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Children's Learning Motivation in Rural Area of Bandung

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A B S T R A C T S

Background: the development of learning motivation in pre-school children is something that should be paid attention to at this time, children's learning motivation at this age will have a major impact on learning achievement in the future. Purpose: To find out the description of children's learning motivation in Permata Bunda Kindergarten, Sindang Panon Village, Banjaran District, Bandung Regency. Methods: This research is a quantitative descriptive study with a cross sectional approach. The subjects of this study amounted to 70 people who were determined through the total sampling technique. Collecting data on learning motivation used observation sheets. Results: most of the respondents 60 (85.7%) have high learning motivation. The conclusion of the results of this study can be input for teaching staff to optimize the high motivational potential of students for optimal cognitive development.

1. INTRODUCTION

Motivation is an effort that can cause someone to do something. Because they want to achieve the goals they want or get satisfaction with their actions, motivation also encourages someone to study hard in order to achieve the goals they have set. There are 5 indicators of motivation to learn, namely, encouragement and need for learning, hopes and aspirations for the future, appreciation in learning, interesting activities in learning, a conducive learning environment (Satrian, 2016).

Motivation has an important function in learning because motivation will determine the intensity of a person's learning effort, if someone who has high motivation learns better than one who has low learning motivation, motivation functions to encourage people to make motivation the driving force of every activity to be carried out , motivation can give direction to goals to be achieved and activities to be carried out in accordance with their goals, determining what actions to do that are appropriate in achieving goals by setting aside actions that are not beneficial to that goal (Rafiqah, 2013).

Learning motivation is very important for someone to have, especially for children who are currently studying at school, the level of children's learning motivation determines the quality of children's behavior in carrying out a given task. This can be seen from the quality of behavior shown when completing the task, which is shown by the attitude of sincerity, perseverance, attention and fortitude. The existence of children's learning motivation will encourage these children to be more enthusiastic in learning and doing assignments given by the teacher, in order to produce positive results and children's interest in learning will increase resulting in an active learning process in class which has an impact on the achievements that children get at school (Bayu , 2016).

Learning motivation in children can determine whether or not they are good at achieving goals so that the amount of motivation will increase the success of learning, children who have motivation to learn are children who are active in trying to appear persistent and do not want to give up, actively read books to improve their achievements and to solve problems, On the other hand, children whose motivation is weak seem indifferent and easily discouraged, attention is not focused on the lesson, likes to disturb class, and often leaves class so they experience learning difficulties (Aquami, 2016).

Based on research conducted by Syifaur Rahmah at an elementary school in Bandung it is known that there was a decrease in learning motivation in children by 30% of 28 students

in class IV in 2016, data collected through observation techniques, observations were made on learning to obtain data on student learning activities and student's motivation to study. The research method used is classroom action research with the Kemmis and Mc models, from this it can be concluded that there is a decrease in learning motivation in fourth grade students (Rahmah, 2016).

Subsequent research by Ari Indriani at Bejirejo Public Elementary School, Kunduran District, Blora Regency for the 2014 academic year. The sample in this study was fifth grade students at Bejirejo State Elementary School, data collection techniques used motivational questionnaires, preliminary tests used linearity and significance, while hypothesis testing used the t test. The results of this study are that there is an influence on the learning motivation of fifth grade students in mathematics at Bejirejo Public Elementary School, Kunduran District, Blora Regency for the 2014 academic year, namely Y 36.59 + 0.73 X. The equation shows that for the regression coefficient X is 0.73 , which means that each additional point of fifth grade students' learning motivation in mathematics will increase by 0.73, it can be concluded that there is an effect of student motivation on mathematics (Indriani, 2014).

Strong learning motivation in children can encourage children to be more enthusiastic about learning, so that children can more easily master learning material to increase motivation in children. It is necessary to provide encouragement from the outside, namely by giving awards to outstanding children such as scholarships, charters, prizes or holding the selection of exemplary and outstanding students. With things like this, children can be encouraged to study more actively. So that having good achievements for children who have not received prizes they will compete or compete in learning to get awards from the school, one of the things that underlies children's motivation at school is that it can be seen from the level of attendance in teaching and learning activities, the activeness of children in participating learning activities, according to their responsibilities as students (Aquami, 2016; Rakhman, 2022).

