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IDENTIFYING ELEMENTARY STUDENTS' MOTIVATION OF ART EDUCATION LEARNING PROCESS

Abstract

The pursuit of education as a fundamental goal transcends a variety of backgrounds and is an idea that is generally accepted and encountered in daily life. Importantly, the necessary level of education in society requires a growth in student comprehension, which is accomplished by improving educational facilities throughout the learning process. Through supervision, instruction, and training in their chosen fields, this extensive educational journey plays a crucial role in preparing students for future endeavors. The study explores the complex interaction of internal and environmental factors influencing student motivation through a descriptive survey technique using questionnaires. Talent, focus, interest, and health are internal elements that interact with teaching methods, educational resources, and environmental impacts on the outside. Data analysis demonstrates the importance of these components, with environmental influences, learning aids, and instructional methods working together to motivate students. The study sheds light on the varied landscape of student motivation, particularly in the context of art education, at the end. This study not only stresses the differences in student motivation levels but also shows the opportunity for educators to increase motivation through creative educational strategies and interesting materials. The results show that, despite the fact that motivation might vary, its crucial function in generating academic zeal and brilliance is undeniable.

Keywords: Students' Motivation, Art Education, Elementary Students

INTRODUCTION

Being a vital goal that individuals from all backgrounds pursue, education is a generally understood concept that one frequently encounters in daily life. The high standard of education that society needs is one that can expand students' understanding. By improving educational facilities at every stage of the learning process, education is a process that prepares students for future efforts. Through guidance, instruction, and training for their chosen endeavors, education helps students get ready.

Motivation is the shift in a person's energy that causes sentiments and reactions to surface and propel them toward their objectives. People are motivated to behave in order to accomplish their intended goals. Motivation is important because it explains why people act in particular ways. The level of success or failure of students' learning activities is also greatly influenced by motivation. Without motivation, learning can be challenging to do well (Owens et al., 2020). In actuality, each person has different reasons for wanting to learn. A child will therefore have a different motivation for learning. A person with great motivation will be more engaged, attentive, fully focused, persistent, and achievement-oriented without getting bored or discouraged. Students who lack motivation, on the other hand, could come off as uninterested and get bored easily, which can result in dejection and aversion to activities (M et al., 2015; Thi & Nguyen, 2021). The best way to motivate pupils to learn is to aim for excellence because, in terms of activities, motivation and self-actualization are strongly related.

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This can be seen in the way that teaching and learning activities are carried out. There won't be any learning activities if the child isn't motivated to learn. Because motivation is not a given condition, this is an issue. A child's performance in physical education, sports, and health, as well as other topics, suffers if they lack motivation, which may also make it more difficult for them to meet their learning goals. You can tell if a student is motivated by how diligently they do the assignments given to them by the teacher. When a student completes a task enthusiastically and diligently, it shows that the student is really driven to complete the assignment (Owens et al., 2020). In contrast, it suggests that a student lacks the motivation to complete a task if they appear apathetic, uninterested, or unenthused while doing it.

This relates to love, which is the need for adoration and a sense of community. This suggests that if students become passionate about a subject or issue, they will work hard to achieve exceptional outcomes in order to stand out from their classmates and win recognition. The majority of students still believe that art education is a pointless topic because it is not covered in the national exams, according to research data. But among the subjects that can develop cognitive, emotional, and psychomotor abilities is art education (O'Sullivan, 2015). These abilities are essential for achieving academic goals.

In light of the foregoing assumption, this will unavoidably affect students' motivation to participate fully in art instruction. This confirms the fact that some pupils have not used their learning time to its fullest. This is apparent from the lack of interest several pupils showed during class. Students who do not value art instruction are more likely to chat, play, or just sit around doing nothing. The author proposes that in order to properly encourage students, art instruction needs to be made more engaging (Kristanto et al., 2017; Sendratasik et al., 2018). By changing the teaching strategies and the learning resources, motivation can be increased. In order to persuade pupils to take an interest in art education, teachers must try to develop in them a sense of enthusiasm for the topic (Ambarwangi et al., 2013). This needs innovation on the part of the teachers (Fenny Muldiani et al., 2018).

METHOD

Research that is descriptive is used in this study. The study used a survey methodology, and a questionnaire was used to collect the data. The purpose of this study is to ascertain the level of student motivation for learning art.

The study's instrument for gathering data was a questionnaire. Written questions on questionnaires are intended to elicit information from respondents about their unique experiences and knowledge. The questions in the survey used in this study have already been subjected to expert review and have been utilized in other investigations.

