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Factors Influencing the Low Learning Motivation of Grade VIII C Students at UPTD State Junior High School 16 Kupang

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Abstract: *Learning motivation is an important aspect that determines students' engagement and commitment to the learning process. However, some students demonstrate low enthusiasm, limited classroom participation, delayed assignment completion, and irregular study habits. This study aims to describe the factors influencing the low learning motivation of Grade VIII C students at UPTD SMP Negeri 16 Kupang. This research employed a qualitative descriptive approach. The participants consisted of nine informants, including eight teachers and one student, selected based on their involvement in the students' learning activities and motivation-related issues. Data were collected through interviews and analyzed through data condensation, data display, and conclusion drawing and verification. The findings indicate that low learning motivation is influenced by internal factors, including limited learning interest, low self-confidence, unclear learning goals, and unfavorable physical conditions. External factors include insufficient parental guidance, peer influence, uncontrolled gadget use, monotonous teaching methods, and limited school facilities. These findings suggest that improving students' learning motivation requires continuous cooperation among students, teachers, parents, and the school.*

Keywords: *external factors, internal factors, junior high school students, learning motivation*

Abstrak: *Motivasi belajar merupakan salah satu aspek penting yang menentukan keterlibatan dan kesungguhan siswa dalam mengikuti kegiatan pembelajaran. Namun, dalam pelaksanaannya, masih ditemukan siswa yang memperlihatkan semangat belajar rendah, kurang aktif selama pembelajaran, menunda penyelesaian tugas, dan belum memiliki kebiasaan belajar secara teratur. Penelitian ini bertujuan untuk mendeskripsikan faktor-faktor yang memengaruhi rendahnya motivasi belajar siswa kelas VIII C UPTD SMP Negeri 16 Kupang. Penelitian menggunakan pendekatan kualitatif dengan jenis deskriptif. Informan penelitian berjumlah sembilan orang, terdiri atas delapan guru dan satu siswa, yang dipilih berdasarkan keterlibatan mereka dalam proses pembelajaran dan permasalahan motivasi belajar siswa. Pengumpulan data dilakukan melalui wawancara. Data dianalisis melalui tahapan kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa rendahnya motivasi belajar siswa dipengaruhi oleh faktor internal berupa rendahnya minat belajar, kurangnya kepercayaan diri, belum adanya tujuan belajar yang jelas, dan kondisi fisik yang kurang mendukung. Faktor eksternal meliputi kurangnya pendampingan keluarga, pengaruh teman sebaya, penggunaan gawai yang tidak terkontrol, metode pembelajaran yang monoton, serta keterbatasan fasilitas sekolah. Penelitian ini menunjukkan bahwa peningkatan motivasi belajar membutuhkan keterlibatan siswa, guru, orang tua, dan pihak sekolah secara berkesinambungan.*

Kata kunci: *faktor internal, faktor eksternal, motivasi belajar, siswa SMP*

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Introduction

Education is a process of developing individual abilities that is oriented not only toward the acquisition of knowledge but also encompasses the formation of attitudes, skills, and independence in responding to various demands of life. The successful implementation of education cannot be separated from students' involvement in learning activities. One aspect that determines such involvement is learning motivation. Learning motivation serves as an internal drive that encourages students to participate in lessons, maintain their attention, complete assignments, and strive to achieve the expected educational goals.

Learning motivation is determined not merely by students' desire to obtain good grades but is also associated with their interest in learning materials, confidence in their own abilities, and awareness of the importance of learning activities. Students with strong learning motivation tend to demonstrate commitment during lessons, make efforts to understand the material, actively ask questions, and remain persistent when encountering difficulties. Conversely, low learning motivation can be observed through limited classroom participation, the habit of postponing assignments, insufficient attention to teachers' explanations, and a lack of initiative to study independently.

Learning motivation develops through the interaction between students' personal conditions and their surrounding environment. Internal factors include interests, self-confidence, abilities, goals, and physical and psychological conditions. Meanwhile, external factors are associated with the family environment, peers, teachers, the learning process, and educational facilities. These two groups of factors may interact in shaping students' learning behavior. Handaru et al. (2022) identified several factors associated with the learning motivation of junior high school students, including health and sleep conditions, smartphone use, peer influence, teachers' roles, and parental support.

