

## Learning Motivation to Improve Students' History Learning Achievement at SMA Depok

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**Abstract:** *The background of the research centres on the persistent challenge of low academic performance in history among students at SMA Depok, which is suspected to be influenced by inadequate learning motivation. The purpose of this study is to investigate the impact of learning motivation on students' history achievement and to identify strategies that can enhance this motivation. The research employs a qualitative methodology, utilizing a case study approach that includes in-depth interviews with 15 students and 3 history teachers, as well as classroom observations to capture real-time interactions and engagement. Data were analyzed through thematic analysis, where key themes related to motivation and academic performance were identified, followed by data triangulation to ensure the reliability and validity of the findings. Principal results revealed a significant positive relationship between heightened motivation and improved academic performance in history. The study concludes that targeted motivational strategies can lead to better academic outcomes. Its contributions to the field include providing valuable insights for educators seeking to improve student engagement and achievement in history through enhanced motivational techniques.*

**Keywords:** *High school education, History learning, History learning achievement, Learning motivation*

### 1. INTRODUCTION

Senior high school education represents a critical phase in shaping both the academic abilities and overall personality of students, making it essential to focus on motivational factors that can enhance learning outcomes, particularly in subjects like history. Purbaningrum elucidates that the incorporation of PowToon within the framework of problem-based learning (PBL) not only captivates the attention of students but also promotes a more pleasurable and autonomous learning experience, which ultimately enhances motivation in the study of history (Purbaningrum & Aman, 2023). Research conducted by Chandran and Awang accentuates the significance of employing engaging presentation techniques by educators to maintain students' interest and active participation in history classes (Chandran & Awang, 2023). Therefore, the integration of creative and interactive teaching strategies is essential for enhancing students' motivation and, consequently, their learning outcomes in history. In history education, where understanding complex events and developing critical thinking is key, motivation plays a crucial role in helping students achieve higher academic standards. The influence of motivation extends beyond academic performance, contributing to the development of self-regulation and resilience, which are important traits for lifelong learning. In the context of SMA Depok, fostering motivation in history classes can lead to not only improved academic outcomes but also the holistic development of students, preparing them for future academic and personal challenges.

In senior high school education, the subject of history plays a vital role in shaping students' national awareness, making it a key component in developing a well-rounded educational experience. Motivation to learn history is crucial, as it directly influences students' engagement and understanding of their nation's past, which in turn fosters a sense of identity and belonging. Agustina et al. assert that conventional teacher-centric pedagogies frequently inhibit student participation, advocating for a transition towards more engaging methodologies that facilitate active learning (Agustina et al., 2023). The efficacy of such pedagogical strategies is corroborated by empirical evidence demonstrating that when educators implement a variety of instructional techniques, including collaborative learning and the incorporation of multimedia resources, they can substantially enhance students' interest and motivation in the study of history (Abdullah et al., 2021). Effective history education that incorporates motivational strategies can lead to improved academic performance and a deeper connection to the material, ultimately contributing to the student's holistic development. In the context of SMA Depok, enhancing students' motivation to study history can significantly impact their academic success and strengthen their understanding of national identity and citizenship.

High learning motivation has been proven to be a crucial factor in helping students achieve optimal academic performance in history within the high school environment. Studies have consistently shown that students with high levels of motivation are more engaged and invested in their studies, which leads to a better understanding and retention of historical concepts. The incorporation of digital resources and interactive platforms, as articulated by Jumardi et al., has the potential to foster a more stimulating educational environment that enhances students' engagement with historical studies (Jumardi et al., 2023). This assertion is further supported by the research conducted by Wahono et al., who contend that self-efficacy and a supportive academic environment play a critical role in improving students' academic outcomes (Wahono et al., 2020)(Ha, 2021). This motivation drives students to put in the necessary effort to excel in history, a subject that often requires critical thinking and the ability to analyze complex events. Furthermore, motivated students tend to participate more actively in class discussions and are more likely to seek out additional resources, which further enhances their learning outcomes. In the context of SMA Depok, fostering high motivation among students in history classes is essential for achieving not only academic success but also a deeper appreciation of the subject matter. The significance of intrinsic motivation in the context of historical education cannot be underestimated. Empirical studies demonstrate that learners exhibiting elevated levels of

intrinsic motivation are more inclined to engage thoroughly with historical content, consequently resulting in enhanced academic performance. (Inayatulloh et al., 2023). Implementing pedagogical strategies that foster autonomy, relevance, and active participation is essential for maintaining students' enthusiasm for the study of history. Investigations conducted by Mustami and Safitri reveal that collaborative learning methodologies can markedly improve students' motivational levels in contrast to conventional instructional approaches (Mustami & Safitri, 2018).