RESULT AND DISCUSSION

The internal and external elements influencing student motivation in art education learning are investigated in this study. Below is a list of each factor's results:

1. Internal Factor.

The four indicators that make up the intrinsic components are talent, interest, attention, and health. An 18-statement questionnaire with a score range of 0–1 was used to evaluate these factors; a score between 0–18 was considered ideal. The markers of the intrinsic factors are talent, attention, interest, and attention. The percentages of information collected for each indication are as follows: talent (27.50%), health (25.39%), attention (30.39%), and interest (16.70%).

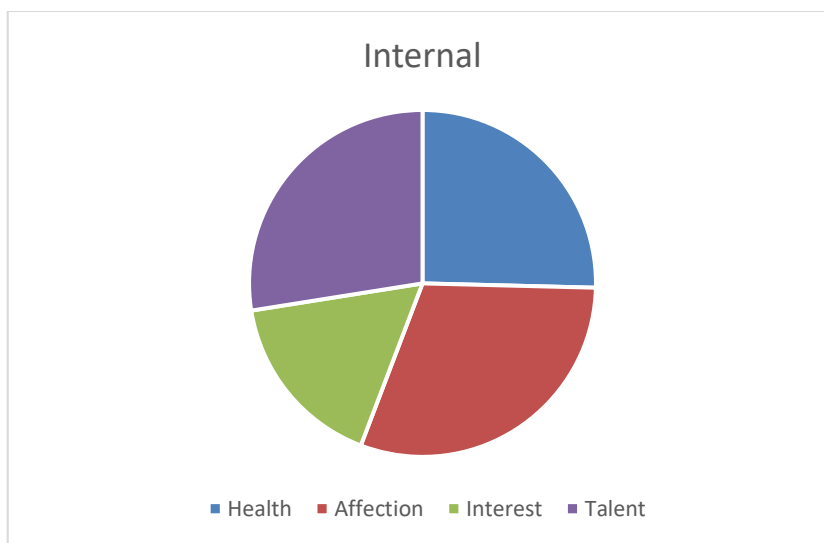


Figure 1 Internal Factor

2. External Factor

Teaching strategies, educational resources, and environmental factors make up the three indicators that make up external factors. A questionnaire made up of 20 statement questions with a score range of 0 to 1 is used to measure these factors. As a result, a score range of 0 to 20 is considered ideal. External factors can be described by a number of indicators. According to the data received from the questionnaire, environmental factors account for 33.89%, learning tools for 36.09%, and instructional methods for 30.0%. This analysis can be shown using a histogram:

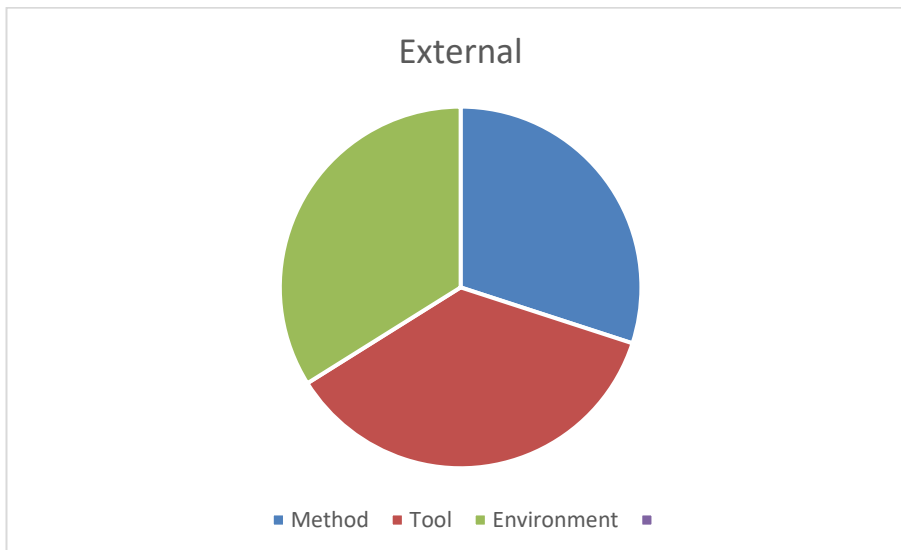


Figure 2 External Factor

CONCLUSION

According to the research findings discussed above, different groups of students are motivated differently to participate in art education learning. The breakdown is as follows: 4% (2 students) fall into the very high category, 34% (17 students) into the high category, 20% (10 students) into the medium category, 34% (17 students) into the low category, and 8% (4 students) fall into the very low category. As a result, it may be said that overall student motivation for studying about art is modest.

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