

Uncovering the Low Motivation of Madrasah Ibtidaiyah Students: The Role of Environmental Factors and Literacy Skills

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ABSTRACT: *This research aims to identify the nature of students and their motivation in the learning process at MI Nashrus Sunnah, Madiun City. This research uses the qualitative method, field research, which involves direct observation of students as well as interviews with teachers and students to collect data related to learning motivation. The observation results show that students' learning motivation is still relatively low, which is caused by several factors, including unsupervised use of cellphones, incomplete family background, lack of reading and writing skills, as well as the influence of the environment and learning atmosphere that is not conducive, such as the presence of noisy study partners. In addition, students also experience difficulties in understanding the subject matter, which impacts their interest and enthusiasm for learning. The conclusion of this study emphasizes the importance of understanding the factors that influence students' learning motivation in order to design effective interventions to improve their learning outcomes. Therefore, collaborative efforts between teachers, parents and the school environment are needed to create a more supportive learning atmosphere so that students can be motivated to learn and optimize their potential to achieve educational goals.*

Penelitian ini bertujuan untuk mengidentifikasi sifat siswa dan motivasi mereka dalam proses pembelajaran di MI Nashrus Sunnah Kota Madiun. Penelitian ini menggunakan metode kualitatif, penelitian lapangan (field research), yang melibatkan pengamatan langsung terhadap siswa serta wawancara dengan guru dan siswa untuk mengumpulkan data terkait motivasi belajar. Hasil observasi menunjukkan bahwa motivasi belajar siswa masih tergolong rendah, yang disebabkan oleh beberapa faktor, antara lain penggunaan handphone yang tidak diawasi, latar belakang keluarga yang kurang lengkap, kurangnya kemampuan membaca dan menulis, serta pengaruh lingkungan dan suasana belajar yang kurang kondusif, seperti adanya teman belajar yang berisik. Selain itu, siswa juga mengalami kesulitan dalam memahami materi pelajaran yang berdampak pada minat dan semangat belajar. Kesimpulan dari penelitian ini menekankan pentingnya memahami faktor-faktor yang mempengaruhi motivasi belajar siswa agar dapat merancang intervensi yang efektif untuk meningkatkan hasil belajar mereka. Oleh karena itu, diperlukan upaya kolaboratif antara guru, orang tua, dan lingkungan sekolah untuk menciptakan suasana belajar yang lebih mendukung, sehingga siswa dapat termotivasi untuk belajar dan mengoptimalkan potensinya dalam mencapai tujuan pendidikan.

Keywords: *Learning Motivation, Learning Environment, and Literacy Skills*

Received: February 19, 2025; **Revised:** March 29, 2025; **Accepted:** April 28, 2025

I. INTRODUCTION

An important element in the educational process is the presence of students. Students, as individuals, are the main subjects in learning activities. They are individuals who receive teaching, guidance, and development of skills and knowledge from teachers (Van Wart et al., 2020). Students, as the main subject in the world of education, have the right to get direct benefits and benefits from the learning they do and have the capacity to be able to learn, grow, and achieve success in the academic and non-academic fields. In this case, students have the right to quality education, inclusion, and equality, and they are free from discrimination. Education in Indonesia requires the creation of a quality, intelligent, meticulous, faithful, scientific, and moral character as the goal of education (Ramadhani et al., 2024). So, in Islamic religious education, it is education that carries out tasks that require the provision of knowledge of Islamic religious teachings and practices.

Students, as human beings, have qualities and potentials that can be developed as a whole. Islamic education not only emphasizes the academic field but also the psychological, moral, and social fields of students (Ilmi et al., 2023). From an Islamic point of view, students are seen as *muta'allim* (students), *mutaaddib* (learners), and *mutarabbi* (learning managers). In addition, Islam views students holistically and agrees with the diversity of advantages and qualities they have (Basri, 2024). Students are also considered as people who have qualities and abilities that need to be strengthened in their entirety. In this case, students are considered guidance that must be treated with love of wisdom.

Students involved in the world of education have duties and responsibilities to fulfil their obligations in their journey to education. The duties and obligations of students cover various fields, including academic, moral, and social (Misranik, 2021). Students are also seen as topics and actors in the world of education. However, students are not only expected to be the target of knowledge recipients but also actors who play an active and responsible role in learning management. In the approach to Islamic education, the obligations and responsibilities of students are based on religious ethics and Islamic morals, which are the basis for the formation of *Akhlaqu al Karimah* (Azzahra et al., 2023).