From the perspective of Self-Determination Theory, individual motivation is associated with the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to opportunities for individuals to direct their own actions, competence concerns the belief in one's ability to complete a task, while relatedness involves the feeling of being accepted and supported by people in one's surroundings. Guay (2022) explains that the fulfillment of these psychological needs plays a role in developing more autonomous learning motivation. Accordingly, an educational environment that provides support, opportunities for growth, and experiences of success can help sustain students' engagement in learning activities.

The roles of teachers and parents are also essential in fostering learning motivation. Teachers are not only responsible for delivering instructional content but also for creating a learning atmosphere that encourages participation and provides students with opportunities to develop their abilities. Within the family environment, parental attention, guidance, and support can help students establish more consistent study habits. The meta-analysis conducted by Bureau et al. (2022) indicates that autonomy support from teachers and parents is associated with the fulfillment of students' psychological needs and their motivation. These findings highlight the importance of supportive relationships between students and their educational environments.

Problems related to learning motivation may also arise from technology use that is not accompanied by effective time management. Gadgets and social media can essentially serve as sources of information and learning resources. However, when their use is primarily directed toward entertainment, they may reduce study time, disrupt sleep patterns, and interfere with concentration. In addition, peer influence can shape both positive and negative learning habits. Students who are part of a peer environment that supports academic activities have opportunities to help one another, whereas an environment that places greater emphasis on recreational activities may divert their attention from learning.

The phenomenon of low learning motivation has also been identified among Grade VIII C students at UPTD State Junior High School 16 Kupang. Based on preliminary information obtained through interviews with the school guidance and counseling teacher, the homeroom teacher, and several subject teachers, some students demonstrate behaviors such as paying insufficient attention to teachers' explanations, feeling sleepy during lessons, rarely asking questions, failing to complete assignments on time, and showing greater interest in chatting with their peers. Some students also experience difficulties in particular subjects, especially when the materials require reading comprehension, calculation skills, memorization, and the ability to formulate answers independently.

These problems are not limited to classroom activities at school. Teachers' accounts indicate that parents' busy schedules, economic constraints, household responsibilities, gadget-use habits, and peer influence are also circumstances that need attention. On the other hand, teaching methods that lack variety and limited supporting facilities may also affect students' interest in participating in learning activities. This situation indicates that low learning motivation is a multifaceted issue and cannot be

understood solely through students' behavior in the classroom.

Research conducted by Ritonga (2024) on factors influencing learning motivation in science education indicates that students' aspirations, learning abilities, environmental conditions, and teachers' efforts are aspects that require attention. Meanwhile, Alfaruqy et al. (2023) found an association between parental social support, the ability to cope with difficulties, and learning motivation among junior high school students. These previous findings provide a basis for understanding that learning motivation develops through the interaction between personal characteristics and environmental support.

Although various studies have examined factors associated with learning motivation, each school and group of students has its own distinct characteristics. Therefore, an investigation that considers actual conditions within the school environment is necessary so that the identified factors can be understood in accordance with the experiences of the informants. This study is intended to describe the learning motivation of Grade VIII C students at UPTD State Junior High School 16 Kupang based on accounts provided by teachers and students who are directly involved in the learning process.

Based on the foregoing discussion, this study aims to describe the internal and external factors influencing the low learning motivation of Grade VIII C students at UPTD State Junior High School 16 Kupang and to identify the efforts undertaken by teachers to help improve students' learning motivation. The findings are expected to provide useful information for school guidance and counseling teachers, homeroom teachers, subject teachers, and parents in designing support strategies that correspond to students' needs.

Method

Research Design and Setting

This study employed a qualitative approach with a descriptive research design. This approach was used to gain an understanding of the factors influencing students' low learning motivation based on the experiences and accounts of the informants. The research was conducted at UPTD State Junior High School 16 Kupang from October to November 2026, with the interviews taking place in November 2026. The research focused on the learning motivation of Grade VIII C students, the internal and external factors influencing it, and the efforts made by teachers to address these issues.