Senior high school education often serves as a crucial determinant in shaping the intellectual foundation that students carry into higher education, making the development of strong academic habits and motivation particularly important. The alignment of pedagogical strategies with the preferred learning modalities of students has the potential to significantly elevate levels of engagement and academic achievement (Ha, 2021). The research conducted by Fikri et al. illustrates that the integration of local historical narratives into educational curricula can render historical content more accessible and captivating for learners, thus augmenting their intrinsic motivation to acquire knowledge (Fikri et al., 2023). Motivated students are more likely to engage deeply with their studies, develop these essential skills, and achieve better academic outcomes, which are vital for their future academic and professional success. Furthermore, the intellectual foundation built during high school not only supports academic achievements but also prepares students for the complexities of college-level coursework. In SMA Depok, enhancing students' motivation to learn history can contribute significantly to this intellectual development, setting them up for success in their future educational endeavours.

Despite the critical importance of maintaining high motivation, numerous studies indicate that learning motivation among senior high school students often declines in the final years of their education. This decrease can be attributed to various factors, such as academic pressure, increased workload, and the looming uncertainty of future academic and career paths. The application of cooperative learning methodologies, exemplified by the Jigsaw technique, has been demonstrated to cultivate a collaborative atmosphere that augments student interaction and motivation (Junaid, 2016). The incorporation of progressive pedagogical approaches, such as inquiry-based learning, has been observed to exert a favourable influence on students' academic performance in history by fostering active engagement and critical analysis (Langat et al., 2022). Additionally, the reduction in motivation during these critical years may lead to disengagement from learning, which can have long-term consequences on students' preparedness for higher education. In the context

of SMA Depok, addressing this issue by implementing strategies to boost motivation in the final years could help improve academic outcomes and better prepare students for future challenges.

One effective way to address the decline in student motivation is by developing history education in high schools that is not only informative but also capable of motivating students to achieve better academic performance. This can be accomplished by incorporating interactive and engaging teaching methods that connect historical content to students' lives, making the subject matter more relevant and compelling. Learners who engage in self-directed learning methodologies generally exhibit superior academic outcomes in contrast to those who depend exclusively on conventional pedagogical practices (Omeligwe & Kpangban, 2023). This autonomous learning paradigm enables learners to assume responsibility for their educational journey, thereby cultivating a profound sense of ownership and intrinsic motivation. Furthermore, the application of metacognitive techniques, such as concept mapping, has proven to be instrumental in assisting learners in structuring their cognitive processes and augmenting their comprehension of historical constructs (Nair & Narayanasamy, 2017). Additionally, incorporating project-based learning and collaborative activities can foster a more dynamic and participatory classroom environment, further enhancing student motivation. In the context of SMA Depok, implementing these strategies in history classes could lead to improved student engagement and academic outcomes, helping students to see history not just as a subject to pass, but as a valuable and exciting field of study.

In SMA Depok, a study found that significant improvements in history learning achievement can be achieved by enhancing student motivation through more interactive and contextual teaching methods. The implementation of technological resources, including educational games and interactive platforms, has been empirically demonstrated to augment students' motivation and engagement with historical studies. These instruments not only render the learning experience more pleasurable but also allow students to investigate historical material in a dynamic and immersive fashion. Furthermore, cultivating a sense of community within the educational environment through collaborative learning methodologies can significantly bolster students' motivation, as they perceive a greater connection to their peers and a heightened investment in their shared educational journey (W. Johnson & T. Johnson, 2019). Interactive teaching strategies, such as group discussions, debates, and project-based learning, were shown to foster a more dynamic learning environment, which in turn helped students to better retain historical knowledge and apply it critically. Furthermore,

the study highlighted that contextualizing historical events within the framework of contemporary issues made the subject matter more relevant and engaging for students, further boosting their motivation and academic success. These findings suggest that by adopting such methods, history teachers in SMA Depok can create a more motivating and effective learning experience.