Students, as human beings, have the nature to develop their potential. This nature is in the form of mind, heart, and soul and, if developed properly, will make a person believe in Allah. Some argue that the greatest influence received by students comes from adults and educators. Students as teaching subjects cannot be likened to an empty container that is able to absorb water spills anytime and anywhere. However, in an effort to develop their knowledge, they need active, creative, and dynamic interaction with teachers and their environment. The effort to obtain education for human beings is an important form of long-term investment (Zhao et al., 2025). Education plays an important role in realizing the life of the people of a country, and every individual who is involved in the educational process is expected to be able to play an optimal role and be responsible for improving the quality of education (Garira, 2024). The education

achieved will give birth to decent and capable human beings in society while providing a source of capital for change for the better.

Education plays an important role in improving the quality of human resources, especially in the development of a country (Ugoani, 2020). Cooperation between teachers and parents is needed to motivate students to learn in order to improve the quality of education at school. Motivation will make students more diligent in learning and obtain optimal learning results; on the contrary, students who lack motivation will receive less learning results. Motivation in education is an important part that helps determine the level of seriousness in learning and helps students get a better learning experience, increase students' enthusiasm and energy, and increase concentration to achieve desired goals (Nisa' & Fatmawati, 2020).

The problem that often arises is that the low achievement of students is not due to a lack of ability but a lack of motivation to learn, so they have no desire or find it difficult to stimulate their desire to learn (Lo et al., 2022). Motivation is a landslide provision in learning. Students who learn without being motivated or unmotivated are unlikely to achieve optimal success. Motivation is a generator, need, encouragement, enthusiasm, pressure, or psychological procedure that encourages learners to arrive at certain results according to their goals (Liu & Jia, 2024). The motivation that each participant has in participating in learning at school is very diverse. If students come to school without having the motivation to learn, they are less likely to be enthusiastic about participating in learning activities. This shows that the activity to be done does not interest them in wanting to learn. So what needs to be done by education is to do something that can stimulate the interest of students so that the desire to learn from within and from outside themselves and their environment will grow (Amaliyah & Rahmat, 2021).

In the era of globalization today, it is one of the causes of low motivation in learning. They are only physically present at school to carry out learning routines according to the schedule set by the school (Davidovitch & Dorot, 2023). Students are only considered as objects and only absorb what is conveyed by their teachers without understanding the purpose of learning, and learning activities at school are only a formality and daily routine. In addition to students as important objects and subjects in the world of education, the involvement of teachers in the implementation of learning also plays a very important part (Kusmawan et al., 2025). Without the presence of an educator to carry out learning activities, even with a good learning plan, it will be difficult to implement the strategy. So, as educators, they should devote their enthusiasm to providing assistance and guiding students during the learning process.

In learning activities that take place in schools, teacher involvement is an important element in the implementation of learning (Anggraini & Sukartono, 2022). Without teachers who have good and ideal learning strategies, these steps are difficult to implement. Teachers who argue that teaching is only limited to conveying the content of what will be taught are not the same as teachers who argue that teaching is a process of learning students. This difference affects the learning activities of students, with the assumption that teachers believe that through education as an effort to help students become successful, then at this point, teachers will stimulate students' motivation to learn. However, if the teacher believes that the learning activity is only to teach the content of the lesson, then the teacher will not try to motivate the students to learn. Teachers as educators have the duty to motivate students in learning and student

performance depending on how they can provide incentives to students, which will result in increased student learning performance.

II. METHOD

This research employs a descriptive qualitative methodology aimed at understanding social realities accurately and systematically, allowing other researchers to replicate the study with consistent results. The research was conducted at MI Nashrus Sunnah in Madiun City, involving 5th-grade students and teachers as participants. The methods used include field observations and direct interviews with the homeroom teachers and students to explore the motivations behind student engagement in learning. The instruments utilized include observation notes and structured interview questions. The analysis follows a clear process of data reduction, where significant findings are summarized and categorized to identify themes and patterns, leading to conclusions that present new insights or hypotheses about the phenomena studied. Validity testing was rigorously applied using triangulation techniques, comparing information obtained from multiple sources, methods, and times, such as data from interviews and observations, to ensure reliable and unbiased results. By detailing these elements, the study ensures transparency in its methods and provides a replicable framework for future research.

