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TEACHER EFFORTS IN IMPROVING STUDENTS' LEARNING MOTIVATION IN IPAS LEARNING AT SDN 26 DOMPU

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Abstract

Learning motivation is a critical internal factor influencing the success of the teaching and learning process. This study investigates the role of teachers in enhancing students' learning motivation in Natural and Social Sciences (IPAS) among Grade IV students at SDN 26 Dompu. A qualitative research design was employed, with data collected through observation, interviews, and documentation. Data analysis followed three stages: data reduction, data presentation, and conclusion drawing. The findings reveal that teachers contribute to increasing student motivation by encouraging active participation, fostering enthusiasm, offering recognition, and applying varied instructional methods. Specific strategies implemented by teachers include selecting appropriate teaching methods, utilizing educational media, conducting regular learning evaluations, creating an engaging classroom environment, and promoting both healthy competition and cooperation among students. These results underscore the essential role of teachers in fostering student motivation and engagement in IPAS learning at the elementary level.

Keywords: Teacher Role; Learning Motivation; IPAS; Elementary Education; Instructional Strategies

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INTRODUCTION

Problems in the field of education and teaching are complex issues because they involve multiple factors that interact with one another. One of the main factors that plays an important role is the teacher. Teachers are a key component in the learning process because the success of the teaching and learning process is greatly influenced by the competence and role of the teacher himself (Mudri, 2010). The main task of the teacher is to convey the subject matter to students through effective interaction and communication in the learning process. The success of the teacher in conveying the material is very dependent on the smooth interaction between the teacher and students. If communication does not go well, the message the teacher wants to communicate to the students can be distorted, resulting in suboptimal achievement of learning objectives (Hamilus, 2013).

One of the internal factors that greatly determines success in the teaching and learning process is learning motivation. Each student has a different level of learning motivation; some students have high learning motivation, while others have low motivation (Aslachah & Musawir, 2024). Motivation itself is a drive that prompts a person or group to take or refrain from an action. In the context of learning, motivation can be interpreted as the difference between the ability to do (can do) and the willingness to do (want to do) a task. Motivation emphasizes the desire to undertake tasks to achieve specific goals. Thus, motivation is a force, either internal or external, that drives a person to achieve previously set goals (Uno, 2017).

Motivation is a condition that activates or encourages individuals to behave in a way that enables them to achieve specific goals. Motivation can also be interpreted as anything that drives behavior, which demands or inspires someone to fulfill particular needs (Sardiman, 2018). In the context of education, learning motivation is the overall driving force within students that creates learning activities, ensures continuity, and provides direction to these activities, enabling the achievement of expected goals. In learning motivation, motivation serves as a mental force that drives individuals to engage in learning activities (Uno, 2016).

According to the definition above, motivation arises from a need that drives an individual to engage in a specific activity or action. It functions as an internal trigger that creates a drive within the individual, motivating them to act and fulfill that need. Motivation is not only the reason why someone engages in an activity but also acts as a driver that maintains and directs that behavior, enabling the desired goal to be achieved effectively. It

means that motivation is an essential factor that explains the cause and process of action, providing energy and direction in every activity carried out by an individual.

Related to the learning of Natural and Social Sciences (*Ilmu Pengetahuan Alam dan Sosial* / IPAS), researchers conducted observations at SD Negeri 26 Dompu to evaluate the implementation of the subject learning. Based on the observation results, it was found that the value of student learning outcomes in the IPAS lesson was relatively low. This condition is caused by several factors, one of which is the low motivation of students to learn, which has an impact on the low mastery and understanding of IPAS material.

Additionally, teachers have been unable to create a conducive and enjoyable learning environment. It can be observed from the conventional learning method, namely the lecture method, that student involvement in the learning process is minimal. As a result, the learning process feels monotonous and boring for students. Therefore, to increase the effectiveness of learning, teachers are advised to apply the appropriate learning model tailored to the characteristics of the material being taught and create an active and enjoyable learning atmosphere. Thus, students will be more motivated and less easily bored, allowing for optimal understanding of the subject matter.

