

The data obtained from the distribution of the questionnaire were then analyzed using descriptive statistics. The formula used to calculate the percentage of frequency distribution is as follows:

$$P = \frac{F}{N} \times 100\%$$

P is the percentage number, F is the frequency of respondents in a particular category, is the total number of respondents. The details of the distribution of the data are presented in full in the following table. The processed data is then grouped into four main categories, namely very high, high, medium, and low, based on the score range that has been set.

Results and Discussion

The results of data processing from 76 respondents showed a very positive picture of the frequency distribution of learning motivation. Based on the analysis, the majority of students have very high motivation, followed by the high category, with a very minimal number in the medium category and zero in the low category. The details of the distribution of the data are presented in full in the following table.

Table 2. Distribution of Learning Motivation Scores

Score Range	Category	Frequency	Percentage
41 – 50	Very High	47	62%
31 – 40	High	28	37%
21 – 30	Moderate	1	1%
10 – 20	Low	0	0%

Based on the results of the research shown in Table 1, the results of the analysis identified that the learning motivation of grade V students of SD Negeri 07 North Pontianak District was mostly in the very high category with a total percentage of 62%. These findings show that <50% of students have very high motivation to learn, which can give them the motivation to achieve optimal learning outcomes. In addition, as many as 37% of students are included in the high category, so if combined with the

very high category, there are 99% of students who have good to very good learning motivation. Only 1% of students were included in the moderate criteria, and no (0%) students were found to have low learning motivation. Broadly speaking, the results of this study indicate that the learning motivation of grade V students at SD Negeri 07 North Pontianak District in general the learning motivation of students is in the very high category.

The findings of high motivation to learn at the research location have relevance and strengthen the results of the research conducted Fitriana et al., (2021) which emphasizes that learning without motivation tends to obtain results that are not optimal, so that a high percentage of student motivation is a fundamental capital to achieve academic success. In addition, the results of the study are also in line with the findings Dongoran & Yulia Syaputri, (2022), which concludes that there is a significant linear relationship between motivation and learning achievement. The results of the study showed a very high dominance of the category in 47 students at SD Negeri 07 who predicted their readiness to achieve optimal learning achievement (Ramadhani & Muhroji, 2022). Furthermore, the existence of 99% of students in the category of good to very good motivation also confirms the theory conveyed by Perdana, A, P & Valentina, D. (2022) about the factors that form motivation. This implies that external factors, especially the role of teachers in managing the classroom as mentioned by Thoifuri (in Oktiani, 2017), are related to creativity, which functions effectively in stimulating students' enthusiasm for learning, so as to minimize students who are in the medium category and eliminate the low category (Puthree et al., 2021).

High learning motivation is expected to be able to bring students to achieve the learning achievements they want to the maximum (Abdurahman et al., 2024). These findings are in line with research (Andriani & Rasto, 2019), which states that learning motivation has a positive and significant influence on improving student learning outcomes. Students whose interest in learning is high will also have high motivation to learn (Kusumaningrini & Sudibjo, 2021). Research conducted (Bella Cantika Putri et al., 2022) It also states that the character of learning motivation is related to the learning outcomes of students. Similar findings were also obtained in the study (Gumala et al., 2023), which states that students with high learning motivation will get high learning outcomes.

Conclusion

Based on the analysis of the data that has been carried out, it can be concluded that the learning motivation of grade V students of SD Negeri 07 North Pontianak District is generally in the very good category. This is supported by distribution data which shows that as many as 62% of students or 47 people are in the very high category and 37% of students or 28 people are in the high category, so that in total 99% of students have strong psychological capital to learn. There are only 1% of students who are in the medium category and there are no students who belong to the

low category at all. These findings indicate that the learning climate in the school has been effective in fostering students' enthusiasm for learning, but special attention is still needed for a small percentage of students who are still at a moderate level to be improved again.

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