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Analysis Of Factors Causing Low Student Learning Motivation In The Learning Process At State Elementary School 193/II, Bungo District

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Abstract

Learning motivation is a crucial indicator of students' academic success, especially in rural areas with complex socio-economic dynamics. This study aims to analyze the factors causing low learning motivation among students at SD Negeri 193/II Bungo Regency. This study used a qualitative approach with a case study method. Data collection was conducted through in-depth interviews, non-participant observation, and documentation. The research informants consisted of 6 students identified as having low motivation, 3 homeroom teachers, 3 parents, and 1 principal. Data analysis used the interactive model of Miles, Huberman, and Saldaña. The results showed that low learning motivation was caused by four main dimensions. First, internal factors in the form of low academic self-concept and physical fatigue due to helping parents in plantations. Second, family factors including low parental education levels, family economic fluctuations (rubber/palm oil farmers), and the absence of learning assistance at home. Third, school factors in the form of the dominance of monotonous conventional learning methods and limited interactive media facilities. Fourth, environmental and social factors in the form of peer influence that is more oriented towards playing in the plantation environment, and gadget addiction to entertainment content without educational filters. This study recommends the need for implementing Contextual Teaching and Learning (CTL) based on local plantation wisdom, periodic parental assistance programs, and teacher training in utilizing simple digital media that is adaptive to infrastructure limitations.

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INTRODUCTION

Basic education is the primary foundation for developing students' character and cognitive competency. In the educational ecosystem, the success of the learning process is not solely determined by the quality of the curriculum or the sophistication of facilities, but rather depends heavily on the internal and external drives that drive students to learn, known as learning motivation. Learning motivation serves as a psychological fuel that determines students' levels of engagement, persistence, and academic achievement (Schunk & Miele, 2021). Without adequate motivation, no matter how well-designed a teacher's learning plan, it will not lead to optimal learning outcomes. The phenomenon of low learning motivation is currently a global challenge, but its manifestations vary widely depending on the socio-cultural and geographic context in which students live.

In Indonesia, the challenges of learning motivation in rural areas or plantation areas are significantly more complex than in urban areas. Bungo Regency, as an agrarian society dominated by oil palm and rubber plantations in Jambi Province, faces unique dynamics in its education system. Based on initial observations and pre-research data at SD Negeri 193/II in Bungo Regency, strong indications of declining student learning motivation were found. Based on initial pre-research data from the 2025/2026 academic year, the absenteeism rate among grades IV-VI reached 18%, significantly higher than the district average. Furthermore, the average literacy and numeracy scores for these grades were found to be 25% below the Minimum Competency Criteria (KKM). This is evident in the high rate of absenteeism, students frequently falling asleep in class, being passive during discussions, and indifference to assigned tasks. This situation is particularly concerning considering that SD Negeri 193/II is one of the schools adapting to the demands of the Merdeka Curriculum, which demands high levels of independence and initiative from students.

Several previous studies have extensively examined learning motivation. Research conducted by Rahayu et al. (2022) highlighted the impact of post-pandemic learning on student motivation in urban areas, finding that boredom due to online learning resulted in a decline in intrinsic motivation. Meanwhile, a study by Pratama and Wulandari (2023) emphasized the role of interactive media in increasing learning motivation in elementary schools. However, the majority of these studies focused on school contexts with adequate facilities and urban demographics. Studies specifically examining the anatomy of low learning motivation among

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elementary school students in agrarian/plantation areas with limited access and microeconomic dynamics are still very limited. This gap represents a critical urgency, as the causal factors in plantation areas like SD N 193/II Bungo cannot be fully explained through conventional motivational theories alone, but must be viewed from a socio-ecological perspective, where family economic factors (rubber/palm oil prices), the culture of helping parents, and the playing environment really dominate the lives of students.

This study aims to address this gap in the literature by analyzing in-depth the factors contributing to low student learning motivation at SD Negeri 193/II, Bungo Regency. This study not only captures the problem but also relates it to the socio-economic realities of the Bungo community. The primary objective of this study is to identify and analyze internal and external factors that hinder student learning motivation, as well as how the interaction between the plantation environment, family, and school shapes students' perceptions of learning activities. The novelty of this study lies in its proposition of a new conceptual model of learning motivation specifically tailored for agrarian and plantation contexts, integrating socio-economic fluctuations and ecological dynamics that are often overlooked in conventional educational psychology. The results of this study are expected to provide theoretical contributions to educational psychology in rural contexts, as well as provide practical recommendations for teachers, principals, and policymakers at the Bungo Regency Education Office in formulating contextual motivational intervention strategies.

