



**ANALYSIS OF FACTORS - FACTORS THAT CAUSE LOW LEARNING  
MOTIVATION IN ECONOMIC LEARNING FOR STUDENTS IN CLASS XII IPS  
SMAN 2 JAKARTA**

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**Abstract:**

*This study aims to determine the factors that cause low learning motivation in economic learning for students of class XII IPS SMAN 2 Jakarta. The research method used is descriptive research with qualitative methods. Data collection techniques in this study using observations, interviews and documentation. The analysis technique used is data reduction, data presentation and conclusion drawing. In this study, researchers used Nvivo 12 plus software as a tool for analyzing research results. The results showed that the factors that cause low learning motivation in economic learning of class XII students of SMAN 2 Jakarta are 1) the ability of students 2) the role of peers 3) the way teachers provide teaching 4) facilities and infrastructure that are not optimal 5) lack of enforcement of school discipline.*

**Keywords:** *low learning motivation, economic learning, NVivo 12 plus*



## **Background**

Education plays an important role in the development of human life. This is as stated in Law No. 20 of 2003 concerning the Function of National Education, namely as a process for educating, building dignified character and obedient humans to God Almighty. We can see developed countries in the world not only from their natural resources or in terms of the country's national income, but we can also see from how the education of a country is. Because with education they believe that it will have many positive impacts on life.

In education there is an important component that has a major influence as a means to achieve educational goals, namely learning. Where learning is defined as something that is designed in a systematic and planned manner whose purpose is to facilitate the process of receiving knowledge (Wayan Suwece, 2021). Therefore, even though they are facing difficult times, the government must be able to design learning that is easily absorbed and understood by students. To carry out a learning process there are several things that must be known by educators. Because after all, students and educators are two related things. Before carrying out the learning process educators must know the background of their students. This is data that can be used as a reference regarding the methods and ways that educators do in providing learning.

In learning, there will always be a learning problem. No exception in the study of economics. In learning, there will always be a learning problem. Economic learning is no exception. Economic subjects according to Haryono (2016) have the main objectives, namely there are four aspects, including 1) being able to understand economic concepts and be able to solve economic problems in everyday life efficiently and responsibly; 2) instill an inquisitive attitude towards economic concepts that are always dynamic and understand the impact of these economic developments; 3) create and form a wise, rational and responsible attitude in the use of economics and economic policy at the local, national and international levels; 4) be able to make future planning related to economic activities and be able to make responsible decisions based on socio-economic values.

Economic learning is something that studies about everyday life that is close to student life. This is in accordance with research conducted by Wicaksana & Rachman (2018) saying that 80 percent of students associate economic learning with things experienced in everyday life. In other words, this economic subject has an important role for students in the future, especially



in economic activities. Economic learning also teaches us how to utilize limited resources efficiently. Therefore, learning economics should be a learning that is in demand because it is useful for life. However, the weakness of the education system in Indonesia is the lack of application and only focuses on the cognitive aspect. As said by Haryono (2016) in his research that economics lessons become boring because teachers only teach with the lecture method. This is certainly contrary to the purpose of learning economics itself which is expected to be used and applied in everyday life and not merely a lesson that is only to be remembered and memorized.

In practice, teachers are often faced with students who have different motivations. This diversity can describe whether or not learning objectives will be achieved. At school there are often many students who often skip classes, are lazy and feel unhappy in class. Students who do things like that should be given more attention and assisted in learning. These problems cannot be solved if you only rely on one party, either the teacher or the students.

Based on the experience of researchers when carrying out PKM (Teaching Skills Practice) students' learning motivation is not optimal. This happens because there are obstacles that make it difficult for students to achieve learning outcomes. This can be seen from the different attitudes of students from one another. Their interest and intelligence on something is also different. Those whose motivation to study economics is low is probably because these students lack interest in these subjects. Economics subjects are often considered as difficult subjects for some students.

Most of the students are not interested in learning economics because of their interest in economic learning itself where economic subjects are lessons related to arithmetic, where arithmetic is one of the things that is considered difficult by students. This is in line with what was conveyed by Wicaksana & Rachman (2018) in his research that 66 percent of the students studied said that economics was a lesson that was not easily understood by students. Students in the learning process are more emphasized on memorization rather than on how to interpret the lesson. According to (Eriawaty, 2018) in his research, it should be said that as a dynamic social science learning where every time there is a change that requires a solution according to the dynamics of the problem, it should require a flexible teaching method and can be applied in different problems in real life.



