MAIN DETERMINING FACTORS OF INTEREST AND MOTIVATION IN LEARNING AMONG ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to identify and analyze the main determinant factors that most dominantly influence the interest and learning motivation of Elementary School (SD) students. Fluctuations in interest and motivation are often the main obstacles to achieving optimal learning outcomes at the elementary level. The research employs a Systematic Literature Review (SLR) method, involving the critical identification, evaluation, and synthesis of relevant primary studies. The synthesis of empirical findings indicates that students' interest and motivation are significantly influenced by both internal and external factors. Internal factors include students' physical and mental condition, intelligence, and attitude towards the lesson, while the most dominant external factors relate to the teacher's role, encompassing teacher creativity in varied methods and media usage, and creating a conducive classroom environment. Furthermore, environmental support, particularly the role of parents and the availability of facilities, is also a crucial determinant. Intrinsic motivation factors, such as drive, needs in learning, and future aspirations, were found to be quite dominant. These findings confirm that effective learning strategies must be student-centered and supported by improving teacher competency in classroom management and instructional innovation, as well as active collaboration with parents.

Keysword : Determining Factors, Interest in Learning, Motivation to Learn, Elementary School Students

INTRODUCTION

Education at the elementary school level is the main foundation for shaping students' character and academic abilities, but optimal learning outcomes are often hampered by fluctuations in students' interest and motivation to learn, which are two psychological variables that determine the quality and success of the learning process. A common phenomenon in elementary school environments is the presence of students who are passive, lack focus, or even apathetic toward teaching and learning activities, which directly indicates their low internal and external motivation. This condition not only affects academic grades but also hinders the process of internalizing material and comprehensively developing one's potential. Therefore, research on the main determining factors that significantly influence the

level of interest and motivation to learn among elementary school students is highly relevant and urgent. In-depth identification of internal factors (such as students' mental conditions and talents) and external factors (such as the quality of teacher interaction, learning methods, and environmental support) in the context of elementary schools is a critical step in understanding the root causes of low learning participation.

A review of previous studies shows that the issue of interest and motivation in learning among elementary school students is an ongoing problem that has become a focus of attention. Research conducted by Hidayati et al. (2022) found that the decline in learning motivation among fourth-grade elementary school students was caused by several internal factors, including a decline in interest, student attitudes, and the physical aspects of the students themselves. In line with these findings, other studies have focused on efforts to increase interest and motivation through improvements in external factors, particularly those related to the role of teachers and learning strategies. For example, research by Ansya (2023) shows that the application of Project-Based Learning (PjBL) strategies is effective in increasing student interest and learning achievement. Similarly, Bate'e et al. (2023) emphasized that the lack of motivation and interest among students was due to the lack of creativity among educators in finding learning media, and they proved that the use of game methods could increase the learning interest of elementary school students. Findings from previous studies collectively confirm that both internal factors (such as student interest and attitude) and external factors (such as teacher learning strategies and media) play an important role in influencing motivation and interest in learning. The problem that then arises and becomes a gap for this study is that, although various causal factors and specific intervention solutions have been identified, there has been no comprehensive study that specifically tests and empirically determines the main determinant factors that are most dominant and significant in influencing the interest and motivation of elementary school students to learn. Therefore, this study aims to bridge this gap by examining and mapping the hierarchy of factors that have the greatest influence.