The above observations are supported by the results of the researcher's interview with one of the teachers with the initials SY, as the homeroom teacher for class IV on April 15, 2025, regarding the motivation of students to learn in the science learning process in class IV: "We strive to ensure that all students in his class are motivated to participate and be actively involved in the learning process. He strives for science learning to be mastered and clearly understood by students. However, obstacles that occur such as students having difficulty learning to the lack of attention and support from the students' school environment require teachers to make more efforts to motivate students to have a desire to learn" (Personal interview/15/04/2025).

Professional and competent teacher development is significant for the success of students at SDN 26 Dompu. Teachers make numerous efforts to enhance student learning achievement and motivation. Teachers who are equipped with mature knowledge and have participated in various training sessions, educational activities, and other initiatives that support maintaining school quality can provide their efforts to their students, thereby increasing learning motivation. Therefore, the researcher reveals the efforts of teachers in improving student motivation for learning science at SDN 26 Dompu.

Student learning motivation in Natural and Social Sciences (IPAS) learning is a crucial factor that influences the success of the learning process (Habbah & Sari, 2022). Various studies indicate that student learning motivation in the IPAS subject remains relatively low, characterized by a lack of attention, enthusiasm, and responsibility among students to participate in learning, as well as a low response to learning stimuli (Faizal & Ichsan, 2025). Internal factors, such as interest, curiosity, and personal goals, as well as external factors, including parental encouragement, peer support, and social environment, significantly influence students' learning motivation (Mudra et al., 2024). To overcome these problems, the application of the right learning model, particularly Problem-Based Learning (PBL), has proven effective in increasing the learning motivation of science students. The PBL model encourages students to think critically and creatively and actively participate in learning, thereby increasing their self-confidence and learning outcomes (Sibagariang et al., 2024). Therefore, innovative and interactive learning strategies are necessary to enhance students' learning motivation in science, making this research required to be revealed.

METHODS

This type of research is qualitative research. The research subjects consisted of the principal, class teacher, and students. At the same time, the research object is the role of teachers in increasing student learning motivation in learning Social and Natural Sciences (IPAS) for grade IV. The key informants in this study were the Principal and the homeroom teacher for grade IV at SDN 26 Dompu, each a single and one teacher who also teaches grade IV. Additionally, there were two informants, both grade IV students, at SDN 26 Dompu.

The primary data collection technique in this field of research is in-depth interviews, which are supplemented by observation and documentation. Data analysis techniques involve efforts to systematically search for and organize notes from observations, interviews, and other data sources, aiming to enhance the researcher's understanding of the case being studied and present the findings to other parties (Sugiyono, 2019). In this research, the researchers employed the Miles and Huberman model of data analysis, which consists of three main stages: data reduction, data display, and conclusion/verification (Suwendra, 2018).

This research was conducted through several stages. The first stage is preparation, which includes determining the topic, compiling interview instruments, and liaising with and obtaining permission from the school. The second stage is data collection, namely

conducting interviews with research informants at SDN 26 Dompu on April 15-17, 2025. The interviews were recorded in writing and audio. The third stage is data processing, which involves transcribing the results of the interview recordings into a text form. The fourth stage is data analysis, which includes compiling the main findings of the research and interpreting the data in the context of related theories and research. The fifth stage is reporting, namely compiling research reports and formulating conclusions and recommendations. All answers from the series of interviews were obtained with the permission and approval of the informants, who were recorded both in audio and in writing and then transcribed into verbal transcripts.

