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Homeroom Teacher Strategies in Developing Learning Motivation Among Students of State Elementary School 16 BAYUR COUNTRY

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Abstract

This research aims to describe and analyze : (1) The strategies implemented by the homeroom teacher in fostering students' learning motivation at SD Negeri 16 Rantau Bayur ; (2) The impact of the strategies implemented by the homeroom teacher on students' learning motivation at SD Negeri 16 Rantau Bayur ; (3) The obstacles faced by the homeroom teacher in fostering students' learning motivation at SD Negeri 16 Rantau Bayur ; and (4) The solutions provided by the homeroom teacher to overcome the obstacles in fostering students' learning motivation at SD Negeri 16 Rantau Bayur . This research is a qualitative study using a descriptive qualitative method. This research was conducted at SDN 16 Rantau Bayur , Banyuasin Regency, with a total of 14 respondents as informants. Data collection techniques used were observation, interviews, and documentation. The research results show that: (1) The strategies implemented by the homeroom teacher at SD Negeri 16 Rantau Bayur in fostering students' learning motivation are carried out through the creation of a pleasant learning atmosphere, providing ice breaking, motivation and advice, direct learning guidance, rewards, and attention to students' conditions; (2) The impact of the homeroom teacher's strategies includes increased self-confidence, activity, motivation, creativity, and students' learning outcomes; (3) The obstacles faced by the homeroom teacher are internal and external factors of the students; and (4) The solutions implemented include personal approaches, providing rewards, using the classroom and school environment, additional learning, and using available simple media.

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Keywords: Strategy, Learning Motivation.

INTRODUCTION

Elementary education is a crucial foundation for shaping children's character, skills, and knowledge (Ananda *et al* ., 2025). The learning process in elementary schools, particularly for elementary school students, aims not only to provide academic information but also to foster positive attitudes toward learning. One aspect that significantly influences educational success is student learning motivation (Hasanah *et al* ., 2025). Learning motivation is the drive that encourages students to be active and enthusiastic in participating in learning activities and to achieve predetermined educational goals (Oktayani *et al* ., 2025). In this context, homeroom teachers play a crucial role in fostering and maintaining students' learning motivation, which in turn impacts their academic achievement.

The homeroom teacher has a central role, where the homeroom teacher is not only a teacher, but also a counselor and motivator for students. In addition, the homeroom teacher plays an important role in emotional support, where motivation from the homeroom teacher provides much-needed emotional support for students (Juliadarma *et al* ., 2023). The homeroom teacher's role in overcoming problems, namely the homeroom teacher can play an active role in helping students overcome various problems faced during the learning process (Yudhantaka *et al* ., 2025). In addition, the homeroom teacher also plays a role as a student management that has a role in creating a conducive learning environment, facilitating the optimal development of student potential, and producing competent and characterful graduates (Khoinnur, 2023).

Motivation to learn is crucial for improving the quality of education in Indonesia. However, in reality, student motivation in Indonesia is currently declining, despite various government strategies. According to the Minister of Primary and Secondary Education (Mendikdasmen, 2025), Indonesia is experiencing a significant *learning loss* . *Learning loss* refers to a decline in students' motivation, learning ability, and academic achievement. The decline in motivation is due to the absence of *online learning* during the pandemic (Grehenson, 2025).

Learning *loss* is a challenge for Indonesia today. The Ministry of Education and Culture is working to improve literacy and numeracy skills among students. The ministry has launched a character-building program called "7 Habits of Great Indonesian Children." This program is designed to be implemented at various levels of education, from early childhood education (PAUD) to high school, to create the Golden Generation of 2045. Through a classroom-based approach, school culture, and community activities, this program is integrated into daily teaching

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and learning activities. The program begins with the habit of waking up early. In addition, there are habits of exercise, healthy and nutritious eating habits, habits of learning, habits of community, and habits of going to bed early (Grehenso, 2025).

