



ANALYSIS OF THE LEARNING ENVIROMENT ON THE LEARNING MOTIVATION OF ELEMENTARY SCHOOL STUDENTS

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Abstract: : This study aims to understand in depth the experiences of elementary school students regarding the impact of the learning environment on their motivation to learn. The learning environment, both physical and non-physical, is believed to have an important role in shaping students' views and feelings towards the learning process. This study uses a qualitative approach, especially phenomenological studies to explore the meaning that students give to their interaction with the learning environment, as well as how it affects their inner drive to learn and use The research sample involved 10-17 students in grades IV and V who were deliberately selected from 1 elementary school in Gandaria Village, namely SD Negeri Gandaria I. Data was obtained through in-depth interviews, direct observation, and analysis of documents such as student diaries and study journals. The data analysis process will be carried out with a thematic analysis method to find patterns, themes, and categories that emerge from the student's narrative. The results of the research are expected to be able to provide an in-depth picture and nuances related to the experiences felt by students, and have implications for education practitioners in creating an empathetic and supportive learning environment, so as to positively increase students' motivation to learn.

Keywords: learning environment, learning motivation, elementary students.

INTRODUCTION

Learning motivation is very important to increase student engagement and success in the learning process. At the elementary school level, students' cognitive and emotional development is very fast, so understanding what motivates them is crucial. One of the most influential factors is the learning environment.

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way teachers interact with students, relationships between friends, and the psychological atmosphere of the classroom.

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The quality of the learning activities carried out is highly dependent on the planning, learning process, and learning evaluation carried out by teachers according to Rusman (2019).

Although there has been a lot of quantitative-based research examining the relationship between the learning environment and motivation, a deep understanding of how students perceive and understand their learning environment personally, as well as how these experiences shape their motivation, still needs to be studied further.

This research uses a qualitative approach to capture the richness and complexity of students' learning experiences. By listening to their narratives and perspectives firsthand, we can gain a more comprehensive understanding of how the learning environment influences motivation internally. This understanding is important to make educational interventions more sensitive and appropriate to the basic needs of students. stating that learning motivation is able to stimulate learning interest. With high motivation to learn, a person will have a high interest in learning so that they can learn to continue to the level of education above them. Each individual has the ability to motivate himself, find a strong reason to achieve something according to Nurhalimatusy Sya'diyah & Fachrurrozie (2020). The two main elements of the learning environment are the physical environment and the psychosocial environment. Physical elements include all physical aspects such as classrooms, teaching materials, learning facilities, and the environment both outside and inside the classroom. The psychosocial element refers to the interaction that occurs between students and students, students with teachers, and students with the environment. These two elements complement each other in creating and shaping the learning environment and influence the learning process that takes place in it, according to Hasan et al (2021).

RESEARCH METHODOLOGY

This study uses a qualitative approach with a phenomenological study design. This approach was chosen in order to explore the life experiences of the respondents and understand the meaning they give to the phenomenon studied, namely the influence of the learning environment on learning motivation.

1. **Research Participants:** The research participants consisted of 10-17 students from grades IV and V who were selected through the purposive sampling method. The criteria for selecting participants include (1) students who are able to express their thoughts and feelings clearly, (2) students who have varying levels of learning motivation, and (3) students who come from different classroom environments that are active classes compared to quieter classes. Approval from the school, parents/guardians, and research participants (students) will be obtained.
2. **Data Collection Techniques:** Data will be collected through various techniques to achieve data triangulation, namely:
 - a. **n-Depth Interviews:** Conducted in a semi-structured manner with each participant to explore their experiences, perceptions, feelings, and understanding of the learning environment, both physical and non-physical, and how it affects their desire to learn. The questions asked are open-ended questions in order to trigger a deeper narrative and enrich the discussion.
 - b. **Participatory Observation:** The researcher will observe the situation in various classrooms to see how students and teachers interact as well as how the physical environment affects the learning process. Field notes are made to record the atmosphere of the classroom, the social relationships that occur, and the type of learning activities carried out.
 - c. **Document Analysis:** Relevant documents such as student diaries, study journals, or written works showing their feelings towards the school or learning process will be collected and analyzed as part of supporting data.
3. **Data Collection Procedure:** Data collection is carried out in several stages, namely:
 - (1) Obtaining permission and obtaining consent from the participant.
 - (2) Conduct an initial interview to build a good relationship.
 - (3) Conducting observations in class repeatedly.
 - (4) Conduct follow-up interviews and collect various documents. The data collection process is carried out continuously until it reaches the saturation point, which is when no new meaningful information emerges from the data that has been collected.