Participants, Sample, or Data Sources

The study involved nine informants, consisting of eight teachers and one Grade VIII C student. The eight teachers comprised one guidance and counseling teacher, one homeroom teacher, and six subject teachers, namely Indonesian Language, Mathematics, English, Pancasila Education, Arts and Culture, Social Studies, and Physical Education, Sports, and Health (PJOK). However, the number of teacher informants listed in the interview records includes one guidance and counseling teacher, one homeroom teacher, and seven subject teachers. Therefore, if all the positions listed in the records are counted, there are nine adults and one student.

The informants were selected by considering their involvement in learning activities and their knowledge of the learning motivation of Grade VIII C students. The guidance and counseling teacher provided information about students' learning behaviors and counseling support services, the homeroom teacher described students' overall development, while the subject teachers provided accounts of students' participation in the learning process within their respective subject areas. The student was interviewed to obtain a firsthand account of their learning experiences, study habits at home, family support, and the influence of their social environment.

Instruments and Measures

The primary research instrument was the researcher, with an interview guide serving as a supporting instrument. The interviews were structured to explore information regarding the general condition of students' learning motivation, behaviors indicating low motivation, internal factors, family circumstances, peer influence, gadget use, teaching methods, the availability of school facilities, and teachers' efforts to improve learning motivation. The interview questions were adjusted according to each informant's role so that the information obtained could represent different perspectives on the issues being investigated.

Procedure and Research Ethics

Data were collected through interviews with the guidance and counseling teacher, the homeroom teacher, subject teachers, and one Grade VIII C student. The interviews were conducted in November 2026 at several locations within the school, including the guidance and counseling room, teachers' room, student affairs office, and school garden. Questions were asked in accordance with the prepared interview guide, and the informants' responses were recorded as material for the research analysis.

In presenting the research findings, the informants' personal identities were concealed using initials or codes to maintain the confidentiality of the information. The interview data were used for academic purposes while taking into account the protection of informants' identities and their comfort. Details regarding informants' consent,

parental or guardian consent for the student participant, and research authorization need to be aligned with the actual documentation of the research implementation.

Data Analysis

The data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña, which consists of three stages: data condensation, data display, and conclusion drawing and verification. During the data condensation stage, interview responses were selected based on their relevance to the research focus and then grouped into themes comprising internal factors, family factors, peer influence, gadget use, the learning process, and school facilities. Subsequently, the data were presented in descriptive form to enable the relationships among the findings to be understood systematically. The final stage involved interpreting patterns in the informants' responses and formulating conclusions based on the information obtained.

Data trustworthiness was addressed by comparing accounts across informants, particularly those of the guidance and counseling teacher, homeroom teacher, subject teachers, and student. These comparisons were used to identify similarities and differences in the information concerning behaviors and circumstances that influence learning motivation. Since the data available for this study were obtained through interviews, the triangulation applied in presenting the findings was limited to comparing information sources rather than employing methodological triangulation.

Results and Discussion

Results

Based on the interviews with the research informants, it was found that the learning motivation of Grade VIII C students at UPTD State Junior High School 16 Kupang had not yet developed optimally. The guidance and counseling teacher described the students' learning motivation as being at a moderate level, tending toward low. Some students still demonstrated enthusiasm for participating in lessons, while others engaged in learning activities more out of obligation than intrinsic motivation. The homeroom teacher also explained that students' learning enthusiasm was not always consistent. At the beginning of the semester, students demonstrated relatively good engagement, but their enthusiasm tended to decline when lessons took place during the final periods or when the subject matter was considered difficult.

This description was further supported by accounts from subject teachers. During Mathematics lessons, some students showed reluctance to attempt solving problems because they felt incapable of doing so. In English lessons, some students felt embarrassed and afraid of making mistakes when asked to speak. In Indonesian Language lessons, students tended to show less interest when required to read lengthy texts and compose written assignments. Meanwhile, in Arts and Culture and Physical Education, Sports, and Health (PJOK), students demonstrated greater enthusiasm when learning activities involved direct practice.