The results of several previous studies state that the decline in learning motivation is influenced by internal and external factors. Internal factors, namely the lack of passion and desire to succeed, students often procrastinate on assignments, minimal encouragement and need in learning, lack of hope and future aspirations, while external factors, namely learning activities that are less interesting, and a less conducive learning environment such as a room that is not cool enough, noisy so that it feels disturbed when concentrating on learning (Faristin *et al* ., 2023). In contrast to research conducted by Rambe & Nukman (2025) which concluded that the decline in learning motivation is influenced by a lack of interest, a passive attitude, the physical condition of students, family and social environment, as well as suboptimal learning methods and media, and limited facilities and infrastructure. Showing that the decline in learning motivation in each school, individual and level of education is influenced by various different factors according to the conditions or circumstances of the individual itself.

Strategies that can be used to increase student learning motivation include giving rewards and punishments (Maryati *et al* ., 2024). This is different from research conducted by Kurnia et al., (2024), which concluded that strategies that can be used to increase student learning motivation include the ability to implement learning methods, choose learning techniques, choose teaching and learning activity patterns, choose appropriate learning approaches, create activity schedules in learning procedures, and develop teacher teaching professionalism through eight basic teaching skills. Learning motivation can also be increased by fostering student interest, creating a pleasant learning atmosphere, giving praise, giving assessments, giving rewards, and creating competitions (Ramadan *et al* ., 2025). Based on the findings of several relevant studies, it can be concluded that learning motivation can be increased through various strategies.

Based on observations, it was discovered that despite students having good academic potential, at Rantau Bayur 16 Elementary School, there is a significant decline in learning motivation. Data collected by the school indicates that approximately 30% of students in a particular class show low learning interest, are inactive in class discussions, and lack enthusiasm for completing school assignments. Rantau Bayur 16 Elementary School is located in a relatively remote area of Banyuasin Regency. The school has a fairly large student population, but the geographical and socioeconomic conditions of most students' families present challenges. Many students come from lower-middle-class families, which naturally affects how they approach

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education. Access to educational resources, such as reading books or supportive learning facilities, is very limited, which affects their interest and motivation in learning.

One of the most glaring problems at Rantau Bayur 16 Public Elementary School is the low motivation to learn among some students. Some students show minimal interest in their lessons, both in and outside of class. This is reflected in low student attendance during teaching and learning activities, lack of active participation in class discussions, and less than satisfactory academic evaluation results. This low motivation presents a challenge for homeroom teachers and teachers in implementing an effective educational process.

Student engagement in learning is very low, especially in activities that require active participation, such as group discussions or project assignments. Several students at SD Negeri 16 Rantau Bayur appear passive and lack enthusiasm for learning. This indicates that students' intrinsic motivation, which should come from within, is still very low. Most students appear to simply follow the lessons without any desire to learn more or develop themselves.

Several teachers at SDN 16 Rantau Bayur use teaching methods that tend to be monotonous and lack variety. This limited approach often leaves students bored and uninterested in the lesson. Students' motivation to learn decreases , as they feel there's nothing new to learn. The lack of variety in teaching methods discourages students from actively participating in class.

The low learning motivation of students at SDN 16 Rantau Bayur has the potential to have long-term negative impacts on their academic development. Students who are unmotivated to learn will struggle to understand the material, resulting in poor exam results and academic grades. This impact not only impacts student achievement but also their confidence in facing future exams and learning challenges.

At SDN 16 Rantau Bayur, most parents are not sufficiently involved in their children's education. Many lack the knowledge or skills to help their children learn at home. Some parents are also busy with their jobs and cannot devote sufficient attention to their children's education. This poses a significant challenge to fostering strong learning motivation in students.

In several classes at SDN 16 Rantau Bayur, students do not feel appreciated for their efforts in learning. Recognition or recognition for student achievement, whether in the form of praise or other rewards, is rare. Yet, rewards and recognition can be powerful motivators, encouraging students to strive harder in their studies. Without appreciation, students feel their efforts are wasted and lose their motivation to achieve.