As said by Rima Rahmawati (2016) in his research said that teachers who can provide enthusiasm for learning to their students will make students motivated. Teachers or educators are tasked with creating a fun learning atmosphere that can make students active and enthusiastic. The low learning motivation of students at SMAN 2 Jakarta can also be seen when learning takes place, the lack of active interaction between students and teachers. They don't dare to ask about material they don't understand. As a result, the material that is not understood when the exam is carried out, the results of the exam that students get are not good.

In addition, in observations during PKM during the learning process, there were still students who often chatted or did not pay attention to the lesson when the teacher was explaining. These things indicate that students' motivation to study economics is not optimal. A student who has high motivation in learning will bring up an attitude of enthusiasm for learning, high concentration, perseverance in learning, prioritizing achievement goals without knowing boredom and fatigue. Conversely, students who have low motivation in learning will look lethargic, lazy, indifferent and try not to carry out learning activities. If done, solely because you don't want to be scolded by your teacher or parents (Permatasari, 2018).

Regarding facilities and infrastructure such as projectors, at SMAN 2 Jakarta there are still projectors that cannot be used. The cables to connect between the laptop and the projector also often run out and are also damaged. Sometimes this disrupts the learning process because the lesson plans that have been prepared change. In the end the teacher was forced to use the lecture method without the help of supporting facilities.

Based on interviews with class XII students at SMAN 2 Jakarta, students only had one book as their learning source, namely an economics textbook provided by the school. Students complain that if there are difficult assignments they cannot find answers in other books. An increasing number of learning resources allows students to find answers to assignment questions or exams that are considered difficult. So they don't have to wait for the lesson to take place to ask the teacher about material that is not known and understood.

In research conducted by Rima Rahmawati (2016) said that low learning motivation was caused by similar things such as different attitudes or characteristics between one student and another, lack of learning resources, lack of active interaction between teachers and students during the learning process and still often chatting with classmates and not paying attention to lessons.



Therefore, based on the explanation above with the various facts that have been described, the researcher is interested in conducting research with the title "Analysis of Factors Causing Low Learning Motivation in Economics Learning Class XII IPS SMAN 2 Jakarta".

## **THEORETICAL FRAMEWORK**

### **Motivation to learn**

Motivation according to Sardiman (2012) comes from the word "motive", which means an effort that encourages someone to do a job or something. According to the Big Indonesian Dictionary, motivation is an encouragement that is carried out by someone either consciously or unintentionally with a certain purpose. In essence, motivation is a driving force or encouragement for someone to carry out certain activities. Motivation plays a role in the changes that exist within a person. Its role as something that can foster passion, pleasure and enthusiasm is the reason why motivation is important, especially for students (Sari, 2017).

According to Sardiman (2012) said that motivation to learn is defined as a person's desire or encouragement to learn. The right motivation will bring out the driving energy to achieve the direction to be achieved. Then with motivation, one can select what actions must be done so that they are compatible with the goals. According to Mc. Donald(2012) Motivation is a change from within a person which is referred to as "feeling" and a purpose in doing something. Everything is correlated with one another. Without a goal, motivation in a person will not appear optimally.

From the opinion about motivation to learn above, we can conclude that motivation to learn is all things that encourage someone to learn accompanied by permanent changes in behavior. Individuals who have low learning motivation will have difficulty in learning. The higher the student's learning motivation, the better the learning outcomes obtained. That is why motivation in learning is a factor that has an important role.

