

Analysis of the Factors Causing the Low Students' Motivation in Class IV SD Negeri 03 Nyangkom Academic Year 2020/2021

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Abstract:

The purpose of this study is to find out the factors that cause low motivation of students in grade IV sd Negeri 03 Nyangkom in the 2020/2021 school year. This research method is a skin research method with a descriptive form of research. data collection techniques using observation, indirect communication, direct communication, and documentation. Data collection tools using observation sheets, questionnaires, interview sheets, and documentation. Based on the analysis of data on the application of learning motivation in grade IV has been carried out well the application of (1) praise, (2) gift giving, (3) Ego-involvement, (4) giving the replay intended here is training or giving homework, and (5) punishment, Although the criteria of motivation to study at SD Negeri 03 nyangkom are still in the category of less that is an average of 38% and percentage of 11%.The factors behind the low motivation of learning students in grade IV SD Negeri 03 Nyangkom are (1) students lack internal motivation in themselves students prefer to play and watch television rather than study at home and (2) external factors that affect the low motivation of learning that teachers provide less variety of teaching, a less clean classroom atmosphere, and parents who are less instrumental in motivating students. As well as the dominant factor behind the low motivation of learning is the internal factor that is in (1) many students who prefer to play rather than learn and on indicators (2) lack of hope and future goals.

Keywords:

learning motivation

I. Introduction

Education is the most important thing in human life because through education is able to create people who have knowledge, creativity, ability, and human resources (HR) high, and all of it becomes one of the capitals to compete and stay alive in this increasingly advanced era. In essence the essence of education in schools is the teaching and learning process. Self-learning is a mental or psychic activity, which takes place in active interactions with the environment that results in changes knowledge, understanding, skills, values and attitudes (khuluqo 2017: 5). The learning process is a form of educational interaction, which is an interaction of educational value that consciously lays the purpose to change one's behavior and actions. Educational interaction should describe the active two-way relationship between teachers and students with a certain amount of knowledge as the medium.

In the educational interaction of the elements of teachers and students must be active, it is impossible to occur the process of educational interaction when only one element is active. All parties involved in it, namely the principal, teachers, students, officers in the school until the parents of the students are very hopeful that the teaching and learning process runs

optimally. The learning process is expected to continue to be able to develop and be able to produce innovative learning products that are able to compete and be able to answer challenges and be able to meet educational needs in the community (Suroso et al, 2018). According to Pradana (2020) Learning is associated with the mental development of students who cannot be separated from their activities. Therefore, the mental development of students depends on the extent to which students manipulate tools and other learning tools (Suparno, 2009). Mental development is not a plan of a separate piece of information.

According to khuluqo (2017: 111) motivation is a process to encourage motive / power into actions or behaviors to meet needs and achieve certain goals. While the motivation of learning is interpreted as the overall training power in students to conduct learning activities in order to achieve the goals that have been set. In line with that Usman (2008: 245), revealed that motivation is the desire to do something, while the motive is the need, desire, encouragement or implus. So motivation is a desire found in someone to take actions or something that is the basis or reason for someone behaving. When connected with work, work motivation is nothing but the desires or needs that lie behind a person so that he is motivated to work (Saragih and Ananda, 2019).

Based on the results of pre-observation conducted motivation of students in grade IV SD Negeri 03 Nyangkom is still not optimal, based on the results of interviews with the author's interview with the parents of grade IV obtained results that there are some students who often bored, sleepy, noisy themselves when following the learning process, and do not pay attention to the teacher when explaining, it is caused by several things one of which teachers still use learning methods that have not varied is still dominant using lecture methods and assignments so that in the learning process still looks passive and the lack of interest in students in following the learning process. In addition, the researchers also interviewed one of the students who was quite accomplished in the class, stating that the reason they often do not listen to the teacher explain the teacher in the class is that the teacher does not care about them another term that is indifferent to the students in the class. However, not all students in grade IV SD negeri 03 Nyangkom who have low motivational behavior is only part of the total number of students in grade IV. Judging from the above phenomena, here researchers are interested in and interested in conducting research with the title "Analysis of Factors That Cause Low Motivation to Study Students in Grade IV SD Negeri 03 Nayangkom School Year 2020/2021".