With technological advances, the use of technological devices in learning has become one way to increase student motivation. However, at SDN 16 Rantau Bayur, the use of technology in

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the classroom remains very limited. Many students lack access to electronic devices or the internet at home, and the school is limited in providing adequate technological facilities. This limits students' potential to learn in more interactive and engaging ways. This phenomenon indicates a problem that needs to be addressed immediately to make the learning process more effective and achieve educational goals optimally.

Homeroom teachers at SDN 16 Rantau Bayur play a crucial role in increasing students' motivation to learn. Their job is not only to teach but also to create a pleasant classroom atmosphere and motivate students to be more enthusiastic about learning. However, the challenge homeroom teachers face is how to adapt their approach to the diverse characteristics of their students. One approach may not be effective for all students, so homeroom teachers must be more creative in designing appropriate motivational strategies.

The challenges at Rantau Bayur 16 Public Elementary School demonstrate a gap between the school's expectations of creating a positive learning environment and students' low motivation. Despite various efforts to improve the quality of learning, including the implementation of varied teaching methods, many students remain unmotivated. Therefore, it is important to explore more deeply the strategies used by homeroom teachers to foster student motivation, as this is a key factor in addressing this issue.

This research is relevant to further understand how homeroom teachers at Rantau Bayur 16 Public Elementary School can develop effective strategies to foster student learning motivation. Given the central role of homeroom teachers in the teaching and learning process, their strategies for guiding students can significantly contribute to improving learning motivation. This research will also identify factors influencing the success or failure of implementing these strategies, thus providing guidance for teachers and homeroom teachers in designing more effective and comprehensive approaches.

The novelty of this research lies in its focus on homeroom teachers' strategies in fostering learning motivation at the elementary school level, a topic often overlooked in previous research. Most studies focus on learning motivation in general without specifically examining the role of homeroom teachers in this context. Furthermore, this research is also expected to provide new perspectives on how a more humane and tailored approach to students' needs can enhance their learning motivation in a more sustainable manner.

The rationale for this research was to make a tangible contribution to improving the quality of education at Rantau Bayur 16 Public Elementary School and to provide useful information for teachers and homeroom teachers in addressing learning motivation issues. The results of this

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study are expected to serve as a reference in designing programs or activities aimed at increasing student learning motivation and improving the overall quality of learning in elementary schools.

Based on the description of the background problem above, the researcher is interested in conducting research with the title of homeroom teacher strategies in fostering learning motivation in students of SD Negeri 16 Rantau Bayur, thus it can contribute to research to improve students' learning motivation in SD Negeri 16 Rantau Bayur, but it is also expected to provide a deeper understanding of the importance of the homeroom teacher's role in creating a supportive and enjoyable learning environment. Thus, this research will provide a positive contribution in the development of more innovative learning methods, and can be a reference for other schools facing similar problems in efforts to improve student learning motivation.

RESEARCH METHODS

This research employed a qualitative method with a case study approach. This approach was chosen because it aimed to explore the phenomena occurring in the field in depth and to understand how homeroom teachers implement various strategies to foster student learning motivation in a contextual and holistic manner.

This qualitative method, using a case study approach, provided researchers with a deep and comprehensive understanding of how homeroom teachers implement their strategies in a real-world context. This is crucial for understanding the nuances and context at Rantau Bayur 16 Public Elementary School. Furthermore, this research provided the opportunity to uncover new insights that might not have been uncovered through a quantitative approach, such as students' subjective perceptions and experiences of learning motivation provided by homeroom teachers.

In this study, the researchers employed several data collection methods, including observation, interviews, and documentation. The data analysis techniques used in this study were those according to Miles & Huberman: data collection, data reduction, data presentation, and conclusions.