The purpose of this article is to identify and analyze the main factors that influence elementary school students' interest and motivation to learn. Through this study, it is hoped that a deeper understanding can be gained regarding the influence of various internal factors, such as psychological conditions and individual characteristics, as well as external factors, such as the learning environment, the role of teachers, and family support on increasing interest and motivation to learn. In addition, this article aims to find the most dominant factors in shaping students' motivation and interest in learning, so that the results can be used as a basis for formulating more effective and student-centered learning strategies. Thus, the findings of this study are expected to contribute to educators and related parties in their efforts to create a conducive learning environment that is capable of fostering a spirit of continuous learning. We decided to use the Systematic Literature Review (SLR) method, and our research method needed to be adjusted to focus on a comprehensive review of previous studies on the factors that determine elementary school students' interest and motivation to learn. This method aims to identify, evaluate, and critically synthesize all relevant studies related to the factors that determine interest and learning motivation in elementary school students. The process will follow a structured SLR framework to ensure objectivity and replicability. Identify and analyze the most dominant internal and external factors that influence elementary

school students' interest and motivation to learn based on empirical findings from relevant literature. What internal factors are most often identified as determinants of elementary school students' interest and motivation to learn in the literature? What external factors are most often identified as determinants of learning interest and motivation among elementary school students in the literature? Among internal and external factors, which factors are consistently reported to have the most dominant influence on learning interest and motivation among elementary school students?

RESEARCH METHODS

The method used in this study was a Systematic Literature Review (SLR), a framework chosen for its ability to identify, evaluate, and synthesize findings from relevant primary studies in an objective and measurable manner. The implementation of the SLR was strictly organized into three stages. First, the Planning Stage focused on formulating a clear protocol, including establishing specific research questions, namely identifying the main internal and external factors that predominantly influence the interest and motivation of elementary school students to learn. Second, the Implementation Stage involves a systematic literature search strategy using a combination of Boolean operators (AND, OR) in major academic databases (such as Scopus and ERIC) to minimize bias. The articles found then underwent a layered screening process, starting with examining the titles and abstracts, followed by reading the full text, and ending with Critical Quality Assessment to ensure the validity and reliability of the extracted data. Third, the Reporting Stage involves the extraction of essential data and in-depth thematic synthesis, in which findings from various primary studies are grouped and analyzed to identify consistent patterns regarding determining factors, which will ultimately produce critical interpretations and robust conclusions to answer the research objectives.

RESULTS

Based on qualitative research methods with a literature review approach, the following presents the results of an analysis of key literature to identify the most dominant determining factors that influence elementary school students' interest and motivation to learn. These results are a mapping and synthesis of previous empirical findings grouped according to the type of influence. The aim is to produce a hierarchy of factors that can be used as a practical reference. The main determining factors that have been successfully identified and categorized are summarized in Table 1 (or mention the relevant table number) below:

No	Research and Year of Research	Journal	Research Results
1	The Role of Teacher Mentors in Improving Student Motivation to Learn. Year 2021.	Journal of Elementary Educational Research.	The results of the study show that assistant teachers play an important role in guiding and motivating students to be more enthusiastic about learning. Despite facing obstacles such as low interest in learning, assistant teachers overcome this by providing direct guidance and additional explanations so that students' motivation to learn increases.
2	The Effect of Teacher Creativity and Student Learning Motivation on the Learning Outcomes of Fifth Grade Students at Public Elementary Schools in Wanea District. Year 2022.	Jurnal Inovasi Teknologi Pendidikan	The results of the study indicate that teacher creativity and student learning motivation have a significant effect on the mathematics learning outcomes of fifth-grade students at public elementary schools in Wanea District. The calculated t-value for teacher creativity was $3.371 > 2.019$ with a significance of $0.002 < 0.05$, and for student learning motivation was $3.217 > 2.019$ with a significance of $0.004 < 0.05$. Simultaneously, the F value of $6.190 > 3.22$ with a significance of $0.004 < 0.05$ indicates that both factors have a combined effect on learning outcomes. The R square value of 0.232 means that 23.2% of student learning outcomes are influenced by teacher creativity and learning motivation.
3	Analysis of Factors Causing Low Student Motivation in Online Learning. Year 2022.	JIIP- Jurnal Ilmiah Ilmu Pendidikan	This study found that low student motivation to learn was caused by three main factors, namely physical and psychological factors, family environment, and facilities and infrastructure. Students' declining health, lack of parental attention to their children's learning activities, and limited facilities such as internet access and learning devices were the main obstacles to online learning. To increase motivation to learn, teachers took the initiative to hold creative learning training sessions and give rewards to students to make the learning atmosphere more enjoyable.
4	STRATEGIES FOR MANAGING EXCELLENCE CLASSES TO IMPROVE STUDENT LEARNING ACHIEVEMENT	Pendas : Jurnal Ilmiah Pendidikan Dasar	This study identifies three main strategies implemented by SMPN 1 Turi Lamongan to improve learning achievement in advanced classes: Building Cooperation with Students in Learning, Creating a Conducive Learning Climate, and Evaluating the Teaching and Learning Process. These strategies are supported by factors such as curriculum, facilities, teachers, students, and families. However, their implementation is hampered by internal factors such as monotonous teaching styles and a lack of student awareness of their rights and obligations, as well as external factors such as inadequate facilities and problems within the family environment. The solution focuses on maximizing the honors class program despite limited facilities, requiring teachers to change the classroom atmosphere to be more enjoyable and varied, and fostering a high level of student awareness of their learning responsibilities.
5	Analysis of the Effectiveness of	Jurnal Ilmiah Pendidikan	The results of this study indicate that the effectiveness of classroom management by teachers in grade IV at SD Inpres