To ensure the validity of the research data, several validation steps were taken, as follows. First is source triangulation, which is comparing data from two different sources (principal and homeroom teacher) to obtain more accurate information, thereby increasing the credibility of the data. Second, member checking involves returning the transcription results and initial interpretation to the sources (the principal and teacher) to verify their accuracy, thereby ensuring that the researcher's interpretation aligns with the sources' intent. Third, peer debriefing involves discussing the findings with fellow researchers or experts in the field of educational supervision to gain additional perspectives and test the interpretation. Fourth, a thick description is provided, offering a detailed account of the research context, including the school profile and background of the sources, so that readers can assess the transferability of the findings. Fifth, although the research was conducted in one day, the researcher considered conducting follow-ups or clarifications through further communication if necessary (Satori & Komariah, 2017).

RESULTS

How Teachers Increase Student Learning Motivation in Science Subjects

Teachers are the individuals responsible for the success of learning activities. (Miftahurrohman et al., 2021). In addition to providing and conveying knowledge, teachers are also tasked with increasing children's motivation to learn. It is undeniable that the enthusiasm for learning from one student to another varies, so the role of teachers is crucial in creating a conducive learning environment and motivating students (Buan, 2020).

Therefore, teachers must always motivate students so that they have a high spirit of learning. With the right motivation, students can achieve greater success and develop

themselves optimally throughout the learning process. It demonstrates that the learning motivation provided by teachers has a significant influence on the success and development of students (Aysah & Maknun, 2023).

The way teachers can increase students' learning motivation can be explained comprehensively as follows:

1. Making students active in teaching and learning activities

   Teachers provide guidance to students by imparting knowledge and asking questions, as exemplified by Mr. MW, a fourth-grade teacher at SDN 26 Dompu. "After I explain the material, I give my students questions by pointing at them randomly so that the child can remember what I have conveyed." Thus, students will be enthusiastic and active in learning. This method helps increase student involvement in the learning process, allowing them to understand and remember the material presented more easily.

2. Increasing enthusiasm and passion for teaching

   According to Mr. BS th,e principal of SDN 26 Dompu, "If during the learning process the teacher only delivers the material and is not balanced with approaches to the children, then many students will not be enthusiastic in learning. Therefore, the teacher must approach the students so that they become enthusiastic when learning." This statement highlights the crucial role of teachers in fostering a positive learning environment and motivating students.

   It aligns with the researcher's observations, where, after the material was delivered, the teacher administered a quiz to make learning more engaging. Moreover, in science learning, which must be balanced with direct practice, teachers are required to be more enthusiastic and creative in implementing classroom learning. It means that the teacher's enthusiasm has a significant impact on the success of the teaching and learning process.

3. Giving awards

   Mr. noted a fourth SDN 26 Dompu, saying, "Usually, before or after an award, students will be motivated and enthusiastic about learning." This approach shows that awards or appreciation given to students not only function as a form of recognition for their achievements but also as an effective motivational tool to increase enthusiasm for learning. By providing awards promptly, both before and after the learning process, students feel appreciated and motivated to strive for even greater improvement. It

fosters a supportive and engaging learning environment, encouraging students to participate, engage, and learn through a variety of activities. Strategies like this are essential for teachers to implement to build students' intrinsic motivation, enabling them to continue developing and achieving optimal outcomes.

4. Creating a variety of learning methods

   As the man with the initials MW said, "Learning methods are essential. Like what I do, every time before teaching, I always prepare a teaching module that contains various learning methods or models, adjusted to the material to be delivered." In this way, when I teach, students become more enthusiastic and easy to follow the learning, especially in the subject of science. This varied approach helps students better engagingly understand the material, tailored to their individual needs, making the learning process more effective and enjoyable.

DISCUSSION

Teachers' Efforts to Improve Students' Learning Motivation in Science Subjects

Based on the results of the interviews conducted by the researcher, the teacher's efforts to increase student learning motivation in the science subject can be explained in detail as follows:

1. Choosing the proper learning method

   Teachers must be able to choose the proper method to increase students' learning motivation. The selection of this method is crucial because it can serve as a benchmark for whether students feel bored or enthusiastic about participating in teaching and learning activities. Learning methods that are varied and tailored to student characteristics and the material being taught can create a pleasant learning environment and foster students' enthusiasm for learning. For example, teachers can use discussion methods, quizzes, educational games, or project-based learning that can activate direct student involvement.

