



Analysis of Factors that Influence Low Learning Motivation in Mathematics Learning

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Abstract. This study analyzes the factors affecting the low learning motivation of students in mathematics learning at SMA Negeri 5 Magelang using a qualitative descriptive method. Data were collected through observation, interviews, and documentation. The findings indicate that effective classroom management, including a well-organized environment, varied teaching methods, and clear rules, can enhance learning motivation. Positive teacher-student interactions, constructive feedback, and emotional support also help boost students' confidence. Active participation in group discussions and collaborative activities further contributes to increased student motivation. In conclusion, effective classroom management and supportive interactions can address the low learning motivation of students in mathematics learning and improve their academic performance.

Keywords Learning Motivation, Mathematics, Classroom Management

1. INTRODUCTION

Mathematics is a science that underlies the development of various other branches of science and is inseparable from human life (Nursyeli & Puspitasari, 2021). This knowledge is needed to train students to think critically, analytically and logically in solving problems that are often encountered in everyday life. Therefore, mathematics learning must be designed to be meaningful and relevant so that students can understand its application in the real world (Habsy, Christian, Putri, & Unaisa, 2023). However, to achieve this goal, students' learning motivation plays a role in mathematics learning. Without adequate motivation, the mathematics learning process cannot run optimally (Azhar & Wahyudi, 2024).

Motivation has an important role as the key to success in the learning process, both for students and teachers. Learning motivation functions as a driver for someone to act, determines the direction of action to be taken, and filters the appropriate behavior to be carried out. Apart from that, motivation also plays a role as a business driver and determines learning achievement (Bernard & Sunaryo, 2020). Dimiyati and Mudjiono (2006) also stated that learning motivation has several important functions for students,

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including: a) Making students aware of their position in the learning process, starting from the beginning, during the process, to the final result; b) Provide an overview of students' learning efforts compared to their peers; c) Increase enthusiasm and enthusiasm for learning; and d) Helping students understand the learning process which will later be useful in the world of work.

Various studies have found that student motivation in learning mathematics is still relatively low. This low motivation can be seen from the behavior of students who often avoid mathematics subjects on the grounds that they are difficult to understand or boring. Students tend to be passive in class, rarely ask questions or discuss, and are even reluctant to do assignments. In addition, many students show high dependence on teachers or friends to solve math problems, instead of trying on their own. (Azhar & Wahyudi, 2024) Lack of self-confidence is also a main symptom, where students feel that they are unable to understand mathematical material, which leads to giving up before trying (Ridho'i, 2022).

There are factors that influence students' low motivation in learning mathematics (Rismawati & Khairiyawati, 2022): (1) less interesting learning management, such as the dominant lecture method (2) lack of support from the family environment in motivating students to learn mathematics. (3) the influence of peers who tend to consider mathematics as an unimportant subject. (4) the role of teachers who are less innovative in creating a classroom atmosphere that is fun and conducive to learning. (5) students' psychological factors, such as low self-confidence and anxiety about mathematics, also contribute to low learning motivation.

Based on observations at SMA Negeri 5 Magelang, researchers found low student motivation in learning mathematics. This is characterized by students who do not actively participate in learning, are reluctant to complete assignments given by the teacher, and learning outcomes that are still below average. Therefore, researchers want to analyze the factors that influence students' low motivation in learning mathematics at SMA Negeri 5 Magelang.

2. LITERATURE REVIEW

The research entitled “Analisis Faktor yang Mempengaruhi Rendahnya Motivasi Belajar Siswa pada Mata Pelajaran Matematika” by Melinda Rismawati and Eta Khairiati (2020) took the research location at SDN 03 Makong. This research identifies factors that influence low learning motivation, using a quantitative approach with factor analysis.

This research needs to be carried out at the high school level because learning motivation is needed by all students regardless of level. An in-depth qualitative approach can provide further insight into students' perceptions and experiences regarding motivation to learn mathematics. Factors such as the role of teachers, learning management, and the existence of learning innovations are not discussed in depth. In fact, these factors can also influence student learning motivation.