III. RESULT AND DISCUSSION

Definition and Essence of Students

The legal mention of students in the view of Indonesian education law is to disturb the name of students, students, or students. In *academic literature*, the mention of students generally applies to adult education, while in education in general, it is referred to as students. In education in Indonesia, the mention of students is legally contained in education legislation, so the mention of students is used. Students are people who have not yet been trained and have a number of competencies that can continue to be honed (Islam & Stamp, 2020). Therefore, this competence emphasizes teaching, upbringing, and direction from adults, in this case, educators, with the intention of leading them to complete self-development.

Students are members of community groups who strive to optimize their potential through learning activities available in certain paths, levels, and types of education. Therefore, the importance of the meaning of students is not only determined by their level of formal education but also because there is no age limit and no difference in format, so it is actually a very complex thing. However, the most important thing in this understanding is the term "trying to increase potential", which aims to expand the potential of students in the formal, informal, and educational fields through education and a directed active learning process that they are expected to develop their abilities in various types of education obtained.

Based on the *stereotype* that "learning is until the end of life", the appropriate mention to say that individuals who seek knowledge are students and not students. The scope of student contact is quite wide, and it not only involves children but also adults who also do learning. Meanwhile, the mention of any students is specifically for people of childhood age. Students in Islamic education are people who grow and develop physically, psychologically, socially, and religiously to face this life and the hereafter.

Based on this understanding, students are said to be individuals who have not yet understood their thoughts, so they need others to develop. Students in the home environment are biological children, natural students in the school environment are students, and students in the community environment are children of residents.

Students as objects and subjects in the world of education have the following characteristics: 1) Students are not replicas of adults, they have their own world. In the implementation of learning, the learning method carried out cannot be carried out together with adults. 2) Students have needs and demands so that their speed can be fulfilled as best as possible. 3) Students have many internal and external differences from each other, such as health, intelligence, interests, nature, social, and ecological aspects. 3) Students as actors and objects in the world of education have their own activities and creativity so that in the world of education, students are not only treated as objects that only listen and absorb what is learned. 4) Students have a certain period in the process of growth and development, so in the educational process, it is necessary to pay attention to the pattern, speed, and rhythm of students' development when involving it and learning. The level of student's ability to absorb and process learning content is mainly determined by their age and stage of development. In achieving the goals of Islamic education, students must have good traits and personalities. Traits that must exist in students such as straightening their intentions, being diligent, having high motivation in learning, being patient, never giving up, being able to manage time, looking for a good environment, and others.

In the educational process, in order to achieve the desired final result, students should know their duties and obligations. The responsibility of students, from the perspective of Islamic educational philosophy, is to maintain that all their abilities can be developed as they should. Students' body condition must be maintained so that they can carry out learning activities that require physical activities such as sports activities or outdoor learning. Likewise, students' mental conditions must also be maintained so that they can be used as energy to carry out learning activities. If students cannot maintain their physical and mental conditions, then their strength and motivation or enthusiasm for learning will be affected, resulting in decreased interest in learning (Nurhidayati et al., 2023).

Students, as seekers of knowledge, must have a sincere intention in seeking knowledge, namely to gain the pleasure of Allah SWT and have a strong desire to seek knowledge, respect, and obey teachers. Among the other duties and obligations of students, namely cleansing themselves and their hearts of all reprehensible traits and deeds, being willing to leave their families and birthplaces in order to gain better knowledge even in a distant place, not doing learning activities except with the guidance and permission of the teacher, always forgiving the teacher if they are guilty, earnestly studying knowledge and being active in learning, love and love each other, get used to repeating the lessons that have been learned and improve discipline in learning, and always appreciate knowledge and are willing to learn for life. These obligations and duties should be realized and applied by students and used as a guideline in pursuing knowledge. In addition, students must have the means to seek knowledge diligently, both physically and mentally. Through mature provisions, the learning activities carried out will be well realized.

Students' Learning Motivation

The results of the research were conducted at MI Nashrus Sunnah Madiun City by conducting interviews with 5th-grade teachers and 5th-grade students, a total of 6 people. Motivation is an important part of improving learning outcomes in students. To obtain an optimal learning spirit, students must have a strong desire in themselves the ability of a student to achieve or increase their learning motivation in him depends on their ambitions and desires for learning, encouragement and needs in learning, hopes and ideals in the future, appreciation in learning, interesting activities in learning, and the ability to complete a learning plan is determined by success the environment in supporting learning needs (Wang et al., 2024). In providing motivation at school, teachers have the biggest role in increasing students' learning motivation. Each individual student has different backgrounds, behaviours and habits that make them different in increasing motivation and enthusiasm for learning. In an interview with a class V teacher, Ustadzah Aisyah explained,

"Motivation is a thing that encourages and is a driving force to do something, one of which is a driving force to learn. In learning, children in general have a high motivation to participate in learning."