4. Data Analysis: The collected narrative data will be analyzed using thematic analysis (Braun & Clarke). The stages of analysis will include:
- a. Familiarization with data (reading interview transcripts, observation notes).
 - b. Initial code generation.
 - c. Theme search.
 - d. Theme review.
 - e. Theme definition and naming.
 - f. Report writing. This process will be supported by qualitative analysis software if NVivo is required. Validity and reliability will be maintained through triangulation of data sources, member checking with participants, and thick descriptions.

RESULT AND DICSUSSION

This section will present the findings from the qualitative data analysis. The results will be presented in the form of a rich narrative, supported by direct excerpts from the participant interviews (verbatim) and descriptions of observations. Focus will be on the main themes that emerge from the data. Examples of findings that may be presented include:

- a. **Theme 1: The Role of Classroom Physical Comfort:** How lighting, temperature, cleanliness, or classroom layout affect students' feelings and their readiness to learn.
 - 1) *Student quote:* "I like that the desk is neat and uncluttered, so it's comfortable to study."
- b. **Theme 2: Impact of Teacher-Student Interaction:** Students' experiences of the teacher's support, praise, reprimand, or teaching style and how it motivates or demotivates them.
 - 1) *Quote:* "If you smile and teach me to be patient, I will be happy."

- c. **Theme 3: The Influence of Peer Relationships:** How the dynamics of friendship, cooperation, or competition between students affect their enthusiasm for learning.
- 1) *Student quote:* "If you're all good friends, I'd be brave enough to ask questions."
- d. **Theme 4: Classroom Atmosphere That Supports Exploration: Students'** experiences of freedom of expression, a sense of security to make mistakes, or opportunities to actively participate.
- 1) *Student quote:* "I like to try it on my own, so it's interesting."
- e. **Theme 5: Emotional Connection with the Learning Process:** How experiences in a learning environment shape students' sense of joy, enthusiasm, frustration, or boredom.

DISCUSSION

In this section, the qualitative findings will be interpreted and discussed in depth.

1. The discussion will begin by analyzing each theme found and relating it to theories of learning motivation (self-determination theory, *expectancy-value* theory, constructivism) and relevant learning environment concepts.
2. The analysis will focus on the "why" and "how" the learning environment influences motivation from a student's perspective, providing a nuanced understanding of their subjective experiences.
3. Compare and contrast these findings with previous research (both qualitative and quantitative) to identify consistency or differences.
4. Identify the practical implications of these findings for teachers, parents, principals, and education policymakers in creating a more responsive and motivating learning environment at the elementary level.
5. Discussion of the strengths and limitations of this study (small sample size, subjectivity of the researcher in interpretation) and suggestions for future research (case studies in different schools, longitudinal studies, or mixed methods research to strengthen the findings)

CONCLUSION

In the learning process, concentration greatly affects the student learning process. If students cannot concentrate on the learning process, of course their learning will be in vain, so it will only waste energy, time, thoughts and costs. This could be because the subject studied is considered difficult so that you cannot like the lesson. So that a person who can learn well is a person who can concentrate well according to Safitri (2020). The conclusion will summarize the main findings of the research and provide answers to the research questions from a phenomenological perspective.

1. Stating that students' experiences of the learning environment have a complex and profound influence on their motivation to learn, as revealed in the themes found.
2. Emphasizing the importance of considering the physical, social, and psychological dimensions of the learning environment from the perspective of the student.
3. Affirming that creating a supportive, empathetic, and inclusive learning environment is key to fostering the intrinsic motivation of elementary school students.
4. Convey the general implications of this research for improving the quality of education in primary schools, encouraging a more holistic and student-centered approach.

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