The research entitled "Analisis Faktor-Faktor Penyebab Rendahnya Motivasi Belajar Siswa MTs Negeri 1 Tapanuli Tengah di Saat Pandemi COVID-19" by Sri Wahyuni Naibaho, Eva Yanti Siregar, and Rahmatica Elindra (2021), focuses on the factors that influence student learning motivation during the COVID-19 pandemic. This research involved class VII students using mixed methods.

With the end of the pandemic, research is needed that evaluates whether these factors remain relevant or change in the post-pandemic learning context. This research was conducted at the junior high school level, while researchers conducted the same research at the high school level so that they could identify more universal or specific factors related to student learning motivation.

3. METHODS

Qualitative research methods were applied in this research. Such qualitative research which focuses on descriptive studies and analysis is often used. In this approach, the process and meaning from the subject's perspective are considered more important. The subject of this research was chosen randomly, namely one of class XI at SMA Negeri 5 Magelang. Data collection techniques include observation, interviews and documentation (Mauliya et al., 2020). Data analysis stages include: (1) data reduction, (2) data presentation, and (3) data verification (Rodin & Andini, 2020).

4. RESULTS

The research results show that classroom management by educators has a significant impact on students' learning motivation. Data collected from several classes at SMA Negeri 5 Magelang indicated that students who study in well-ordered, comfortable, and supportive classroom environments show higher levels of motivation compared to those in less structured classes. Effective classroom management includes the physical arrangement of the classroom, the use of varied teaching methods, and the clear implementation of rules and discipline.

In this study, it was found that educators who maintain positive interactions with students and provide constructive feedback can enhance students' confidence and enthusiasm for learning. Students who feel valued and noticed tend to be more motivated to actively participate in the learning process. Additionally, emotional support from educators has been shown to help students cope with stress and academic pressures.

Aside from classroom management, this research also identified that active student participation in classroom activities, such as group discussions and collaborative projects, contributes to increased learning motivation. Students engaged in interactive and collaborative learning activities tend to be more interested and enthusiastic about learning.

5. DISCUSSION

The discussion on these research results emphasizes the importance of effective classroom management in enhancing students' learning motivation. Good classroom management encompasses not only physical and academic aspects but also emotional and social ones. Educators need to create a positive and inclusive learning environment where every student feels valued and supported.

The importance of positive interactions between educators and students is also highlighted in this discussion. Educators who provide attention and emotional support to students can help them feel more confident and motivated to learn. Additionally, varied and engaging teaching methods, such as the use of educational technology and practical activities, can make learning more interesting and effective.

This discussion also underscores the need for schools to develop programs that support good classroom management. This includes training for educators in using various teaching strategies and creating a school environment that supports positive social interactions among students. Thus, effective classroom management can significantly contribute to the improvement of students' learning motivation.

6. CONCLUSION

Based on the results and discussion of the research, it can be concluded that classroom management by educators has a significant impact on students' learning motivation. Students who study in well-ordered, comfortable, and supportive classroom environments show higher levels of motivation. Effective classroom management includes the physical arrangement of the classroom, the use of varied teaching methods, and the clear implementation of rules and discipline. Additionally, positive interactions between educators and students, as well as constructive feedback, enhance students' confidence and enthusiasm for learning. Emotional support from educators also helps students cope with stress and academic pressure.

Moreover, active student participation in classroom activities, such as group discussions and collaborative projects, contributes to increased learning motivation. Students engaged in interactive and collaborative learning activities tend to be more interested and enthusiastic about learning. Therefore, effective classroom management plays a crucial role in creating a supportive learning environment and motivating students to achieve optimal academic results.

LIMITATION

Research on factors influencing students' learning motivation, particularly classroom management by educators, has several limitations that need to be considered. First, the research methods used may not encompass all relevant variables, so the results may not fully capture the complexity of factors affecting learning motivation. Second, data collected through questionnaires or interviews may be influenced by respondent subjectivity, as they may provide answers that are perceived to be better or more aligned with the researcher's expectations. Moreover, this research is generally conducted in specific contexts, such as particular schools or classes, so generalizing the results to a wider population should be done cautiously. Finally, changes in students' learning motivation can be influenced by various external factors beyond classroom management, such as family conditions, social environment, and educational policies, which may not be fully controlled in this research. Therefore, the results of this study should be viewed as one of several perspectives that can help understand students' learning motivation.

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