



Factors Causing Low Student Motivation: A Systematic Literature Review

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ABSTRACT

Learning motivation is one of the factors that determine student success. Each student has different motivations when participating in learning at school. The differences in student learning motivation create teaching problems for teachers. Because each student brings different motivation when participating in learning. The purpose of this study is to record the factors that cause low student learning motivation and find the dominant factor in influencing student learning motivation. This research uses the Systematic Literature Review research method. The results showed that there are internal and external factors that affect students' low learning motivation.

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1. INTRODUCTION

Education is one of the determining aspects for the progress of the nation. In education, learning motivation is needed for students to achieve the right learning goals. Learning motivation is the overall driving force both from within and outside the student that ensures continuity and gives direction to learning activities, so that the goals desired by students can be achieved. It is said to be 'the whole driving force' because there are several motives that together move students to learn (Sardiman, 2012). Learning motivation is one of the factors that determine student success. There are two types of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that arises from within students. Meanwhile, extrinsic motivation is motivation that arises because of encouragement from outside the student. Motivation grows from within the student. Whether it arises naturally from the student's desire or even because of encouragement from outside the individual. From the learning environment, the most important role in providing learning motivation is the teacher. Each student has different motivation when participating in learning at school. With the differences in student learning motivation, there are different motivations when participating in learning. Differences in the level of student learning motivation are a problem in achieving learning goals at school. Without a high level of learning motivation in students, learning will not run effectively, so student learning motivation must be considered to achieve learning goals.

High and low learning motivation can be seen from the attitudes shown by students during the implementation of teaching and learning activities such as interest, enthusiasm, responsibility, pleasure in doing assignments and the reactions shown by students to the stimulus given by the teacher (Sudjana, 2013). Motivation is important in learning because it is one of the factors that cause someone to learn. In learning activities, motivation can be said to be the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities and gives direction to learning activities. So it can be said that students who do not have learning motivation, there will be no learning activities in these students. The low motivation of students to learn will hinder the achievement of educational goals and is a threat to the progress of the nation that must be handled appropriately. Learners with low motivation will look indifferent, get bored quickly, despair easily and try to avoid activities. A student who has high motivation in learning will be shown by eight (8) characteristics, as follows: persevering with the task (can work continuously for a long time, never stops before the time is finished), resilient in facing difficulties (not easily discouraged), shows interest in various problems, prefers to work independently, does not get bored quickly on routine tasks, can defend his opinion, does not let go of what he believes, and likes to find and solve problems (Sardiman, 2011).

2. METHODS

The method used in this research is the SLR (Systematic Literature Review) method. SLR is done by identifying, reviewing, evaluating and interpreting all available research. With this method, researchers systematically review and identify journals in which each process follows predetermined steps (Triandini et al., 2019). To complete this study, researchers collected journal articles on the Google Scholar database with the help of the Publish or Perish application. Keywords learning motivation, students, factors, and, Systematic Literature Review. The articles cited are based on journal articles published in the span of 2014 to 2022.

The next step is that the author records then the researcher reviews and analyses the article in depth, especially regarding the research results presented in the discussion section and the conclusion section. In the final part of the study, the researcher compared the findings presented in the article and gave a conclusion.

3. FINDINGS AND DISCUSSION

3.1 The Concept of Motivation for Learning

Motivation is the driving force for individuals to do something, including learning. Motivation can become active at certain times, especially when the need to achieve goals is needed. Several experts offer explanations of the concept of learning motivation as follows [Winkel \(2011\)](#) learning motivation is the overall driving force of psychic driving force within students that gives rise to learning activities, guarantees continuity of learning activities and provide direction to learning activities in order to achieve a goal. [Sardiman \(2007\)](#) learning motivation is a psychic factor that is non-intellectual. Its distinctive role is in growing passion, feeling happy and enthusiasm for learning.

So based on several definitions of motivation and learning, it is concluded that learning motivation is an encouragement from within the individual in the form of psychological factors to make changes in behaviour based on the results of efforts and learning experiences to achieve certain goals.

3.2 Factors Causing Low Student Motivation to Learn

As explained earlier, there are factors that affect learning motivation. These factors are generally intrinsic factors and extrinsic factors. These factors can strengthen or weaken students' learning motivation. Factors that strengthen are factors that support to improve learning achievement. Meanwhile, weakening factors are factors that cause students to be lazy to learn. Weakening factors also come from intrinsic and extrinsic.