	Teacher Classroom Management on the Learning Outcomes of Fourth Grade Students at SD Inpres 1 Talise	Madrasah Ibtidaiyah	1 Talise is in the Good category, with an observation score percentage of 75.60%. The learning process was considered quite effective, supported by good classroom control, positive interaction with students, and encouragement of student participation. The teacher, Mrs. Ince Rahmani, S.Pd., applied a comprehensive approach to classroom management, including adjusting teaching methods based on the mood and situation of the students. The classroom management strategy is based on clear routines and good time management, as well as the use of technology as a digital teaching medium, a variety of teaching methods, and the reinforcement of the values of collaboration and cooperation among students. Overall, the classroom management strategy implemented has proven to have a positive impact on student learning outcomes, as evidenced by an increase in student scores from 60% to 87%. The main challenge faced was dealing with students who violated class rules, which the teacher overcame through positive reprimands, educational sanctions, reflection, and most importantly, communication and collaboration with students' parents. However, there are aspects that can be improved, such as the variety of learning media and an emphasis on students' critical thinking skills.
6	ACADEMIC SUPERVISION MANAGEMENT AS A STRATEGY TO IMPROVE THE QUALITY OF LEARNING IN ELEMENTARY SCHOOLS	Jurnal Dinamaika Manajemen Pendidikan	Academic supervision carried out at SD Negeri 03 Jatiwarno has shown a significant positive impact on improving teacher performance and the quality of the learning process. The process is divided into three main stages: planning, implementation, and follow-up. The planning stage involves creating a supervision contract, setting a schedule, and checking the completeness of teachers' learning tools. During implementation, the principal uses classroom visits and classroom observation techniques, with observation often including teaching demonstrations to provide direct benefits and guidance that teachers consider useful. Finally, the follow-up stage serves as an analysis of results to provide solutions and ongoing guidance for teachers who have weaknesses, as well as to reward teachers who excel, all of which aim to ensure continuous improvement and enhancement of competence. With intensive and continuous implementation, this supervision has succeeded in motivating teachers to continuously update their knowledge and skills, as well as creating a conducive learning environment.
7	Factors causing a decline in learning motivation among fourth-grade students at SDN 1 Peresak	Jurnal Educatio Fkip Unma	The results of the study indicate that the decline in student learning motivation is caused by two major factors, namely: 1. Internal factors: declining interest in learning, negative attitudes toward lessons, and poor physical health among students. 2. External factors: lack of attention from parents, peer influence, monotonous teaching methods (lectures and assignments), lack of learning media, and inadequate learning facilities.