METHOD

This research uses a qualitative approach with a case study design (*case study*A qualitative approach was chosen because this study aims to explore and understand the underlying meaning of the phenomenon of low learning motivation from the perspective of subjects who experience it directly, within the context of the social reality of plantation communities in Bungo Regency (Creswell & Poth, 2021). The case study design allows researchers to conduct an in-depth and comprehensive investigation of a bounded system (a specific school) within specific time and activity boundaries.

The research location was SD Negeri 193/II, Bungo Regency. This location was chosen based on the consideration that this school represents the characteristics of elementary schools in the plantation buffer zone with its unique socio-economic dynamics. The subjects or informants in this study were determined using the*purposive sampling*. Key informants consisted of: (1) 6 students in grades IV, V, and VI who were identified as having low learning motivation based on

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teacher recommendations and activity scores; (2) 3 class teachers/homeroom teachers; (3) 3 parents of students from different economic backgrounds (rubber farmers, palm oil workers, and small traders); and (4) 1 school principal. A total of 13 informants provided primary data.

Data collection techniques were carried out using three main instruments.*First*, in-depth interview (*in-depth interview*) using semi-structured interview guidelines. Interviews were conducted to explore students' perceptions of their feelings while learning, as well as to explore teachers' and parents' perspectives on home and school conditions.*Second*, non-participant observation. Researchers directly observed the learning process in the classroom, student interactions during breaks, and the condition of the students' home environment to empirically identify indicators of low motivation and its supporting factors.*Third*, documentation, which includes student attendance data, report card grades, school profiles, and demographic data of students' parents.

Data validity was tested using source and technical triangulation. Source triangulation was conducted by comparing student statements with those of teachers and parents. Technical triangulation was conducted by comparing interview results with field observations. Data analysis adopted the interactive model from Miles, Huberman, and Saldaña (2020), which includes three simultaneous activity streams: data condensation (*data condensation*), data presentation (*data display*), and drawing conclusions/verification (*conclusion drawing/verification*The condensation process was carried out by reducing interview transcripts and field notes into main themes, namely internal and external factors. Data presentation was carried out in a descriptive narrative manner, including direct quotations to strengthen the findings.

RESULTS AND DISCUSSION

Research result

Based on interviews, observations, and documentation at SD Negeri 193/II, Bungo Regency, it was found that low student learning motivation is not caused by a single factor, but rather by the accumulation of various interacting dimensions. The research findings are classified into two broad dimensions: internal factors and external factors.

1. Internal Student Factors Internal factors are drives that originate from within the student, including physical, psychological, and cognitive conditions. At SD N 193/II Bungo, the most prominent internal factors causing low motivation were physical fatigue and low academic self-concept.

Most of the students interviewed admitted that they often felt sleepy and tired during

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class, especially during the first and second periods. This was closely related to their pre-school routine. "I get so sleepy in class, Ma'am. This morning I helped my dad collect palm fruit in the garden before I showered and came to school. I'm just so tired, my eyes feel heavy," said Student A (Grade V) during the interview.

Apart from physical fatigue, observational findings indicate a low self-concept and self-efficacy. Students tend to feel "incapable" of understanding lessons, especially math and science. When asked questions by teachers, they prefer to remain silent or lower their heads for fear of making mistakes. "I really don't want to study math. It's too hard. I feel like I'm just dumb anyway, so if the teacher asks me to come to the front, I just hide," added Student B (Grade VI). This low self-concept makes students lack initiative and give up quickly when faced with challenging tasks.

2. External Factors: Family Environment The family environment in Bungo Regency, where the majority of parents work as rubber and palm oil farmers, influences students' learning motivation. Three main sub-factors within the family dimension are identified: parental education level, economic situation, and mentoring patterns.

The majority of the parents of the six informants were only elementary or junior high school graduates. This situation implies that parents are unfamiliar with how to support their children in their studies, especially with the changes in the curriculum. "I only finished elementary school. When I tell my kid to study, I just say 'go study.' I can't help with the homework because I don't understand what they're teaching nowadays," said Student C's Parent.

Economic factors also fluctuate greatly, following the prices of rubber and palm oil. When prices fall, parents tend to prioritize helping their children on the farm rather than ensuring their children focus on their studies. "Instead of them playing around doing nothing, it's better they help their dad tap rubber. At least they get some pocket money. Honestly, thinking about school grades doesn't put food on the table when rubber prices drop," one parent explained. This pragmatic mindset indirectly shifts the children's focus from intrinsic academic motivation to short-term economic assistance.