   In addition, the use of appropriate methods also helps students better understand the material and relate it to real life, thereby increasing their intrinsic motivation. Teachers also need to monitor students' responses to the methods used and be prepared to vary them so that students do not become bored or lose interest. Thus, the chosen learning method is not only a tool for delivering material but also a strategy to maintain and increase students' learning motivation continuously (Munawir, 2023).

2. Taking advantage of learning media

Currently, learning media is increasingly diverse and developing rapidly along with the advancement of digital technology. In addition to books as the primary source, students can now search for information and knowledge through the Internet, which provides various types of learning media. On the internet, numerous learning media are available, ranging from reading to audio, as well as interactive and engaging learning videos. These media not only help students understand the material more enjoyably but also allow them to learn independently at their own pace and according to their respective learning styles.

Furthermore, many digital learning media can be accessed for free, making it easier for students to obtain information without being limited by costs. Examples include online learning platforms such as Google Classroom, Kahoot!, and various other EdTech applications that support interactive and collaborative learning. In addition, technologies such as learning videos, educational animations, simulations, and Augmented Reality (AR) and Virtual Reality (VR)-based media are being widely adopted to provide a more realistic and in-depth learning experience. Thus, the integration of these modern learning media not only enriches learning resources but also increases student motivation and involvement in the learning process (Event Guru Inovatif, 2022).

3. Evaluating learning

This evaluation is evident in the analysis of student scores obtained during the learning process, which reflects the extent to which students understand and achieve the competencies covered in the material being taught. In addition, the evaluation also includes an assessment of the learning methods and media used by teachers to determine the effectiveness and suitability of the learning approach in helping students understand the material well. By conducting a comprehensive evaluation, teachers can identify strengths and weaknesses in the learning process, allowing them to make improvements or adjustments to the methods and media used to optimize student learning outcomes and motivation. This ongoing evaluation is critical to ensure that the learning process runs effectively and has a positive impact on student's academic development.

4. Creating a fun learning atmosphere

Students' learning motivation can also be increased by creating a fun and supportive learning atmosphere. One effective way is to give praise to students who successfully answer questions or show reasonable effort in the learning process. This

praise not only boosts students' self-confidence but also sparks their enthusiasm for continued active participation and learning more diligently. In addition, a positive learning atmosphere will make students feel appreciated and comfortable, so they are not afraid to try and dare to express their opinions (Hastuti, 2019).

Meanwhile, when students cannot answer questions or have difficulties, teachers do not immediately scold or give harsh criticism. Instead, teachers provide good corrections and guide students patiently so that they understand their mistakes and can correct them. This understanding approach helps students feel supported and motivated to continue learning without fear or shame. Thus, a pleasant learning atmosphere, accompanied by emotional support from teachers, plays a vital role in increasing students' overall learning motivation.

5. Creating competition and cooperation

Another way to increase student learning motivation is to create a balanced and positive atmosphere that combines competition and cooperation among students. Healthy competition can encourage students to strive harder and enhance the quality of their learning as they are motivated to achieve the best results without feeling pressured. However, it is essential to note that the competition must be conducted in a sporting manner, avoiding actions that bring each other down or cheat, as this can damage relationships between students and reduce overall enthusiasm for learning.

Additionally, cooperation between students needs to be well-developed to support the learning process effectively. Cooperation directed towards positive goals, such as helping one another, sharing knowledge, and completing tasks together, will strengthen the sense of togetherness and improve students' social skills. With positive cooperation, students not only learn the subject matter but also develop an appreciation for differences, take responsibility, and foster good communication. Therefore, teachers must be able to manage both competition and cooperation in the classroom effectively so that both can serve as effective motivators in enhancing students' overall enthusiasm for learning (Fahrudin et al., 2021).