RESULTS AND DISCUSSION

The research data analysis analyzed findings obtained in the field regarding homeroom teacher strategies in fostering learning motivation in students at SDN 16 Rantau Bayur, Banyuasin Regency. Data were analyzed through observations, documentation, and interviews with teachers and students. The results of the data analysis are as follows:

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1. **Strategies Implemented by Homeroom Teachers in Cultivating Learning Motivation in Students at SD Negeri 16 Rantau Bayur**

Strategies Implemented by Homeroom Teachers in Cultivating Learning Motivation in Students at SD Negeri 16 Rantau Bayur According to Teachers

Based on the analysis of the research results, the strategies implemented by the homeroom teacher at Rantau Bayur 16 Elementary School to foster student learning motivation demonstrate an approach focused on active student involvement in the learning process. This approach involves various methods, ranging from quizzes and Q&A sessions to the use of contextual learning media, so that students feel more engaged and motivated to participate. This strategy also shows that a variety of learning methods can help students understand the material more deeply and reduce boredom during the learning process.

In addition to academic approaches, analysis shows that attention to students' emotional and social aspects is also a crucial component of motivational strategies. Rewards, whether in the form of praise or tangible rewards, as well as appreciation for even the smallest efforts, have been shown to increase students' self-confidence and interest in learning. A personalized approach through dialogue and individual guidance allows teachers to recognize each student's individual learning needs and provide personalized attention, so each student feels valued and motivated to strive for excellence.

The analysis also shows that the use of media and technology as learning strategies positively contributes to student motivation. Educational videos, discussion forums, and group assignments help students learn collaboratively, hone critical thinking skills, and develop independence in completing assignments. Furthermore, these methods facilitate student interaction with peers, creating a supportive learning environment and fostering a spirit of collective learning.

The implementation of strategies involving rewards, personalized guidance, and contextual learning also impacted student academic achievement. The analysis found that students were able to keep up with the material taught by the teacher and demonstrated improved learning outcomes. This suggests that motivation fostered through appropriate strategies is not merely emotional or psychological but also directly impacts student academic outcomes, enhancing their sense of competence and learning achievement.

The analysis concluded that a combination of an active approach, rewards, the use of learning media, and attention to individual student needs is an effective strategy for fostering learning motivation. These strategies create a conducive, enjoyable learning environment that

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supports students' academic and emotional development. Therefore, implementing integrated motivational strategies can maximize students' learning potential and increase their activeness and participation in school learning activities.

Strategies Implemented by Homeroom Teachers in Cultivating Learning Motivation in Students at SD Negeri 16 Rantau Bayur According to Students

Based on the results of the research analysis, the strategies implemented by homeroom teachers to foster student learning motivation at SD Negeri 16 Rantau Bayur show a strong relationship between a pleasant learning atmosphere and increased student enthusiasm for learning. Students feel comfortable, happy, and joyful during learning because teachers are able to create friendly, patient interactions and do not apply excessive pressure during the learning process. This condition indicates that the humanistic approach implemented by teachers is able to build emotional closeness with students so that students are more enthusiastic and confident in participating in learning activities.

Apart from creating a comfortable learning atmosphere, the strategy of providing *ice... Breaking* , humor, applause, and motivation before the lesson also have a positive influence on students' learning readiness. These activities can reduce boredom, eliminate drowsiness, and increase students' focus and attention when receiving the lesson material. Based on observations and documentation, students appear to be more active participants when the lesson begins with fun activities. This suggests that providing positive stimulation before learning can increase students' intrinsic motivation to participate in learning.

Research analysis also shows that providing direct guidance is an effective strategy for increasing student motivation to learn. Teachers not only explain the material in front of the class but also provide re-explanations, example problems, and detailed instructions to students experiencing learning difficulties. This approach helps students gradually grasp the material, making them feel more capable of completing assigned tasks. With intensive guidance, students become more confident and less afraid to ask questions when they encounter learning difficulties.

In addition to academic strategies, teachers' attention and concern for students' well-being are also important factors in fostering learning motivation. Teachers demonstrate caring attitudes toward students, both when they experience learning difficulties and when they are ill. This caring attitude creates a sense of security and comfort for students in the school environment. Analysis has shown that a strong emotional connection between teachers and students can foster stronger learning motivation because students feel cared for and valued by

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the teacher.