This research is crucial because the low academic performance in history among students at SMA Depok indicates a pressing need for more effective strategies to enhance learning motivation. An in-depth comprehension of the various learning modalities exhibited by students is imperative for the customization of historical pedagogy to adequately address their individual needs and inclinations. Empirical studies suggest that synchronizing instructional approaches with the learning styles of students can result in enhanced levels of motivation and academic performance (Susilo & Sustianingsih, 2021). The consistent underachievement suggests that current educational approaches may not sufficiently engage students, leading to a lack of interest and diminishing effort in history classes. Addressing these motivational challenges is essential for improving academic outcomes, as motivation is a key driver of student success. By identifying the underlying causes of low motivation and implementing targeted interventions, educators can create a more engaging and supportive learning environment that encourages students to excel. This research not only highlights the importance of motivation in educational achievement but also provides a pathway for improving history education outcomes at SMA Depok through evidence-based strategies.

This research offers novelty by developing a learning model focused on enhancing student motivation, which is expected to be widely applicable in high school history education. In the domain of historical pedagogy, a considerable number of students frequently experience fluctuations between disengagement and engagement, which may impede their scholastic success. The implementation of methodologies incorporating audio-visual media, such as PowToon, has demonstrated efficacy in enhancing learners' motivation to acquire history knowledge (Purbaningrum & Aman, 2023). Unlike traditional methods that often prioritize content delivery, this model emphasizes interactive and student-centred approaches that aim to increase engagement and foster a deeper interest in history. By integrating motivational strategies into the curriculum, such as collaborative learning and real-world applications of historical events, this model seeks to improve both student motivation and academic performance. The innovative aspect of this research lies in its potential to transform the way history is taught in SMA, making it more relevant and appealing to students, which could lead to more consistent and improved learning outcomes.

The broad applicability of this model suggests that it could serve as a template for other subjects as well, potentially revolutionizing secondary education.

The objective of this research is to identify and implement effective strategies for enhancing student motivation, which in turn aims to improve history learning outcomes at SMA Depok. The research will encompass secondary school students participating in surveys and interviews to acquire data regarding their educational experiences. This investigation is anticipated to yield a substantial impact on the advancement of more efficacious pedagogical strategies in the domain of history education, while simultaneously offering pragmatic recommendations for educators to enhance student motivation and engagement within the learning environment (Chandran & Awang, 2023). By focusing on motivational factors, the study seeks to address the underlying causes of low academic performance in history, offering targeted interventions that can be applied within the classroom. These strategies may include interactive teaching methods, personalized feedback, and the integration of technology to create a more engaging learning environment. The research will not only explore the theoretical aspects of motivation but also provide practical applications that teachers can use to foster a more dynamic and supportive educational experience. Ultimately, the goal is to create a model that can be replicated in other schools, contributing to a broader improvement in history education across similar educational contexts.

## **2. METHODS**

This study employs a qualitative research design with a case study approach to delve into how learning motivation impacts the academic achievement of history students at SMA Depok. By focusing on a specific group of students and teachers within this school, the research aims to gain in-depth insights into the motivational factors that contribute to better performance in history. The case study method allows for a comprehensive examination of real-life classroom dynamics, providing rich, contextual data that highlight the complexities of motivation and its effects on learning outcomes. Through detailed interviews and observations, the study captures the nuanced relationships between student motivation, teacher strategies, and academic success in history. This approach not only offers a deeper understanding of the specific educational environment at SMA Depok but also provides valuable lessons that can be applied to similar contexts to improve student achievement in history.

The population for this study includes history students and teachers at SMA 10 Depok, carefully selected to provide a representative sample of the school's academic environment. A purposive sampling method was employed to choose 15 students from class XI from SMA 12 and SMA 10 Depok year 2022 who exhibit a range of academic performance levels, ensuring that the study captures diverse perspectives on learning motivation and its impact on history achievement. Additionally, three history teachers were included in the sample to provide insights into the instructional strategies that influence student motivation. This combination of varied student abilities and experienced educators allows for a comprehensive analysis of the factors that contribute to both high and low academic outcomes in history. By focusing on this specific group, the study aims to uncover key trends and patterns that can inform targeted interventions to enhance student motivation and performance in history at SMA Depok.

Data for this study were gathered through in-depth interviews and classroom observations, which provided a comprehensive view of both students' and teachers' perspectives on the factors influencing learning motivation and its subsequent impact on academic performance. The interviews allowed participants to share detailed insights into their personal experiences, challenges, and the motivational dynamics within the history classroom. Classroom observations complemented these interviews by offering a real-time understanding of student-teacher interactions, engagement levels, and the effectiveness of different teaching strategies in fostering motivation. By combining these two data collection methods, the study was able to identify specific elements that either enhance or hinder motivation, thereby affecting students' success in history. This approach ensured a thorough exploration of the motivational factors at play, providing valuable information that can be used to develop targeted interventions to improve academic outcomes in history at SMA Depok.