### **Learning Motivation Indicator**

According to (Sardman, 2012) indicators of learning motivation are divided into 6 namely:



- a. Diligent in facing the task, any task given by the teacher is done as well and as fully as possible even though the task is difficult.
- b. Tenacious in facing difficulties, difficulties in understanding the material and assignments given still make these students enthusiastic about learning.
- c. Showing interest in solving problems, with an interest in something makes a student have more options to solve existing problems.
- d. Prefer to work independently, not individually, but this attitude shows that a student has more confidence in his own abilities.
- e. Get bored quickly with routine tasks, routine activities carried out by the teacher towards students will sooner or later make students feel bored. Teachers need to understand the character of each student to avoid boredom that occurs in students.
- f. Being able to defend his opinion, a student dares to express his own opinion even though it has to be different from other friends. This shows that these students feel they have different knowledge and dare to take responsibility for the opinions issued.
- g. Being responsible for what is ordered, a student who is trusted to do the tasks given can then do well is one of the characteristics that the child is motivated.
- h. Enjoys looking for and solving problems, activities that make it difficult for students actually make these students more motivated than just being constantly faced with situations or problems that do not vary.

From the above opinion we can conclude that we can see the motivation to learn from how someone is doing the learning. When a student has these six indicators, we can make sure that the student is motivated in learning. Because they do not show a resistance to learning. So that we see that learning becomes a pleasure for students.

### **Factors Affecting Learning Motivation**

According to Syamsu Yusuf (2009) said that the existence of encouragement called motivation will arise due to two factors, namely internal factors & external factors:

1. Internal factors

Students have various problems in learning, but when students can solve these problems, all learning processes will look easier to carry out. According to (Djamarah, 2013) There are internal factors that influence this, including:



- a. Attitudes Toward Learning
  - b. Interest to learn
  - c. Study Concentration
  - d. Shiva Confidence
  - e. Intelligence and Learning Success
  - f. Study Habits
  - g. Student Goals
2. External Factors

According to Suryosubroto (2013) External factors are said to be factors that come from outside the individual, namely:

- a. Master's ability
- b. Facilities and infrastructure
- c. Rating Policy
- d. Student social environment
- e. School Curriculum

## **METHOD**

This type of research uses descriptive research using a qualitative approach.

### **Informant**

In this study, researchers used key informants and key informants as follows: The key informant is an economics teacher at SMAN 2 Jakarta The main informant is a class XII IPS student at SMAN 2 Jakarta

### **Data Collection Instruments**

In collecting qualitative data, the researcher becomes a key instrument in a study by symbolically interacting with the subject being studied (Law et al., 2013). In order to obtain the right data, the researchers used data collection techniques in the form of primary and secondary data through:

1. Interview
2. Physical and non-physical observation
3. Documentation





### **Data analysis technique**

Data analysis in this study used the data analysis method developed by Miles and Huberman, namely data reduction, data presentation and conclusion and verification (Ranti Eka Utari, 2016). Researchers in analyzing data are also assisted by using the Nvivo 12 plus software for windows which aims for efficiency and effectiveness by coding research data sources.

### **DISCUSSION**

Based on the results of research based on observations, interviews and research documentation, it can be concluded that the factors causing low student motivation in learning economics in class XII IPS SMAN 2 Jakarta, namely:

#### 1. Student ability

The ability of students to be a fairly important factor in the learning process activities. A person's desire to do something must be accompanied by the ability to achieve it. Because the ability that will make students become motivated and have an attitude of acceptance in learning. So whatever happens in the learning process will always be fun. Based on observations and interviews conducted with teachers and class XII students at SMAN 2 Jakarta, the low motivation to study in economics subjects is because they do not have sufficient ability in economics lessons. So that when studying they are lazy because they feel they will not understand the lesson.

#### 2. The Role of My Peers

The condition of a healthy, harmonious and orderly learning environment can increase enthusiasm and motivation to learn. In the classroom in particular, the selection of peers must be of particular concern, especially for the homeroom teacher. Based on the observations and interviews conducted, it can be understood that the role of peers is a factor in whether students are motivated or not in learning. Students who want to learn become distracted because their peers are busy chatting. Not only peers, social friends of students influence other students because they generally show a lack of motivation in learning.

#### 3. The teacher's ability to provide teaching

The teacher's role is to manage the class in making learning activities fun so that children are motivated and passionate about learning. The learning methods used must be more varied so that students do not quickly feel bored and active in class. Based on





the results of observations and interviews conducted by researchers, it can be understood that the only method used so far is the lecture method, namely students sit, watch, listen, then memorize it. Then in providing material not too fast so that students find it difficult to understand. Not only that, when explaining learning material, they often get out of the way of discussing the material by discussing stories for quite a long time so that students become not as focused as before.