II. Research Methods

In this study, researchers used qualitative research approach. According to Sugiyono (2017: 14) Qualitative research is often called naturalistic research method because the research is done in natural settings; qualitative method, because the data collected and the analysis is more qualitative. The research method used in this study is a descriptive qualitative method. Descriptive research according to Saebani & Sutisna (2018: 111) is interpreted as a method that describes the situation as it is. The location of this research was conducted at Nyangkom State Elementary School 03 located in Nyangkom Village, Kayan Hilir subdistrict, Sintang Regency. the subjects in this study were grade IV Of Nyangkom Public Elementary School 03 in the 2020/2021 school year with a total of 10 students consisting of 7 women and 3 men. Primary data are grade IV students and Grade IV guardians of SD Negeri 03 Nyangkom. Secondary data is the results of observation sheets of student activity during the learning process, results of student motivation questionnaires, results of teacher and student interview sheets, Results of documentation related to the learning process. Data collection techniques are the most important step in research, because the main objective in research is get the data. In this study

the data collection techniques used are observation techniques, indirect communication techniques, direct communication techniques and documentation techniques. Data collection tools used are observation sheets, questionnaires, interviews, and documentation.

According to Sugiyono (2017: 363) the validity test of the main criteria data is valid, reliable and objective. The research data in this study was validated through triangulation. According to Sugiyono (2017: 330) Triangulation is defined as checking data from various sources in various ways, and various times. There are three triangulations, namely source triangulation, engineering triangulation and time triangulation. According to Arikunto (2014: 53) Data analysis and managing data is turning raw data into meaningful data that leads to conclusions. The analysis techniques performed in this study are data analysis techniques according to Miles and Huberman. Qualitative data analysis is conducted interactively and continues continuously until complete, so that the data becomes saturated (Miles and Huberman, in sugiyono 2017: 337). The analysis steps consist of 4 stages, namely as follows: (1) Data Collection, (2) Data Reduction, (3) Data Display, dan (4) Conclusion Drawing/Verification

III. Results and Discussion

3.1 Description of Research Results

a. Observation Results

Observations are made by researchers using previously validated observation sheets. This observation sheet consists of two alternative answers namely "YES" and "NO" accompanied by a description used to see more clearly why choose the alternative answer. Based on the observations made by the researchers found some aspects that have not been in accordance with the expected.

(1) There are some students who are busy talking to their friends when the teacher explains the learning materials, (2) No student is willing to come forward of his own volition before being appointed by the teacher, (3) The teacher only uses the method of lecture learning and assignment, (4) The student is noisy and talking to his friend even though he has been reprimanded by the teacher, (5) The class used is very dirty such as not carrying out the class picket, (6) The learning atmosphere provided by the teacher is only monotonous every day, (7) Students are silent as a result when asked by the teacher why it is not answered according to the student's orders only silent, (8) Students are more likely to ask their friends and make the classroom atmosphere noisy, (9) Only a few students who try to answer are students who are fairly accomplished, (10) Although listening to not a few students who when asked the answer is wrong, (11) Students cannot concentrate because in fact when asked not a little that does not understand means they only hear without understanding, (12) There are some students who still model their friends, and (13) There are some students who work together even though they have been warned to do their own work.

b. Poll Results

In this study, the alternative answers provided in the closed poll were strongly agreed (SS), agreed (S), undecided (R), disagreed (TS), and strongly disagreed (STS). Based on the results of the recapitulation of the student learning motivation questionnaire above, it is known that the questionnaire is filled by 10 students of grade IV Public Elementary School 03 Nyangkom Year 2020/2021 with 31 statement items, which are then scored according to the provisions of the Likers scale poll type. Based on the overall calculation of the results of the questionnaire, the calculation of questionnaire analysis is obtained in the following ways:

- 1) Finding the Ideal Kriterium Score : Maximum Score x Jlh. Item x Jlh. Resp = $5 \times 31 \times 10 = 1.550$
- 2) Finding Total Score : Jlh Skor Persiswa Resp 1 + Resp 2 + Resp 10 = $104 + 140 + \dots + 106 = 1.193$
- 3) Search for the average : $X = \frac{\sum fx}{n} = \frac{1193}{31} = 38\%$
- 4) Finding a Score Percentage: $\frac{\text{total score}}{\text{number of respondents}} \times 100$

$$\frac{1193}{10} \times 100\% = 11\%$$

c. Student Interview Results

The results of the interview obtained by researchers from respondents are as follows: from the interview conducted the researchers took 4 students from all 10 students of grade IV SD Negeri 03 Nyangkom with a category of two male students namely (NAM) and (NH) and two female students namely (SS) and (AP). Based on the interview results obtained from students, it can be described as follows: students have a willingness to come to school in a timely manner but students have no intention of studying at home students choose to play or watch TV, when having poor grades they intend to improve grades and intend to be champions or outstanding students and students assume that if they excel they deserve an award, when given the assignment students choose to do it later because they want to play, students choose to ask the teacher if the material is not clear but students are lazy to record the teacher's explanation and just listen. Students have the confidence to do their own assignments or exams.

d. Teacher Interview Results

The interview was conducted by researchers at SD Negeri 03 Nyangkom with the parents of grade IV. Researchers asked questions related to the application of learning motivation and factors that cause low student learning motivation.