3. External Factors: School Environment and Teachers From the school's perspective, the learning process at SD N 193/II is still dominated by conventional approaches. Based on observations in three different classes, teachers predominantly use lecture methods and textbook assignments. The minimal use of interactive learning media or visual aids creates a monotonous classroom atmosphere.

"The teacher just reads from the book, then tells us to copy it and do the questions. It makes me so sleepy and bored. It would be way cooler if we could watch videos or look at

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pictures," commented Student D.

Furthermore, teachers' heavy administrative burdens often deprive them of the time needed to prepare creative learning materials. Teachers admit they struggle to motivate students individually due to the large student population and limited time. Limited school facilities, such as the lack of projectors in every classroom or unstable internet access in plantation areas, also hinder teachers from implementing technology-based learning.

4. External Factors: Community Environment and Peers The social environment around the school and students' homes greatly influences their motivation to learn. Peers have a very strong influence. The culture of playing in rivers, in gardens, or on village streets is more popular than group study. "When I get home, my friends always ask me to play in the river or fly kites in the plantation. If I stay home to study, they'll tease me and call me a teacher's pet," said Student E.

On the other hand, the penetration of technology through gadgets has a significant destructive impact. Although internet access in plantation areas is limited, many parents provide smartphones to their children to keep them quiet and not fuss. Students spend 3-5 hours a day watching YouTube, playing online games (like Mobile Legends or Free Fire), and surfing TikTok. "When I have my phone, I don't even think about studying. I just want to watch YouTube or play games. If my mom tells me to put it away and study, I just get mad," said Student F. This gadget addiction erodes rest time and study time, and damages students' attention span while in class.

DISCUSSION

Research findings at SD Negeri 193/II in Bungo Regency confirm that low learning motivation is a multidimensional phenomenon that cannot be resolved with a reductionist approach. An in-depth analysis of these findings will be discussed through the lens of motivation theory and the local socio-cultural context.

[Insert Figure 1 Here: Conceptual Model of Learning Motivation in Agrarian Contexts] (Note for Authors: Create a diagram showing the interaction between Microsystem [Family/School], Exosystem [Plantation Economy], and Macrosystem [Gadget Culture/Community Environment] pointing towards the core: "Student Learning Motivation". This visual model is highly recommended for SINTA 3+ journals to increase citations).

Dynamics of Internal Factors: Physical Fatigue and Self-Efficacy The findings regarding students' physical exhaustion due to helping their parents on the plantations align closely with Bronfenbrenner's ecological theory of human development, as applied to a rural educational

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context by recent researchers (Mappiare et al., 2022). In the agrarian context of Bungo, the boundaries between "home" and "school" are blurred. Children are not only students but also informal family workers. This physical exhaustion directly robs students of their cognitive capacity and psychological energy, which, in terms of Self-Determination Theory (Ryan & Deci, 2020), will hinder the fulfillment of their basic psychological need for competence.

In addition, the low academic self-concept found in students indicates a failure in the formation of academic self-efficacy (Bandura, in Schunk & Miele, 2021). Students at SD N 193/II tend to experience learned helplessness. They feel like they're constantly failing, so they stop trying. This is exacerbated by a lack of appreciation from those around them. According to Hattie (2021), positive feedback and reinforcement are key to building self-efficacy. When students feel "stupid" and have no one to convince them otherwise, their intrinsic motivation will die.

Hegemony of Family Factors: Economic and Cultural Capital Family factors in Bungo are strongly influenced by cultural and economic capital. Low parental education levels limit the cultural capital that can be transferred to children (Bourdieu, in Sullivan, 2021). Parents lack the cognitive skills to assist their children with homework, resulting in a lack of academic control at home. However, it is crucial to recognize that the parents possess a different form of cultural capital—such as their deep knowledge of weather patterns, commodity price fluctuations, and the strong work ethic required in the plantations. Currently, this local agricultural wisdom is completely ignored by the conventional school system. If integrated properly, this agrarian cultural capital could be transformed into valuable educational capital, validating the students' home experiences and making learning more relevant.