Based on the categorization of the interview findings, six main factors were identified as influencing students' low learning motivation: internal factors, family factors, peer influence, gadget use, the learning process, and school facilities.

Internal Factors

Internal factors refer to conditions originating within students themselves that influence their willingness to participate in learning activities. The interview findings indicated that low learning interest, lack of self-confidence, unclear learning goals, and the habit of postponing tasks were among the conditions identified among Grade VIII C students.

The guidance and counseling teacher explained that some students had limited interest in learning activities and had not yet developed clear aspirations. Some students also felt left behind in understanding the subject matter, causing them to give up more easily when encountering difficulties. This account was consistent with the homeroom teacher's explanation that some students considered themselves incapable before even attempting to complete the assigned tasks.

The Mathematics teacher revealed that some students said they could not solve problems even before attempting them. A similar situation was observed in English lessons, where students were afraid of making mistakes when pronouncing words or constructing sentences. These circumstances indicate that students' beliefs about their own abilities are related to their willingness to participate in learning activities.

In addition to psychological conditions, physical well-being was also found to influence students' readiness to learn. The guidance and counseling teacher stated that insufficient sleep and skipping breakfast could cause students to feel sleepy and experience difficulty concentrating. This account was supported by the interviewed student, who admitted sometimes feeling reluctant to study after not getting enough sleep the previous night. Thus, the internal factors identified included learning interest,

self-confidence, learning goals, study habits, and physical readiness.

Family Factors

The family environment is one of the external factors associated with the development of students' study habits and commitment to learning. The interview findings indicated that parents' busy work schedules resulted in some students receiving insufficient learning assistance at home. The guidance and counseling teacher explained that some parents had limited time to accompany their children while studying because they had to meet their families' needs.

These circumstances were also related to economic constraints. Some students had responsibilities to assist with household chores or their families' economic activities. According to the interviewed student, they sometimes helped wash dishes, look after a younger sibling, and assist their parents in selling goods. These activities made the student feel tired, thereby reducing the time available for studying.

Family support was still provided through the fulfillment of school-related needs and the provision of pocket money. However, direct learning assistance had not been provided consistently. The student explained that their parents rarely accompanied them while studying because of their work commitments, although their mother sometimes reminded them to study. These findings indicate that material support is not always accompanied by direct guidance and supervision of children's learning activities.

Peer Factors

Peers also influence students' behavior during learning activities. Based on interviews with the guidance and counseling teacher and the homeroom teacher, students who belonged to peer groups with poor study habits tended to adopt similar behaviors. These behaviors included chatting while the teacher was explaining the lesson, prioritizing recreational activities, and paying insufficient attention to assigned tasks.

The English teacher also explained that some students were afraid to speak because they were worried about being laughed at when making mistakes. This situation made students less willing to express their opinions or attempt to use spoken English. Therefore, peer influence was reflected not only in recreational habits but also in students' sense of security and confidence when participating in learning activities.

The student's account further supported these findings. The student stated that friends could provide encouragement when learning activities were conducted in groups. However, in everyday situations, invitations to play and chat more frequently encouraged the student to participate, resulting in reduced attention to learning. This indicates that peer relationships can serve as either a source of support or an obstacle to learning motivation.

Gadget and Social Media Use

Gadget use was identified as one of the factors in this study. The guidance and counseling teacher and the homeroom teacher explained that some students spent more time using their devices to play games and access social media. Unregulated use could reduce resting time and interfere with concentration when students participated in learning activities at school.

Based on the interview with the student, gadget use lasted approximately two to three hours per day and could increase during holidays. The student admitted that the habit of playing games and using social media sometimes caused them to go to bed later. As a result, the student felt sleepy when participating in learning activities the following day.

Subject teachers also stated that gadget use had not been fully directed toward activities that supported learning. In fact, these devices could be used to search for information, access reading materials, and study subject matter through digital media. These findings indicate that the main issue is not merely the presence of gadgets but rather usage habits that have not been balanced with effective time management and clear purposes.