The collected data were analyzed using thematic analysis, a method that involved coding the interview transcripts and observation notes to identify key themes related to motivation and academic achievement in history. This process allowed the researcher to systematically categorize and interpret the data, uncovering patterns that revealed how different motivational factors influence student performance. Once the key themes were identified, data triangulation was employed to validate the findings, ensuring that the results were consistent and reliable across multiple sources. By comparing insights from interviews, observations, and documented academic performance, the study was able to confirm the relationships between motivation and academic outcomes with greater confidence. This

rigorous analytical approach provided a solid foundation for drawing meaningful conclusions and developing recommendations to enhance learning motivation and history achievement among students at SMA Depok.

### **3. RESULTS**

The interview results revealed that the majority of students felt their learning motivation increased when teachers employed more interactive and contextual teaching methods in history lessons. Students reported that when lessons were made relevant to their own lives and current events, they found the subject matter more engaging and meaningful. Interactive activities, such as group discussions, debates, and project-based learning, helped them better understand historical concepts and stay focused during class. Many students noted that these methods not only made learning more enjoyable but also encouraged them to participate actively, boosting their confidence and interest in the subject. As a result, they felt more motivated to study and perform well in history, seeing it not just as a requirement but as an interesting and valuable field of study. This shift in motivation suggests that adapting teaching methods to be more interactive and contextual can have a significant positive impact on students' academic engagement and achievement in history.

Classroom observations indicated that students with high motivation levels were more active in discussions and frequently asked questions about the history material being taught. These motivated students were often the first to participate in group activities and discussions, demonstrating a strong interest in exploring historical topics more deeply. Their curiosity drove them to seek clarification and additional information, which not only enhanced their understanding but also enriched the learning experience for their peers. The enthusiasm and engagement of these students created a more dynamic classroom environment, where ideas were exchanged freely, and learning became a collaborative process. Furthermore, their active participation seemed to inspire less motivated students to become more involved, gradually fostering a more inclusive and interactive learning atmosphere. This observation suggests that motivation plays a crucial role in encouraging students to take ownership of their learning, leading to better academic outcomes and a more vibrant classroom experience.

The documentation of students' history exam scores revealed a noticeable improvement in academic performance following the implementation of teaching methods designed to boost learning motivation. These methods, which included interactive activities and contextualized learning, appeared to make the material more engaging and accessible for



students. As a result, students not only participated more actively in class but also showed a deeper understanding of historical concepts during exams. The increased motivation translated into better study habits and a stronger commitment to mastering the subject, which was reflected in their higher exam scores. This positive trend suggests that when students are motivated and find the learning process enjoyable, they are more likely to achieve academic success. The improvement in exam performance highlights the effectiveness of motivation-focused teaching strategies in enhancing students' overall learning outcomes in history.

The triangulation of data from interviews, observations, and documentation confirmed a positive relationship between higher learning motivation and improved history academic performance among students at SMA Depok. Interviews revealed that students felt more engaged and interested when motivated, which was corroborated by classroom observations showing that these motivated students participated more actively in discussions and activities. The documentation of exam scores further supported this finding, as students with higher motivation consistently achieved better results. This consistent pattern across multiple data sources highlights the significant impact of motivation on students' academic success. The alignment of qualitative and quantitative data strengthens the conclusion that fostering motivation is key to enhancing students' learning outcomes in history. Overall, the study demonstrates that when students are motivated, they not only perform better academically but also develop a deeper interest and understanding of the subject.

#### **4. DISCUSSION**

The data analysis was conducted using thematic analysis, where interview and observation data were meticulously coded to identify key themes related to learning motivation and academic performance in history. Empirical studies indicate that intrinsic motivation exerts a more significant influence on student engagement within the educational process when juxtaposed with the extrinsic motivation posited by (Fadila et al., 2022). Within the domain of historical education, the enhancement of this motivation may be achieved through the implementation of innovative pedagogical strategies, including project-based learning and the incorporation of interactive media. By adopting a more stimulating and contextually relevant pedagogical framework, students are likely to experience heightened engagement and motivation to acquire knowledge, which subsequently can lead to improved academic performance (Munira & Suryana, 2023). This process involved categorizing the data into meaningful segments, which allowed for the emergence of patterns and themes that illustrate how different motivational factors influence students' academic outcomes.