Low learning motivation is one of the causes of students experiencing learning difficulties. As explained in [Rifa'i and Tri Anni \(2009\)](#) 'Low-motivated learners, for example, will experience difficulties in learning preparation and in the learning process'. Some experts reveal that the factors that influence low learning motivation are internal factors of the student. According to [Syah \(2006\)](#) the low motivation of students to learn which is the cause of learning difficulties is reflected in internal student factors, namely internal factors that are affective in nature such as unstable emotions and attitudes of students. This is also influenced by the environment where students live where students have to face a harsh environment and can affect the quality of their learning.

Internal factors that affect low learning motivation are as follows:

3.2.1 Physical and mental health.

The condition of students who are sick causes students to not be able to absorb lessons properly, so students are lazy to take part in learning. Efforts to fulfil nutrition are also an influence on students having a healthy or less than optimal physical condition. The mental health of students in question is the emotional condition of students. Students who have not been able to regulate their emotions will find it difficult to absorb lessons well. Emotional factors that are less stable according to [Djamarah \(2011\)](#) include irritability, moodiness, anger, always confused in dealing with problems, always sad for no apparent reason, and so on. The state of physical health in question is according to [Djamarah \(2011\)](#) for example mild body defects, such as lack of hearing, lack of vision, and psychomotor disorders. And conditions of nutritional fulfilment such as easy headaches, stomachaches, eyeaches, toothaches, colds or easily tired and sleepy.

3.2.2 Talent

Talent is a skill that is carried from birth. Students who do not have talent will find it difficult to learn a skill that is not in accordance with their talent. And for students who have certain talents but do not have the motivation to develop them, this talent becomes useless. According to [Djamarah \(2011\)](#) that talent is influenced by two factors, namely factors from the child himself and factors from the child's environment. If children lack interest in developing their talents, their talents will become useless, and if the child's environment is less supportive of developing talents, they will experience serious obstacles in their development.

3.2.3 Interest in learning

Students who have no interest in a subject tend not to have the motivation to learn. Low interest in learning makes students lazy to participate in learning activities. Even though the physical conditions and environment of students are supportive of learning, if there is no interest, it will be in vain. As stated by [Djamarah \(2011\)](#) '...interest affects the process and results of students' learning. Not much can be expected to produce good learning achievements from a child who has no interest in learning something'. Therefore, low student interest in learning greatly affects the final results of student learning.

3.2.4 Concentration

In learning concentration is needed to receive the information learned. Students with low learning motivation tend to find it difficult to concentrate on their learning. Likewise, students who find it difficult to focus their concentration will be reluctant to learn.

3.2.5 Self-confidence and Commitment

Students who lack high self-confidence in learning will have difficulty absorbing material and doing the tasks given by the teacher. Commitment to the task (task commitment). Self-binding to the task, commonly called task commitment, is one of the internal factors in learning motivation. So students who have a low commitment to the task, then have less motivation in learning.

External factors that affect low learning motivation are as follows.

3.2.6 Family conditions

Family conditions that are too neglectful or indifferent greatly affect students' learning motivation, because students do not get encouragement to learn from their immediate environment.

3.2.7 Peers

The influence of peers is an extrinsic factor that greatly affects student learning motivation, if students hang out with students who have a high interest in learning, these students will follow their friends. However, if students hang out with friends who less supportive of interest in learning, it will cause students to be reluctant to learn. Explained by [Eccles et al. \(1993\)](#) in [Santrock \(2008\)](#) that 'peers can influence children's motivation through social comparison, social competence and motivation, learning together, and the influence of peer groups'.

3.2.8 Living environment

Living environment is the social condition of the community in the environment where students live. If students live in an environment that does not support them to learn, then it is unlikely that students have high learning motivation. Students who live in a heterogeneous community of people who often have noise, noise, commotion, quarrels, robberies, fights, and so on have become an inseparable part of heterogeneous community life.

3.2.9 School environment

This is the environment in which the school is located. The school environment also includes the principal, teachers and other teaching staff who facilitate students to learn well at school. If the school environment is not conducive to teaching and learning activities, student motivation to learn will fade. Unpleasant school atmosphere. For example, the atmosphere is noisy, because the location of the school is close to the highway, where traffic is going back and forth, adjacent to residential houses, near markets, workshops, factories, and others so that children find it difficult to concentrate on learning.

4. CONCLUSION AND RECOMMENDATION

Low learning motivation is influenced by internal and external factors. Some experts reveal that the factors that influence low learning motivation are internal factors of the student. The low motivation of students to learn which is the cause of learning difficulties is reflected in internal student factors, namely internal factors that are affective in nature such as unstable emotions and attitudes of students. Internal factors that influence are physical health, talent, interest, concentration, self-confidence and commitment to the task. Meanwhile, external factors that affect learning motivation include family conditions, peers, and the family environment.

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