Furthermore, the economic fluctuations of palm oil and rubber plantations create a pragmatism in education. When commodity prices fall, children's education is often sacrificed for daily survival. This phenomenon is supported by a study by Nugroho and Widyawati (2023), which states that in agrarian areas, parents' perceptions of the "utility" of education are often outweighed by the "utility" of children's labor on the plantations. Children's motivation to learn is also undermined because they perceive success as measured by how much rubber they tap, not how high their grades are.

School Monotony and the Challenges of the Independent Curriculum School factors, particularly monotonous teaching methods, are the antithesis of the demands of the Independent Curriculum, which emphasizes differentiated and student-centered learning (Ministry of Education, Culture, Research, and Technology, 2022). Teachers at SD N 193/II remain trapped in the comfort zone of

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conventional pedagogy. According to a study by Saputra et al. (2024), teachers in rural areas often face challenges adapting to the new curriculum due to a lack of contextual and ongoing training. To bridge this gap, the demands of the Independent Curriculum, specifically the *Profil Pelajar Pancasila* (Pancasila Student Profile), offer a viable pathway. Dimensions such as *bernalar kritis* (critical reasoning) and *gotong royong* (mutual assistance) can be seamlessly integrated with local plantation wisdom. For instance, students can analyze rubber tapping yields or calculate palm oil harvest weights, transforming the plantation environment from a distraction into a living laboratory. When learning is linked to the real world of students, it builds Relevance and Attention (Keller's ARCS theory; Pape, 2020). This approach not only makes learning engaging but also eases the teachers' burden by utilizing the immediate environment as the primary learning resource, fulfilling curriculum mandates without requiring expensive digital infrastructure.

Environmental Distractions: Peers and Gadget Addiction The community and peer environment in Bungo forms a "hidden curriculum" that competes with the formal curriculum. While the culture of playing outdoors is good for motor skills, if it isn't balanced with a culture of literacy or group learning, it will erode academic time.

A more worrying phenomenon is gadget addiction. A study by Lim et al. (2023) and confirmed by local research by Hidayat and Rahmawati (2024) shows that the penetration of smartphones in rural areas, coupled with a lack of parental digital literacy training, seriously damages children's attention spans. Short-form entertainment content (such as TikTok) instantly dominates children's brains, making learning processes that require long-term cognitive effort feel tedious and painful. Students experience what Pratama (2025) calls digital amnesia and decreased intrinsic motivation due to digital overstimulation.

Synthesis and Theoretical Impulses Theoretically, this study broadens the understanding of learning motivation by integrating cognitive psychology theory (Self-Determination Theory, ARCS Model) with rural sociology (Bronfenbrenner's Ecology, Bourdieu's Cultural Capital). Learning motivation at SD N 193/II Bungo cannot simply be "fixed" by giving rewards or praise in class, because the root of the problem lies at the microsystem level (family and economy) and the ecosystem (plantation environment and technology). Motivational interventions must be holistic, involving learning environment engineering, family economic empowerment, and digital literacy.

CONCLUSION

Based on the research results and discussion, it can be concluded that the low learning motivation of students at SD Negeri 193/II, Bungo Regency, is caused by a complex interaction

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between internal and external factors.Main TableNowphysical fatigue due to helping parents on the plantation and low academic self-concept (self-efficacy). External factors include: (1) Family environment with low parental education levels, fluctuating economic pressures (rubber/palm oil farmers), and the absence of learning assistance; (2) School environment with a dominance of monotonous conventional learning methods and minimal interactive media; and (3) Community environment in the form of peer influence that does not support academic culture and gadget addiction to entertainment content.

This research recommends several things.*First*, for teachers and schools, it is recommended to implement the model*Contextual Teaching and Learning*(CTL) that integrates learning materials with the realities of plantation life in Bungo, making learning relevant and engaging. Teachers also need to be trained to provide*scaffolding*and positive feedback to build student self-efficacy.*Second*For parents and the community, there needs to be an outreach program from schools or community health centers regarding the importance of education and the dangers of gadget addiction in children, as well as a balanced division of time between helping the family economy and studying.*Third*, for the Bungo Regency Education Office, intervention is needed in the form of providing learning media facilities that do not depend on the internet (such as offline projectors and interactive modules), as well as ongoing training for teachers in designing differentiated learning in rural areas.

The limitation of this study lies in its focus on a single school, so the results may not be broadly generalizable to all elementary schools in Bungo Regency. Further research is recommended to use a quantitative approach.*Mixed-Method*with a larger sample to test the influence of the variables found in this study, as well as to examine the effectiveness of CTL interventions based on local plantation wisdom on increasing student learning motivation.

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