3.2 Application of Learning Motivation in Grade IV SD Negeri 03 Nyangkom Lesson Year 2020/2021

The application of learning motivation has been implemented from several existing motivational applications and the application of motivation conducted by teachers at SD Negeri 03 Nyangkom are as follows: (1) praise, (2) gift giving to increase the spirit of achievement, (3) *Ego-involvement*, (4) give a replay intended here that is training or giving homework, and (5) the punishment is expected to give a deterrent effect to students who do not have motivation or interest in learning. The provision of motivation in the school is only partly applied but it is in accordance with the application of existing motivation this is supported by Sadiman's opinion (2016: 92) which states the forms of motivational implementation in schools there are eleven and of the eleven applications of motivation there are five applications of motivation applied in SD Negeri 03 Nyangkom including in it actually teachers have tried to grow motivation to learn with the application that the teacher did only the application of learning motivation in SD Negeri 03 Nyangkom still not fully managed to foster the motivation of learning students because for students who are classified as clever the thing that the teacher does is a boring thing and for students who are fairly naughty punishment is common.

3.3 Factors Behind The Low Motivation of Learning Students In Grade IV SD Negeri 03 Nyangkom Year 2020/2021

Based on the above theory if it is associated with the results of study motivation of grade IV students of SD Negeri 03 Nyangkom based on indicators motivation to learn the factors behind the lack of learning motivation are as follows Internal learning motivation factors, indicators of the desire and desire to succeed in obtaining the results of data analysis that is based on the choice of answers students mostly show students have a desire and desire to succeed well. indicators of encouragement and need in learning obtained data analysis results, namely based on the choice of answers students, indicators The existence of hopes and ideals - future ideals obtained data analysis results that is based on the choice of answers students. indicators of asking teachers in obtained data analysis results based on the student's choice of answers. indicators answering teacher questions obtained data analysis results that is based on the choice of answers students. Indicators Listening to the explanation / information of the teacher obtained the results of data analysis that is based on the choice of answers students show that students have. Confident indicators in learning activities obtained data analysis results that is based on the choice of answers students. External learning motivation factors, indicators of appreciation in learning obtained data analysis results that is based on the choice of answers. indicators of interesting kegitan in learning obtained data analysis results based on the student's choice of answers. indicators of a conducive learning environment data analysis results that is based on the choice of answers students. However, all the results of the calculation of polls both internal and external motivations all percentages are included in the criteria Less.

3.4 The Dominant Factor behind the Low Motivation of Learning Students in Grade IV SD Negeri 03 Nyangkom

The dominant factor is something more influential that affects learning motivation. So it can be concluded that the dominant factor behind the low motivation of learning is the internal factor although there is one indicator that belongs to external factors but the internal factor is more dominant (1) lack of motivation and learning needs and (2) lack of hope and future ideals.

IV. Conclusion

The application of learning motivation that teachers have been good enough is evidenced by the existence of several applications of motivation applied forms of application is praise, gift giving to increase the spirit of achievement, as well as, Ego-involvement, give a replay intended here that is training or giving homework, and the punishment is expected to give a deterrent effect to students who do not have motivation or interest in learning. Although the motivation criteria for studying at SD Negeri 03 nyangkom are still in the lesser category, namely an average of 38% and a percentage of 11%.

The factor behind the low motivation of learning students of grade IV SD Negeri 03 Nyangkom is. (1) students lack internal motivation the answers of students mostly show students have a good desire and desire to succeed, but in the motivation and learning needs there are some students who lack motivation and learning needs and expectations and lack hope and future ideals students prefer to play and watch television than study at home and (2) external factors that affect the low motivation of learning, namely the presence of interesting learning, show that interesting activities in learning affect a student's learning motivation while the teacher lacks variety teaching that makes students happy to learn only monotonous is only in the classroom and tends to use lecture methods and after that only gives assignments as well as the lack of a conducive learning environment shows a conducive learning environment is very important for students' learning motivation while the classroom used when studying is dirty and

unclean. After looking from various perspectives the dominant factor behind the low motivation of learning is the internal factor of this in accordance with the questionnaire score and interview results.

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