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Teacher Strategies to Improve Students' Learning Motivation in History Class: A Descriptive Qualitative Study in SMP Negeri 19 Palu

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ABSTRACT

The research investigates how teachers at SMP Negeri 19 Palu work to boost student motivation in history classes. The researchers used descriptive qualitative research methods to study how teachers implement their methods and assess their effects on student motivation. The study involved a history teacher and seventh-grade students as its participants. The researchers collected data through observation, interviews, questionnaires, and documentation. The researchers used qualitative analysis methods to analyze data by conducting data reduction, data presentation, and conclusion drawing processes. The findings demonstrate that teachers use different methods to create a learning environment which helps students increase their motivation from learning materials that teachers connect to their real-world experiences. The methods used by teachers lead to higher levels of student excitement and classroom involvement which drives their interest in studying history. The research establishes that effective teaching methods which require teachers to develop innovative strategies play a vital role in enhancing student motivation and advancing the educational system. Teachers should develop new teaching methods which focus on student needs to maintain and boost student motivation for learning activities.

1. Introduction

The purpose of education serves as a foundation that establishes long-term value which determines how human resources develop their skills. The educational process achieves its goals when students become capable individuals who possess independent skills and adapt to social transformation. The learning process achieves its success through teachers who function as critical components within the educational system. Teachers assume the dual role of transferring knowledge to students while they guide students through their educational journey to achieve

maximum learning results. The learning process consists of internal and external factors that determine students' motivation which serves as a main factor that affects their academic success and classroom participation.

Learning emerges as a cognitive and psychological function that develops through direct environmental contact which leads to knowledge, attitude, and skill transformations. Students view learning as an educational process that enables them to enhance their cognitive and emotional and physical abilities. Teachers view learning as the educational outcome that students achieve through training activities which aim to help them grow. Teachers become essential to educational success because they create learning environments which help students reach their academic goals. Teachers need to actively participate in implementing learning strategies because their presence is essential for all learning methods to succeed in classroom settings.

The primary factor that determines student learning success is their level of motivation (Lesnawati et al., 2022). The internal and external factors which create motivation in students enable them to participate in their educational activities and reach their academic objectives. Nurul Hidayah and Fikki Hermansyah (2016) define learning motivation as the force which drives students to change their behavior during their learning activities. Students develop their motivation through intrinsic factors which include their need to achieve and their personal requirements and their career objectives and through extrinsic factors which include rewards and a supportive learning environment and active learning methods. Uno (2017) describes motivation as a dual structure which contains both internal and external elements that people demonstrate through their desire to achieve success and their educational requirements and their future goals and their need for recognition during learning and their interest in educational activities and their requirement for a supportive educational environment.

Motivation establishes its fundamental function as a driving force which makes learning objectives attainable in actual classroom settings. Wina Sanjaya (2010) asserts that students who do not achieve academic success actually possess learning abilities but they lack the required motivation to study. In conventional teaching methods, educators concentrate on providing knowledge to students without understanding their motivational state which results in students learning passively and achieving poor results. Modern educational perspectives, however, place motivation as a central element in the learning process, highlighting the need for teachers to adopt strategies that actively engage students and stimulate their interest in learning.

The subject of history which junior high schools teach to students faces difficulties because students do not have sufficient motivation to learn the subject. Many students perceive history as a subject that is less interesting due to its emphasis on memorization and lack of contextual relevance. The situation results in students who participate less and interact less because they become less excited about the learning activities. Teachers need to use effective teaching methods that help students understand history because it connects to their daily experiences. The

students will achieve better historical comprehension while developing increased classroom participation through this method.

The existing research demonstrates that teachers play a crucial role in increasing student motivation to learn (Novitasari, 2023). Fitriani (2023) discovered that teachers who use different strategies to create learning environments which include creative opportunities and multiple teaching methods and individual and group assignments and discussions and proper reward and punishment systems can boost student motivation. Musa (2023) discovered that teachers who create a positive classroom environment through ice-breaking activities and interactive teaching methods can boost student motivation. The research shows that schools need to adopt new teaching methods which put students at the center of learning because these methods will boost student motivation and academic success (Utami, 2024).

Researchers need to investigate how teachers work on their teaching activities because existing studies about this topic do not include research on history education during junior high school. Each school displays its own distinct features because students who attend come from different backgrounds and there to learn and different resources are present in their environment. Therefore, researchers must conduct studies that focus on particular contexts to investigate how teachers use their methods to boost student motivation in actual teaching situations. The research team selected SMP Negeri 19 Palu as their study site because the need to study how history teachers inspire students to develop their learning space needs research.