Following the identification of these themes, data triangulation was performed to cross-verify the findings, ensuring the validity and reliability of the results by comparing insights from multiple data sources. This method not only strengthens the credibility of the research but also provides a comprehensive understanding of the complex relationship between motivation and academic achievement in the context of history education. By using these rigorous analytical techniques, the study offers robust insights that can inform effective strategies for enhancing student motivation and performance in history classes at SMA Depok.

By strengthening learning motivation, students will not only become more interested in history as a subject but will also be able to achieve higher academic performance in this area. Research indicates that an environment characterized by support, particularly through affirmative interactions between educators and learners, has the potential to enhance motivation towards learning (Damayanti et al., 2023). Within the realm of historical education, instructors who successfully foster an inclusive and collaborative pedagogical setting can facilitate a greater sense of comfort among students, thereby encouraging their engagement and the expression of ideas. Furthermore, the implementation of constructive feedback mechanisms may significantly augment student motivation, as individuals perceive themselves as valued and acknowledged for their contributions (Nur et al., 2020). This increased engagement translates into improved academic outcomes, as students are more likely to participate actively in class, complete assignments diligently, and perform well on exams. Moreover, when motivation is high, students tend to develop a greater appreciation for the relevance of history in their own lives, which further enhances their commitment to learning. Therefore, by focusing on strategies that boost motivation, educators can significantly impact not only students' interest in history but also their overall academic success in the subject.

The implementation of contextual and relevant teaching methods that connect history lessons to students' everyday lives has proven to be an effective approach for enhancing academic achievement in history at SMA Depok. Empirical studies indicate that learners whose cognitive preferences align with the instructional strategies employed exhibit heightened levels of motivation and superior educational results (Susilo & Sustianingsih, 2021). When students see the relevance of historical events to their current experiences, they are more likely to engage with the material, leading to improved understanding and retention. This approach not only increases student interest in history but also fosters critical thinking and the ability to apply historical knowledge to real-world situations. By making history more relatable, teachers can create a more dynamic and interactive classroom environment, which

motivates students to participate actively and perform better academically. Ultimately, the use of contextual learning strategies helps bridge the gap between abstract historical concepts and students' personal lives, resulting in higher academic achievement and a deeper appreciation for the subject.

The results of this study provide a foundation for developing a more dynamic curriculum that emphasizes increasing student motivation, ultimately helping SMA Depok students achieve better academic outcomes in history. This study aspires to furnish actionable recommendations for pedagogues in enhancing motivation to engage with historical content at the secondary education tier. Through the identification of efficacious strategies and the comprehension of the underlying factors that affect motivation. By focusing on motivational strategies, the curriculum can be tailored to address the specific needs and interests of students, making history more engaging and relevant to their lives. This approach not only fosters a deeper understanding of historical concepts but also encourages students to take an active role in their learning, leading to improved academic performance. Additionally, the study's findings suggest that a curriculum that prioritizes motivation can positively impact overall student engagement and enthusiasm for the subject, creating a more vibrant and effective learning environment. As a result, this research lays the groundwork for a curriculum reform that aligns educational practices to enhance student achievement in history.

## **5. CONCLUSION**

To achieve this goal, this study has identified several effective learning strategies, such as the use of project-based learning methods and group discussions that have been shown to increase students' motivation to learn. The implementation of these strategies at Depok High School has shown positive results, where students become more active and involved in the history learning process. In addition, learning approaches that integrate technology have also been found to make learning more engaging and relevant for students. Providing constructive feedback by teachers also plays an important role in encouraging students to try harder to achieve better achievements. With the implementation of these strategies, it is hoped that the history learning achievement of students at Depok High School will experience a significant increase. This research contributes to providing new insights into effective strategies to increase students' learning motivation, especially in the context of history learning at Depok High School. The findings of this study can be used as a reference for educators in designing more interactive and relevant teaching methods, to significantly

improve students' history learning achievement. In addition, this research also opens up opportunities for further development in the field of education with a focus on a learning approach that integrates technology and active student engagement. Overall, the results of this study provide practical guidance that can be implemented in other schools with similar conditions. This study has limitations in the scope of the sample that only involves students from high schools in Depok, so the results may not be fully generalizable to the educational context in other regions. In addition, this study uses a more qualitative approach, which may require further research with quantitative methods to obtain more measurable data and stronger generalizations. Another limitation is the relatively short duration of observation, which may not be enough to capture long-term changes in students' learning motivation and history learning achievement.

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