Overall, the research results indicate that the strategies implemented by homeroom teachers to foster student learning motivation are carried out through a combination of emotional approaches, enjoyable learning, motivation, tutoring, and attention to student needs. These strategies not only increase students' enthusiasm for learning but also encourage students to be more active, creative, and confident in participating in learning activities and other school activities. Therefore, success in fostering student learning motivation is greatly influenced by the teacher's ability to create a comfortable, supportive, and student-centered learning environment.

2. The Impact of Strategies Implemented by Homeroom Teachers on Students' Learning Motivation at SD Negeri 16 Rantau Bayur

Based on the research analysis, the strategies implemented by the homeroom teacher at Rantau Bayur 16 Elementary School had a positive impact on students' learning motivation. The application of varied learning strategies, coupled with a personalized approach and motivation, increased students' confidence in participating in the learning process. Students became more confident in asking questions, answering questions, and actively participating in various classroom activities. This demonstrates that appropriate strategies can create a learning environment that supports students' academic and psychological development.

In addition to boosting self-confidence, the strategies implemented also impacted students' ability to understand the subject matter. Based on observations and documentation, students who previously struggled to understand lessons began to show improvement after receiving gradual guidance and direction. Students became better able to complete assigned tasks and better understand the learning material. This analysis demonstrates that providing consistent motivation and learning support can help students improve their academic abilities.

Another positive impact was seen in the increased enthusiasm for learning during the learning process. Students showed greater enthusiasm for participating in class and were more active in group learning and other school activities. The motivation provided by teachers encouraged students to participate more actively in learning activities, resulting in a more lively and interactive classroom atmosphere. This demonstrates that learning motivation strategies not only impact individual students but also impact the overall learning dynamics.

Increased student motivation is also evident in their involvement in extracurricular and other school activities. Students become more active, creative, and enthusiastic about participating in various school activities. Based on research analysis, student involvement in

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extracurricular activities demonstrates that the strategies implemented by teachers are able to foster learning motivation that extends beyond academic pursuits to developing students' interests, talents, and social skills.

However, the research also shows that several factors remain obstacles to improving student learning motivation, such as limited school facilities and infrastructure and the influence of the surrounding environment. Limited learning facilities can impact the effectiveness of teacher strategy implementation. Overall, however, the strategies implemented by homeroom teachers still have a significant impact on the development of student learning motivation. With better support from the school and family environment, student learning motivation is expected to develop more optimally.

1. Obstacles Faced by Homeroom Teachers in Cultivating Student Learning Motivation at SD Negeri 16 Rantau Bayur

Based on the results of the research analysis, the obstacles faced by homeroom teachers in fostering student learning motivation at SD Negeri 16 Rantau Bayur stem from both internal and external factors. The most dominant internal factors are seen in low learning intentions, lack of student focus during the learning process, and low learning interest in some students. These conditions cause students to be less active in participating in learning and experience difficulty in understanding the material presented by the teacher. Based on the results of observations, students with low learning motivation tend to be more easily distracted and participate less in learning activities in class.

In addition to internal student factors, a lack of parental support is also a significant barrier to student motivation to learn. Limited family economic conditions mean some parents cannot provide adequate attention and learning facilities for their children. Based on documentation and observations, some students receive insufficient learning support at home, resulting in low motivation to learn. This demonstrates the crucial role of parental involvement in supporting student motivation and learning success at school.

Another obstacle is the limited learning facilities and infrastructure in schools. The lack of adequate learning facilities poses a challenge for teachers in creating engaging and effective learning. Based on the analysis, limited learning media, learning support tools, and a less-than-supportive school environment can impact students' learning. These conditions require teachers to be more creative in utilizing available facilities to ensure learning activities continue smoothly.

In addition to facilities, differences in student characteristics and learning styles also pose

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challenges in fostering motivation to learn. Each student has different abilities, personalities, and ways of understanding material, requiring teachers to adapt learning strategies to suit their individual needs. Observations indicate that some students grasp lessons quickly, while others require repeated explanations and guidance. This demonstrates that the diversity of student characteristics presents a unique challenge for teachers in creating learning that motivates all students equally.