4. Facilities and infrastructure are still not optimal

In the teaching and learning process there is a shortage in terms of infrastructure to support learning activities. Like an AC that doesn't turn on, a broken projector cable, slow wifi and others. Not only that, based on observations and interviews conducted with students, it was stated that not all children got the book as a source of learning for economics textbooks. Even though the economic package book loaned by the school is the teacher's reference in providing material.

5. Lack of enforcement of discipline in schools

Based on the results of observations and interviews conducted with economics teachers and XII IPS class students at SMAN 2 Jakarta, the cause of low motivation to study in economics is due to lack of discipline. For example, when in the learning process, if there are students who sleep during learning activities, they are not given a warning. Then, if someone interferes with the learning process, such as chatting or even often leaving the class, they rarely get a warning, they just keep quiet. So students feel less attention from the teacher



## Nvivo 12 Plus analysis for windows

In analyzing the data to get a more in-depth



FIGURE 4.2 WORD CLOUD

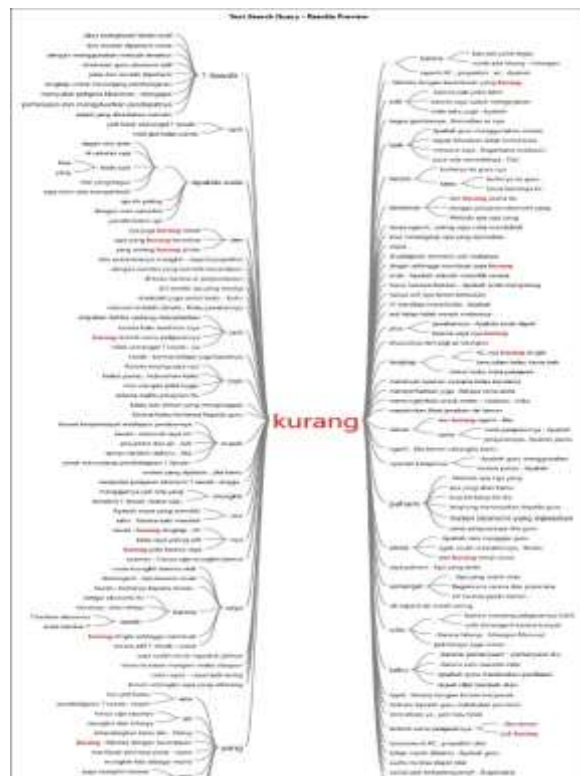


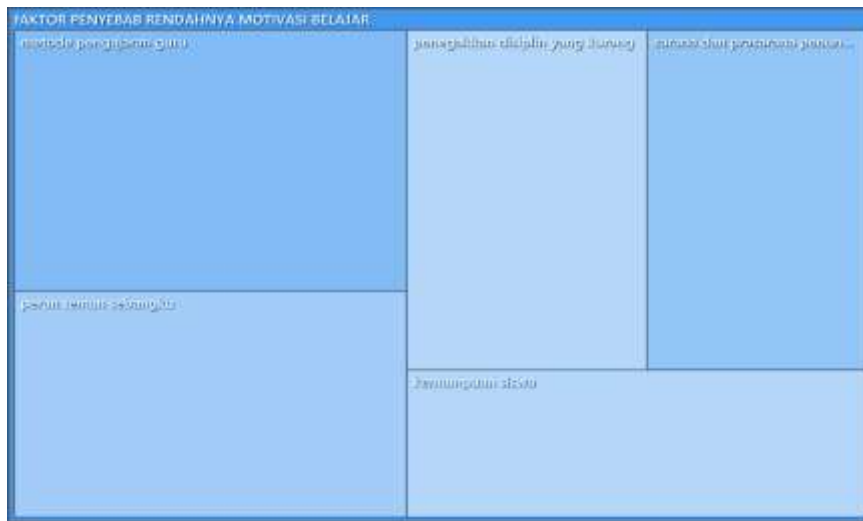
FIGURE 4.1 WORD TREE

description and explanation of the factors that cause low motivation to study economics in class XII at SMAN 2 Jakarta, namely data analysis in the form of student answers using the Nvivo 12 application. An overview and discussion of qualitative data analysis can be seen by analysis the frequency of occurrence of words or word clouds as shown in Figure 4.1 Figures 4.1 and 4.2 Word Tree and Word Cloud from the word "less" from Nvivo 12 output From the word cloud image above, it is found that the word "economy" is the word that often appears in the data, namely 385 times or 3.58%, followed by the word "friends" (177 times) and the word "learning" (169 times). Figure 1 shows the word "economics" providing a limitation that the focus of this research is only on economic subjects. The output of the data above will then also be analyzed by researchers in more depth and matched again with interviews from informants to get maximum results. Furthermore, word tree analysis is run to find out the use of words