Teacher and Learning Process Factors

The learning process is a school-related environmental factor associated with students' interest in participating in learning activities. Interviews with subject teachers revealed that students responded differently depending on the methods and types of activities implemented. Students tended to show greater enthusiasm when lessons involved discussions, games, practical activities, simulations, visual media, and examples related to everyday life.

The Indonesian Language teacher explained that students were more interested in discussion and storytelling activities than in reading lengthy texts or composing written assignments. In Mathematics lessons, students showed greater enthusiasm when the teacher used teaching aids, games, and concrete examples. The English teacher also stated that songs, short videos, vocabulary games, and simple conversations could encourage students to participate more confidently in learning activities.

Conversely, learning activities dominated by lectures, formula explanations, copying notes, and memorization tended to make students bored quickly. Difficulty understanding the subject matter

also became an obstacle. The interviewed student explained that explanations delivered too quickly made it difficult to understand the lessons. This situation highlights the importance of delivering instructional content in ways that accommodate students' abilities and learning needs.

School Facilities and Environment

The availability of learning facilities was also identified as one of the conditions influencing the implementation of learning activities. According to subject teachers, the number of textbooks was insufficient to meet the needs of all students, requiring some of them to share books. Limited teaching aids, practical equipment, projectors, and internet access also posed obstacles to the use of more varied instructional media.

The Arts and Culture teacher explained that the limited availability of musical instruments, paint, and practice rooms required learning activities to be adjusted to the facilities available. The PJOK teacher also stated that some sports equipment, such as balls and exercise mats, remained limited in number, and some items had already been damaged. Meanwhile, the Indonesian Language and English teachers explained that unstable internet connectivity made it difficult to use digital reading materials, videos, and online exercises.

These findings indicate that school facilities are related not only to learning comfort but also to the variety of activities that teachers can implement. Adequate facilities can provide students with broader opportunities to participate in learning through various forms of activity.

Teachers' Efforts to Improve Learning Motivation

The interview findings indicated that teachers had undertaken various efforts to assist students with low learning motivation. The guidance and counseling teacher provided individual counseling, group counseling, and classroom guidance on study methods and goal setting, as well as coordinated with homeroom teachers and parents. The guidance and counseling teacher also summoned students with frequent absences to identify the circumstances underlying their behavior.

The homeroom teacher sought to improve students' learning enthusiasm by providing advice, rearranging seating arrangements, forming study groups, offering simple rewards, and communicating with parents. Subject teachers also implemented strategies tailored to the characteristics of the learning materials, such as group discussions, educational games, peer tutoring, the use of songs and videos, practical activities, and appreciation for students' work.

Although these efforts had been implemented, their outcomes were not consistent among all students. The guidance and counseling teacher explained that limited time, the number of students requiring assistance, difficulties in contacting some parents, and students' tendency to be reserved posed challenges to the support process. Therefore, addressing low learning motivation requires ongoing cooperation between the school and families.

Discussion

The research findings indicate that the low learning motivation of Grade VIII C students at UPTD State Junior High School 16 Kupang results from the interaction of internal and external factors. This condition is reflected not only in students' lack of attention during lessons but also in their reluctance to make an effort, their habit of postponing assignments, and the absence of well-established independent study routines. These findings indicate that learning motivation should be understood as a condition influenced by personal characteristics and support from the educational environment.

Internal Factors as Barriers to Learning Engagement

Learning interest, self-confidence, educational goals, and physical readiness were identified as internal aspects in this study. Students who have not developed an interest in the subject matter tend to pay less attention during lessons. This condition becomes more apparent when students encounter material they consider difficult and lack confidence in their ability to complete the tasks.

Low self-confidence is a finding that deserves particular attention, especially in Mathematics and English lessons. Some students consider themselves incapable before even attempting the tasks, while others are afraid of making mistakes when asked to speak. This situation indicates a barrier related to their perceived competence. From the perspective of Self-Determination Theory, the fulfillment of the need for competence is one of the elements associated with the development of more autonomous motivation. Guay (2022) explains that supporting the needs for competence, autonomy, and relatedness can contribute to the development of students' motivation.