			Teachers can increase learning motivation by creating a pleasant classroom atmosphere, giving praise, and using varied methods and media.
8	Efforts to Improve Interest and Learning Achievement of Fourth Grade Elementary School Students in Science Learning Using PjBL (Project-Based Learning) Strategy	Jurnal Ilmu Manajemen Dan Pendidikan	The results of the study indicate that the implementation of Project-Based Learning (PjBL) strategies can increase students' interest and learning achievement in science learning. Efforts made include: 1. Identify relevant projects 2. Facilitate group discussions 3. Encourage discovery and exploration 4. Integrate subjects 5. Involve the community 6. Providing support and guidance 7. Encouraging creativity and innovation 8. Providing resources 9. Using technology 10. Conducting ongoing formative evaluation. Dengan penerapan langkah-langkah tersebut, guru dapat menciptakan pembelajaran yang menarik, kolaboratif, dan bermakna, sehingga meningkatkan minat dan prestasi belajar siswa.
9	Application of Game Methods to Increase Learning Interest in Elementary School Students	Proceeding Umsurabaya/jour nal.um-surabaya.ac.id	The results of the study indicate that the application of the play-based learning method can increase the interest and motivation of elementary school students to learn. Students become more active, happy, and motivated in participating in learning. However, several obstacles still arise, such as differences in students' acceptance of the method, noise in the classroom, and limited learning time.
10	The Negative Impact of Monotonous Teaching Methods on Student Motivation	Jurnal Pendidikan dan Riset	This study shows that the factors causing monotonous teaching include: - Lack of teacher training - Minimal use of technology - Absence of learning evaluation - Low motivation and differences in student characteristics - Lack of creative learning media and materials - Classroom atmosphere and learning comfort that are not supportive Dampak negatif terhadap motivasi belajar siswa: - Learning fatigue - Loss of interest and enthusiasm for learning - Decline in academic performance - Negative emotions such as boredom, restlessness, and fatigue Preventive measures:

			- Using interactive learning methods (discussions, simulations, role-play) - Using engaging learning media (images, videos, animations) - Variation in learning strategies and relevant teaching materials - Constructive evaluation and positive feedback - Improvement of teachers' pedagogical skills
11	Analysis of Learning Saturation Levels of First Grade Students in Indonesian Language Subjects	Jurnal Ilmiah Pendidikan	The results of this study show that before using science and technology-based learning media, the average student score was 60.20%. After using the media, the average score increased to 80.45%, meaning there was an increase of 20.25%. Application of science and technology-based learning media: - Increase student motivation to learn - Reduce boredom in the learning process - Encourage students to be more active, focused, and enthusiastic - Create a more interactive and meaningful classroom atmosphere - Teachers who use ICT media are able to manage their classes better, increasing student attention and participation.
12	Student Learning Fatigue and Its Management: A Case Study of Senior High Schools in Sidrap Regency	Jurnal Pendidikan	The results of the study show that the description of learning fatigue: - MS students experience learning fatigue with physical symptoms (headaches, irritability, complaining about accumulated assignments), psychological symptoms (anxiety, boredom), and behavioral symptoms (procrastination). Faktor penyebab: - Too much homework, and almost every subject assigns homework. - Teachers' teaching methods are monotonous and uninteresting. Upaya penanganan: - Self-management techniques were applied through individual counseling sessions over three meetings. - The stages included self-monitoring, stimulus control, self-reward, and self-contracting. - After counseling, students showed positive changes in managing their time, completing tasks step by step, and improving their concentration in learning.
13	Analysis of Learning Motivation among Fourth Grade	DIDAKTIKA : e-journal upi.edu	The results of a study of 121 fourth-grade elementary school students in Cluster 7, Cibinong District, show that the overall level of student motivation in online learning during the