In the observations made, this emerged through the enthusiasm of students in learning activities. They will ask the subject teacher questions about the material or discussion that is poorly understood. Rifqiya, one of the students in class V, said:

"Sometimes we immediately ask the ustadzah if there is something that we do not understand from the material presented, or we also ask friends who already understand the material better."

Ustadzah Aisyah explained that students also have saturated times in learning because each individual has different conditions.

"Of course, there were times when students were bored and bored in class. The reasons why they don't focus when studying are, of course, various. Some have not had breakfast, slept late at night, are not feeling well, and are no longer enthusiastic about learning from home. If that's the case, I call the child who looks less enthusiastic and ask what obstacles make him not enthusiastic and I give him motivation."

The results of the interview show that students and their environment may be the cause of low motivation to learn. The lack of motivation to learn is due to the amount of time spent playing boarding schools and the family background comes from a broken home family. The daily routine they do also has an impact on their enthusiasm for learning. Many students, when they get home, will spend time watching television, playing on their cell phones, watching videos or playing games rather than reviewing the material they have learned at school that day. Students with low motivation to learn feel that they have had enough and are satisfied with what they have obtained without the need to increase their efforts in learning. *"For students who are indeed difficult to increase their motivation, what we do is to continue to provide advice and assistance and work with parents to be able to provide time limits in using mobile phones and to continue to provide advice and study assistance when at home. Usually we also provide additional hours after school to give the student time to learn material that they have not yet understood."*

Another factor of lack of motivation is the ability to read and write. When making observations, the researcher found that one of the students was still lacking in reading and writing skills, which resulted in the student having difficulty in following the lessons. This is due to the lack of reading and writing practice while at home and the absence of motivation and students neglecting when the teacher explains the lesson. In the interview, the 5th-grade teacher said that the student did have difficulties in reading and writing, so in participating in the learning, the student was less enthusiastic. What was done to help the student was to give rewards and provide additional time to teach reading and writing (Hijjayati et al., 2022).

The reward given by the 5th grade teacher at MI Nashrus Sunnah is one way to optimize the students' enthusiasm for learning. Rewards will be given if students get a score of 100 on each exam conducted, answer questions from teachers, and are active in learning. The rewards that are given can be in the form of goods or praise that supports the enthusiasm of students. Giving rewards to students as reinforcement because each individual is happy with the attention, praise and greetings from those closest to them as a form of strengthening behaviour (Amiruddin et al., 2022). Through interviews conducted with 6 students of class V MI Nashrus Suunah, they said that sometimes they feel bored and bored in learning.

"Yes, sometimes there is boredom and boredom of studying. Usually if it's too late in the afternoon and the classroom conditions are a little hot and doing assignments that are a little difficult to understand."

The student's learning environment and atmosphere have an influence in increasing the spirit of learning. Through a supportive classroom environment and atmosphere, students will consciously and enthusiastically increase their interest in learning. So that the learning results they get will be in accordance with the efforts they make. Some obstacles related to the learning atmosphere that occurs in students are also seen during observation activities such as the influence of crowded classmates during learning. The influence of friends who are busy in learning activities can affect the process of absorption and understanding of the material delivered by the teacher (Shao et al., 2024). Through the observations made, the class V teacher made an effort, namely by reprimanding students who were crowded during learning activities and providing advice and reminders to be able to use the study time at school as well as possible.

IV. CONCLUSION

An understanding of students' roles and responsibilities in an educational context is essential to increase their motivation to learn. Students, as individuals in the process of self-development, have unique needs and characteristics that influence the way they learn. This research reveals that students' learning motivation is influenced by various factors, including support from the environment, physical and mental conditions, and interactions with teachers and peers. By understanding that students are not only objects of education, but also active subjects in the learning process, educators can design teaching methods that are more effective and responsive to students' needs.

The implications of these findings suggest the need for a more holistic approach to education, where teachers do not only focus on delivering the material, but also pay attention to the emotional and social aspects of students. Recommendations for improving students' learning motivation include developing a supportive learning

environment, rewarding achievement and involving parents in the education process. Thus, it is expected that students can be more motivated to learn and optimize their potential, both in formal and informal contexts so that they can achieve better and more sustainable educational goals.

VI. REFERENCES

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