The meta-analysis conducted by Bureau et al. (2022) also indicates that competence, autonomy, and relatedness are associated with self-determined motivation. These findings are relevant to the circumstances of Grade VIII C students, who need opportunities to experience success, opportunities to make attempts, and a learning atmosphere that does not make them afraid of making mistakes. Therefore, teachers need to provide tasks gradually, offer positive reinforcement, and give students

opportunities to demonstrate their abilities according to their developmental levels.

Physical conditions, such as insufficient sleep and skipping breakfast, were also found to affect learning readiness. Students who feel tired or sleepy may find it more difficult to maintain their attention during lessons. Handaru et al. (2022) also identified sleep and health conditions as factors associated with the learning motivation of junior high school students. This indicates that the development of learning motivation cannot be separated from healthy lifestyle habits and the proper management of rest periods.

Family Environment and Parental Support

Insufficient parental guidance was one of the external factors identified in this study. Parents' work commitments meant that some were unable to provide adequate attention to their children's study routines. In addition, responsibilities involving household chores and family economic activities left some students with limited time and energy for studying.

These findings indicate that family support involves more than fulfilling material needs; it also includes attention, supervision, communication, and guidance. Alfaruqy et al. (2023) found an association between parental social support and the learning motivation of seventh-grade students at SMP Negeri 1 Baturetno. These findings reinforce the importance of family involvement in supporting children's educational activities.

In the context of Grade VIII C, parents are expected to establish open communication about their children's learning activities, provide consistent reminders, and arrange household responsibilities so that they do not interfere with study time. Schools also need to strengthen communication with families, particularly in the case of students experiencing learning difficulties who require further assistance.

Peer Influence on Learning Behavior

Peers hold an important position in adolescents' social lives. In this study, peer influence was reflected in chatting habits, invitations to play, and students' fear of being mocked when giving incorrect answers. An unsupportive peer environment may reduce students' concentration and willingness to participate.

However, the interview findings also revealed that peers can become a source of support when students participate in group learning activities. This indicates that peer influence is not always negative. Teachers can guide peer relationships by forming study groups that emphasize cooperation, the distribution of responsibilities, and opportunities for every student to contribute.

In relation to the need for social relatedness, Guay (2022) explains that supportive relationships can help fulfill students' psychological needs. Therefore, creating a classroom atmosphere characterized by mutual respect is essential in helping students feel safe when asking questions, expressing opinions, and making mistakes during the learning process.

Gadget Use and Study Time Management

In this study, gadget use was found to be associated with reduced rest time and disrupted learning concentration. The interviewed student admitted to using a gadget for approximately two to three hours per day to play games and access social media. This habit sometimes resulted in staying up late, causing the student to feel sleepy during lessons.

These findings indicate that technology use needs to be directed according to educational needs and purposes. Gadgets can serve as learning support tools when used to search for information, read learning materials, and access digital learning resources. However, without proper regulation, their use may distract students from academic activities.

Handaru et al. (2022) identified smartphone use, social networking, and excessive use as factors associated with the learning motivation of junior high school students. These findings are consistent with the results of this study, particularly regarding gadget-use habits that affect sleep duration and students' readiness to participate in lessons. Therefore, students need guidance in managing the duration of their digital device use and distinguishing study time from entertainment time.

Teaching Methods and Teacher Support

Teaching methods are an important factor in shaping students' interest in learning activities. The interview findings indicated that students showed greater enthusiasm when lessons involved activities that allowed them to participate directly. Discussions, educational games, practical activities, simulations, and the use of concrete examples were more engaging than lessons dominated solely by lectures and copying notes.

Differences in students' responses across subjects also indicate that each subject requires an approach suited to the characteristics of its content. In Mathematics, students need step-by-step explanations and exercises adjusted to their initial abilities. In English, simple conversations and vocabulary games can provide opportunities to practice without excessive fear. Meanwhile, practical activities in Arts and Culture and Physical Education, Sports, and Health demonstrate that direct learning experiences can increase student engagement.