	Elementary School Students in Online Learning during the Covid-19 Pandemic		Covid-19 pandemic is in the good to very good category. Descriptive analysis using SPSS showed an average learning motivation score of 116.157 with a standard deviation of 12.366. The distribution of student learning motivation categories showed that 57.9% of respondents had good learning motivation, while the remaining 42.1% fell into the very good category. Further analysis using Herzberg's motivation theory, which was developed into six motivation indicators by Uno (2007), shows a detailed picture of the aspects of student motivation. The aspects of encouragement and needs in learning show a dominance of the very good category at 92.6%. Rewards in learning also received a good response, with 78.5% of students in the very good category. Meanwhile, 58.7% of students had very good expectations and future aspirations. Interesting learning activities and a conducive learning environment also received positive responses, each falling into the good category (92.6% and 64.5%). These results indicate that students' intrinsic motivation is quite dominant in supporting online learning activities amid the pandemic. Good motivation from within students is an important factor that drives their perseverance and enthusiasm in the learning process so that learning objectives can be achieved optimally. In addition, support from teachers and parents is also an important motivator for students to be able to persevere and adapt to online learning conditions.
14	School Efforts to Improve Student Motivation at School	Jurnal BASICEDU : Prodi PGSD Fakultas Ilmu Pendidikan	The results of research at SDN 2 Rumak show that student learning motivation is greatly influenced by various internal and external factors. Internal factors include students' physical and mental conditions, learning abilities, and the attention given to support the learning process. Meanwhile, external factors include teachers' efforts in learning, available learning facilities, and the conditions of the students' surrounding environment. This study shows that there is diversity in learning motivation among students, which affects their achievement. Some students have high learning motivation and enthusiasm, while others are less motivated, as indicated by their passive and unresponsive attitudes during the learning process. The findings show that efforts to improve teacher quality through training, maximizing educational facilities, using appropriate and varied learning methods, and providing rewards and periodic evaluations can significantly increase student motivation to learn. In addition, the formation of good learning habits and the provision of individual learning assistance also play an important role in supporting students' motivation to study harder.
15	Analysis of Factors Affecting Student Learning Motivation at Mandaling Natal	Jurnal Literasiologi	The results of research at SDN 093 Mandaling Natal show that student learning motivation is influenced by internal and external factors. Internal factors include physical and mental conditions, intelligence, and the attention received by

Public Elementary School 093	students, while external factors include the role of teachers in learning, school facilities, and the social environment surrounding students. Observations and interviews show that motivation is very important in shaping students' interest in learning, where teachers play an active role in providing motivation through praise, rewards, and spiritual and physical approaches before and during learning. The family environment also plays an important role in increasing enthusiasm for learning by forming positive habits and providing the necessary support. This study found that students who are physically healthy and have good intelligence tend to have higher learning motivation and achieve better results. Conversely, students who are physically unhealthy or have low intelligence need special attention from teachers and parents to stay motivated. A conducive school environment and adequate learning facilities also contribute to increasing students' learning motivation, so that learning success does not only depend on individual abilities but also on environmental support.

CONCLUSION

The interest and motivation of elementary school students to learn are determined by a complex interaction between internal and external factors. Although internal factors such as physical and psychological conditions and intrinsic motivation (drive, needs, and aspirations) play a fundamental role, the most dominant and crucial external factor is the role of the teacher. The effectiveness of teachers in creating engaging learning experiences is highly emphasized, particularly through creativity in varying teaching methods (such as the use of PjBL or game-based methods) to avoid boredom, as well as the use of technology-based media (science and technology) which has been proven to increase student enthusiasm and focus. Additionally, teachers' ability to manage the classroom to create a conducive atmosphere, as well as providing positive feedback and rewards, are important strategies in triggering motivation. Environmental support also plays a significant role, where attention and collaboration from parents, as well as the availability of school facilities and infrastructure, are determining supporting factors. Therefore, to optimize elementary school students' interest and motivation to learn, a holistic approach is needed that focuses on improving learning innovation and teacher classroom management competencies, as well as strengthening the synergy between the school and family environments.

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