2. METHODS

The type of research used quantitative research with a cdescriptive design. The data collection time approach used in this study was cross sectional, where the independent and dependent variable data measurement time was only once at a time (Nursalam, 2015). Data collection was carried out through a questionnaire only once at the same time. Motivation to learn using

observation sheets. Indicators that are measured for learning motivation are: perseverance in learning, tenacious in facing difficulties, interest and sharp attention in learning, achievement in learning, independence in learning

3. RESULTS AND DISCUSSION

Based on table 1 below, it shows that there are still a small proportion of respondents (14.3%) who have low learning motivation, namely 10 people, and most of the respondents (85.7%) who have high learning motivation, namely as many as 60 people.

Table 1. Frequency distribution of learning motivation in children at Permata Bunda Kindergarten, Banjaran District, Bandung Regency

Learning Motivation	Frekuensi (n)	Persentage (%)
High	60	85,7
Low	10	14,3
Total	**88**	**100,0**

Based on research conducted by Rahmah (2016) in kindergartens in Bandung it was found that there was a decrease in learning motivation in children by 30% of 28 children in class A in 2016, data were collected through observation techniques, observations were made on learning to obtain learning activity data and children's learning motivation. The research method used is classroom action research with the Kemmis and Mc models, from this it can be concluded that there is a decrease in learning motivation in class a children.

Strong learning motivation in children can encourage children to be more enthusiastic about learning, so that children can more easily master learning material to increase motivation in children. It is necessary to provide encouragement from the outside, namely by giving awards to outstanding children such as scholarships, charters, prizes or holding the selection of exemplary and outstanding students. With things like this, children can be encouraged to study more actively. So that having good achievements for children who have not received prizes they will compete or compete in learning to get awards from kindergarten, one of the things that underlies children's motivation at school is that it can be seen from the level of attendance in teaching and learning activities, the activeness of children in participating learning activities (Aquami, 2016).

On learning motivation, researchers used observation sheets to see high and low learning motivation. Children's high learning motivation at Permata Bunda Kindergarten can be seen from the observation sheet. Children always come to school on time. Children never skip school Monday-Friday. Children always ask questions. to the teacher regarding material that has not been understood, children are happy to get praise from the teacher when completing assignments, children always do assignments given by the teacher, children are able to distinguish colors, children are able to understand letters or numbers. The low learning motivation of children at Permata Bunda Kindergarten can be seen from the observation sheet. The children do not pay attention in the learning process with 3 minutes without any distractions. The children do not ask friends about material that they do not understand. With this, researchers can see the level of children's learning motivation in kindergarden.

Motivation to learn is the overall driving force within the student that gives rise to learning activities, which guarantees the continuity of learning activities and which gives direction to learning activities so that the goals desired by the subject of learning can be achieved. Likewise, according to Darmawati (2021) who stated that motivation is a mental drive that moves and directs human behavior, including in learning activities motivation encourages a person to learn to achieve the goals he wants. So it can be concluded that learning motivation is the overall driving force or driving force within students that gives rise to learning activities and which gives direction to learning activities, so that the goals desired by students can be achieved. Motivation will arouse enthusiasm in learning if students' motivation in learning is high, then learning outcomes will be optimal and vice versa if student learning motivation is low, then learning outcomes will be less than optimal (Sunadi L., 2013).

Motivation in learning has a very large influence function to encourage student learning activities, especially those who have maladaptive and deviant behavior so that these behaviors interfere with the student learning process. The function of motivation is: to encourage people to act, to act as a driving force or motor that releases energy, to determine the direction of action in the direction to be achieved, to select actions, namely to determine what actions must be done in harmony to achieve goals by setting aside the actions that not useful for this purpose. The function of motivation in this case is to indicate a change for the better that arises from within and outside of a person, especially in terms of learning for students (Suprihatin, 2015).

Motivation that comes from within without external stimulation, that is why intrinsic motivation can also be said as a form of communication in which learning activities are started and continued, based on an inner impulse and are absolutely related to learning activities. On the intrinsic motivation of children learn because of itself (increase knowledge, tenacious in the face of difficulties, happy to work independently and so on). Active motives and their functions are due to external stimuli. Extrinsic motivation can also be said to be a form of motivation in which learning activities are initiated and continued based on encouragement from outside which is not absolutely related to learning activities. In this extrinsic motivation, children learn not because learning is meaningful to them, but to expect something behind the learning activities, for example good grades, prizes, awards or avoiding punishment and criticism. The goals to be achieved lie outside the learning act (Aquami, 2016).

4. CONCLUSION

Most of the respondents (85.7%) had high learning motivation. Optimization of the learning process in the classroom is needed to facilitate good student learning motivation. Teacher creativity in teaching is needed to improve student achievement.

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