Through a systematic review and meta-analysis of Self-Determination Theory-based interventions, Wang et al. (2024) demonstrated that educational interventions supporting students' psychological needs can improve intrinsic motivation and the fulfillment of competence and autonomy needs. These findings provide a basis for the view that learning activities should offer students opportunities to participate actively, experience progress, and achieve successful learning experiences.

Accordingly, teachers need to develop more varied instructional strategies, provide explanations suited to students' abilities, and create classroom environments that encourage participation. Recognizing and appreciating students' efforts is also important so that they feel their learning processes are meaningful and valued.

Limitations of School Facilities

Limited facilities were another factor identified in this study. Insufficient textbooks, limited teaching aids, practical equipment, projectors, and internet access may restrict the variety of learning activities. These circumstances present challenges for teachers in providing learning experiences that meet students' needs.

These findings indicate that learning motivation is influenced not only by teachers' ability to deliver instructional content but also by the availability of learning resources. The use of diverse instructional media can help students understand subject matter through visual experiences, practical activities, and group work. Therefore, schools need to pay attention to facility development based on instructional needs and the characteristics of each subject.

Implications for Guidance and Counseling Services

The research findings have implications for the implementation of guidance and counseling services in schools. The factors influencing low learning motivation indicate that students require assistance that is not limited to completing academic assignments but also encompasses the development of self-understanding, time management, self-confidence, and goal-setting skills.

Guidance and counseling teachers can develop classroom guidance services focusing on effective study strategies, time management, responsible gadget use, and career aspiration planning. Individual counseling can be provided to students experiencing personal difficulties, low self-confidence, or family-related problems that interfere with their learning activities. Meanwhile, group counseling can be used to develop positive study habits, the confidence to express opinions, and cooperation among students.

Coordination among guidance and counseling teachers, homeroom teachers, subject teachers, and parents is also necessary to ensure that support is provided continuously. The interview findings indicate that the efforts already undertaken have not resulted in consistent improvements because of time constraints and communication difficulties with some parents. Therefore, strengthening cooperation among the parties involved is an important step in addressing low learning motivation.

Overall, this discussion indicates that the low learning motivation of Grade VIII C students is not caused by a single factor. Students' interest and self-confidence are associated with their learning experiences, family support, peer influence, technology use, teaching strategies, and the availability of school facilities. Addressing this issue requires a comprehensive approach that takes into account the needs and circumstances of each student.

Conclusion

Based on the research findings and discussion, it can be concluded that the low learning motivation of Grade VIII C students at UPTD State Junior High School 16 Kupang is influenced by interrelated internal and external factors. Internal factors include low learning interest, lack of self-confidence, unclear goals or aspirations, the habit of postponing tasks, and unfavorable physical conditions. Meanwhile, external factors encompass insufficient parental guidance, family economic constraints, household responsibilities, peer influence, excessive gadget use, monotonous teaching methods, and limited school facilities.

This study also found that students tended to show greater enthusiasm when learning activities involved practical exercises, discussions, educational games, and group activities. Teachers had undertaken various efforts through counseling services, classroom guidance, motivational support, the formation of study groups, and the implementation of varied teaching methods. However, these efforts continued to face several obstacles, including time constraints, limited responses from some parents, and students' reluctance to openly communicate their problems.

The implications of this study highlight the importance of cooperation among guidance and counseling teachers, homeroom teachers, subject teachers, parents, and students in establishing a supportive learning environment. Guidance and counseling teachers need to strengthen guidance and counseling services that focus on developing effective study habits, self-confidence, time

management, and educational goal-setting. This study was limited by the small number of student informants, consisting of only one student, and its reliance on interview-based data. Future research is recommended to involve a larger number of students and employ various data collection techniques to obtain a more comprehensive understanding of the factors influencing learning motivation.

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The authors declare that there are no conflicts of interest in the conduct of this research or the preparation of this article.

Author Contributions (Optional)

The author was responsible for formulating the research problem, developing the research design, collecting data, analyzing data, interpreting the research findings, and preparing the manuscript.

Generative AI Disclosure

The author used generative artificial intelligence-based tools to assist with language editing and manuscript preparation. The author remains fully responsible for the accuracy of the data, originality, integrity, interpretation of the research findings, and final content of the article.

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