Obstacles Faced in IPAS Learning

Based on the results of the interviews we conducted with the science subject teachers at SDN 26 Dompu, several obstacles are faced by both teachers and students in the learning process of the subject. One of the main obstacles is the lack of interest in learning among

students, which causes them to be less focused and enthusiastic in following the lesson. Additionally, disciplinary disturbances are a significant problem, as some students frequently fail to follow class rules, thereby disrupting the smooth operation of the teaching and learning process. Another factor that also influences this is the limited learning time available; therefore, teachers must manage their time very efficiently to ensure that all materials are delivered correctly. These conditions necessitate that teachers develop more effective and engaging learning strategies to enhance student motivation and participation in science lessons.

1. Lack of student interest in learning

   One of the primary challenges in classroom learning is the lack of interest in learning among students. It can be caused by various factors, such as lack of motivation, uninteresting learning methods, or lack of relevance of learning materials to students' daily lives. When students feel that the material being taught is not related to their experiences or needs, they tend to be less interested and less enthusiastic about learning. In addition, monotonous and less interactive learning methods can also cause students to become quickly bored and lose focus during the lesson.

   This lack of interest in learning has a direct impact on the learning process, making it more difficult, and the results achieved tend to be low. Students who are not motivated are typically less active in participating in learning activities, rarely engage in discussions, and often lack initiative in completing assignments. This condition not only hinders students' academic development but can also affect the overall classroom atmosphere. Teachers need to recognize the causes of a lack of interest in learning and apply learning strategies that can increase student motivation and involvement, making the teaching and learning process more effective and enjoyable.

2. Many disturbances to student discipline

   Classroom discipline disturbances are one of the problems that teachers often face during the learning process. Students who fail to obey class rules or disturb their classmates can disrupt the concentration and focus of others, thereby hindering their learning. These disciplinary disturbances can take various forms, including disruptive behaviors such as talking loudly during lessons, fighting with friends, or misusing electronic devices during study hours.

   If teachers do not handle disciplinary disturbances appropriately, the learning process will be disrupted, and the impact can be detrimental to the entire class. Not only

does it hinder students who are having problems, but it also reduces the learning opportunities of other students who want to focus. Teachers need to implement effective classroom management strategies to maintain a conducive learning atmosphere and ensure that all students can follow the lesson effectively (Shofa, 2021).

3. Limited learning time

Limited learning time is one of the primary challenges in the classroom learning process. A dense curriculum and limited time allocation for each subject often leave teachers feeling rushed when delivering the material. This condition can limit students' opportunities to understand concepts in depth, as well as reduce the time available for discussion and active participation in learning activities. Additionally, time constraints hinder teachers from providing individualized assistance to students who require special attention, resulting in a less-than-optimal learning process.

In addressing these issues, close collaboration among teachers, students, parents, and relevant parties is crucial. Through this joint effort, the quality of learning in the classroom can be significantly improved. Additionally, students' learning motivation can also increase as they receive better support from various parties. The negative impact of limited learning time and other issues can be minimized, allowing the teaching and learning process to run more effectively and enjoyably for all parties (Sudarsih, 2025).

CONCLUSION

Based on the discussion and results of observations that have been carried out, it can be concluded that four crucial aspects need to be considered in the learning process at SDN 26 Dompu, namely the profile and physical condition of the school, teacher preparation before learning, teacher efforts to improve student learning motivation in science subjects, and obstacles faced during learning. Overall, the condition of SDN 26 Dompu is excellent, supported by a friendly and sociable principal and teachers. Additionally, students at this school exhibit a cooperative attitude and display positive responses during the learning process. The implementation of face-to-face observations by students went smoothly, indicating a conducive learning atmosphere and supporting the success of the teaching and learning process.

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