contained in the word cloud. The researcher took the example of the word "less" to visualize

and  
the low  
of  
study in  
was due  
things  
concern  
student  
Such as  
students'



found that  
motivation  
students to  
economics  
to the lack of  
that were of  
to create  
motivation.  
the lack of  
ability to

understand economic material. lack of variety in the way teachers teach, incomplete and good infrastructure available in schools.

The problem that arises regarding the factors of low motivation to learn in economics subjects is found that there are two factors that cause this, namely internal factors and external factors. The internal factor is in the form of students' ability to accept and understand what is conveyed by the subject teacher. Students feel that whatever the teacher or school does will have no effect because they do not have intelligence in economics subjects. So that's why students don't have motivation and enthusiasm when economics subjects are in progress.

Other constraints on external factors also affect students' learning motivation in economics subjects such as the teaching methods provided by the teacher, the lack of enforcement of discipline in schools, the peer environment and also the infrastructure to support learning. To find out the level of factors that cause low learning motivation in economics students at SMAN 2 Jakarta, the Nvivo 12 hierarchy chart is used as shown in Figure 2.



From **FIGURE 4.3 HIERARCHY CHART OF FACTORS CAUSING LOW MOTIVATION TO STUDY IN ECONOMICS SUBJECTS.**

Figure 4.3 above through this feature it is known that the main factor that causes low student motivation in economics subjects is the teacher's teaching method which does not motivate students to learn. As said by the students who became informants in their research they felt bored with the methods or learning methods used by economics teachers who seemed monotonous, often went off the rails of discussing material and told more stories so that the material delivered was not optimal. Then this is exacerbated by the conditions of the student learning environment, especially the unstructured and systematic placement of peers. The role of peers is quite important considering that most students are influenced by what their peers do. As an illustration, student A has a quiet character and student B who is also a deskmate of student A has a more active character, likes to chat and rarely pays attention to lessons. When the lesson took place at the beginning the two students were still following the lesson but in the following hour when student B asked student A to chat, what happened was that they did not pay attention to the lesson so that the material presented could not be absorbed properly.

Another obstacle that is a factor in the low motivation of student learning is the lack of enforcement of discipline at school. The economics teacher said that to give a fairly severe punishment to students is now limited by the regulations made by the institutions above. So that the discipline that has been applied by schools for quite a long time must be replaced by these regulations. Evidenced by observations and interviews conducted by researchers when learning took place and there were students who slept and just kept quiet on the pretext that as long as it was not noisy and disrupted the lesson, it was better than chatting and making class noise. In addition, the existing facilities and infrastructure in the classroom do not make



students feel comfortable in learning. Broken AC, cables for projectors that often have problems, class cleanliness is not maintained, making student learning motivation, especially in economic subjects, decreases.

## **CONCLUSION**

Based on the results of research conducted using interviews, observations and research documents, it can be concluded that:

1. The learning process that occurs in class XII IPS SMAN 2 Jakarta in the subject of economics is still less favored and interested by students. In the teaching process, the teacher still uses the traditional way of teaching which is only using the lecture method. As a result, learning activities are less active and interactive. Only students who sit in the front seats are enthusiastic about learning economics, the rest of the students who sit in the middle to the back do not pay attention to the lesson and are busy with their respective activities such as sleeping, playing cellphones to chatting with friends. Then the determination of class hours for economics subjects is still not good, because it clashes with the break time so that students feel less focused.
2. Factors causing low student motivation in learning economics class XII IPS SMAN 2 Jakarta internally is the lack of student ability in economic subjects. Then externally caused by unfavorable environmental conditions of students, the ability of teachers in providing teaching, facilities and infrastructure that are still less than optimal and the lack of discipline enforcement carried out at school.

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