Environmental influences and technological developments also pose obstacles to improving student learning motivation. A social environment that is less supportive of education can impact student learning interests, especially when students are more interested in participating in extracurricular activities than studying. Furthermore, uncontrolled use of technology can also potentially reduce student focus on learning. Based on the overall analysis, obstacles to fostering student learning motivation originate not only from within the student but also from family factors, the environment, school facilities, and social development. Therefore , collaboration between teachers, parents, and the school is necessary to ensure optimal development of student learning motivation.

2. Solutions Implemented by Homeroom Teachers to Overcome Obstacles in Cultivating Student Learning Motivation at SD Negeri 16 Rantau Bayur

Based on the results of the research analysis, the solution implemented by the homeroom teacher at SD Negeri 16 Rantau Bayur to overcome obstacles to student learning motivation focused on creating a pleasant and conducive learning environment. This effort was carried out by creating a comfortable classroom atmosphere so that students feel at home and are more enthusiastic in participating in learning. Based on the results of observations, a neat and clean classroom atmosphere has a positive influence on student concentration and learning readiness. This indicates that the physical classroom environment plays a significant role in supporting student learning motivation.

Besides creating a conducive learning environment, providing appreciation and rewards is also an effective way to increase student motivation. Rewards given to students can foster self-confidence and encourage them to be more active in the learning process. Based on the analysis, this strategy not only increases extrinsic motivation but also gradually builds students' intrinsic motivation to learn better. This, in turn, makes students more enthusiastic about completing assignments and participating in classroom learning activities.

Another solution implemented is an individualized approach to students, especially those

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who have difficulty understanding the material. Teachers pay more attention to slow-learning students by providing gradual guidance and adapting learning methods to their needs. Observations have shown that this approach helps students feel more cared for, preventing them from feeling left behind in the learning process. This demonstrates that individualized attention can be an effective strategy for addressing differences in student learning abilities.

Utilizing simple facilities and infrastructure available within the school environment is also a solution implemented to address limited learning facilities. Teachers strive to optimize existing media and tools to ensure effective and engaging learning. Based on the analysis, teachers' creativity in utilizing limited resources can maintain the continuity of the learning process without compromising the quality of material delivery. This demonstrates that limited facilities are not a major obstacle if teachers are able to innovate in learning.

Additionally, providing additional assignments, engaging in out-of-class learning, and utilizing the environment as a learning resource are strategies implemented to strengthen student understanding. This approach provides a more authentic and contextual learning experience, making it easier for students to grasp the material. Based on the overall analysis, the solutions implemented by the homeroom teacher indicate that the combination of an emotional approach, environmental utilization, learning innovation, and individualized attention can effectively overcome various obstacles to fostering student learning motivation at SD Negeri 16 Rantau Bayur.

CONCLUSION

Based on the research results and discussion, the following conclusions can be drawn:

1. The strategy implemented by the homeroom teacher at SD Negeri 16 Rantau Bayur in fostering students' learning motivation is done through creating a pleasant learning atmosphere, providing *ice cream, and providing... Breaking* , motivation and advice, direct tutoring, and attention to student well-being. Homeroom teachers also show concern for students when they are sick or experiencing learning difficulties.
2. The strategies implemented by the homeroom teacher at SDN 16 Rantau Bayur have had a significant impact on students' learning motivation. These impacts include increased self-confidence, activeness, motivation, creativity, and student learning outcomes. The success of learning strategies is influenced not only by teachers and students but also by adequate facilities and a supportive learning environment. Therefore, collaboration between the

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school, teachers, and the surrounding community is essential to ensure optimal student learning motivation at SDN 16 Rantau Bayur.

3. The obstacles faced by homeroom teachers in fostering students' learning motivation at SD Negeri 16 Rantau Bayur include internal student factors, lack of parental support, limited school facilities and infrastructure, family economic conditions, as well as environmental influences and differences in student characteristics.
4. The homeroom teacher at SD Negeri 16 Rantau Bayur overcomes obstacles in fostering students' learning motivation through various solutions, including a personal approach, providing *rewards* , utilizing the classroom and school environment, additional learning, and using available simple media.

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