The research defines learning motivation in this study as the motivational factors study which includes both internal and external factors that affect student behavior in history studies. History learning refers to the educational process which teachers use to deliver content materials through class discussions and to assess student progress through their regular curriculum-based teaching methods. The study focuses on seventh graders from SMP Negeri 19 Palu who study history because they represent the primary group for assessing their motivation to learn. The above background information demonstrates that teachers use specific strategies to enhance student learning motivation.

The learning process depends on motivation because it serves as both a supportive element and a core element of learning success. Students need motivation to reach their full potential because they will not achieve their maximum capabilities without it. Teachers must research and evaluate their motivation-building methods for teaching subjects that students normally find uninteresting such as history. The study aims to examine and describe how teachers work to increase seventh-grade students' motivation for learning history at SMP Negeri 19 Palu. The research aims to develop effective teaching methods while offering teachers practical guidance to create learning spaces that will motivate students to learn.

2. Methodology

Research Approach

The researchers used a descriptive qualitative research method to study how teachers try to enhance student motivation to learn history. The researchers chose a qualitative research method because it enables them to gather detailed information which provides complete knowledge about the studied phenomena. The study aims to provide an extensive and organized account of the teaching methods used by educators to enhance student motivation in academic settings. The research method operates effectively because it centers on social phenomenon analysis and participant experience evaluation within their authentic environments.

Research Subjects

The study participants included history educators together with seventh-grade students from SMP Negeri 19 Palu. The teacher served as the primary informant, providing insights into the strategies used to enhance students' motivation, while the students acted as supporting informants who provided responses regarding their learning experiences and motivation levels. The researchers selected these subjects because they participated directly in teaching and learning activities which took place in history classrooms. The students observed in this study were those actively participating in classroom activities during the research period.

Research Instruments

The study used three different types of instruments which included questionnaires and interview guidelines and documentation materials. The questionnaire used a Likert scale to measure students' learning motivation because respondents could choose from six different answer options which ranged from very positive to very negative. The researchers conducted interviews by using both structured interview formats and unstructured interview formats. The researchers used structured interviews to collect data through predetermined questions while unstructured interviews provided researchers with the ability to ask participants anything based on their answers. The research team used documentation to confirm interview and observation data through written materials and photographic content and other relevant documents.

Data Collection Techniques

Researchers used two methods which included field research and literature review to collect their data. The research team collected field data through four methods which included observation as well as interviews and questionnaires and documentation. The researchers conducted classroom observations to study teaching and learning activities which focused on how teachers used motivational techniques. The researchers conducted interviews with teachers and students to collect complete information about their viewpoints and personal experiences. The researchers distributed questionnaires to students which helped them gather

quantitative data about student motivation levels. The researchers used documentation to validate their data collection methods because it helped establish the authenticity and dependability of their findings.

Data Analysis Techniques

The investigation employed qualitative analysis methods to conduct its data analysis, which included three stages that involved data reduction and data presentation and conclusion verification. The data reduction stage involved selecting and simplifying the collected data to extract essential information about teachers' methods and students' motivation. The data were then organized and presented in a systematic manner to facilitate interpretation. The analyzed data led to the establishment of conclusions which researchers maintained through ongoing verification of their accuracy. The analytical procedure allows researchers to present research findings with complete detail and exact precision.

3. Results and Discussion

Results

The study results demonstrate that the teaching activities performed by the history teacher at SMP Negeri 19 Palu function as an effective method for enhancing student learning motivation. The research team used questionnaire data, interview results, and documentation evidence to determine that students demonstrate excellent motivation for history learning. The results demonstrate that the teacher implemented successful strategies which led to increased student interest and learning participation during educational activities. The implementation of multiple teaching methods created an interactive learning setting which enhanced student understanding of the classroom material.

Table 1 presents a set of questions addressed to both teachers and students regarding the role of motivation in the learning process. It begins by exploring whether teachers actively provide motivation during instruction, highlighting the importance of motivational practices in classroom settings. The questions further investigate the forms of motivation commonly used, which may include verbal encouragement, rewards, interactive activities, or personal guidance. In addition, the table examines the impact of motivation on students' interest in learning. It seeks to understand whether motivated students demonstrate increased engagement and enthusiasm during lessons. The responses also focus on how students react after receiving motivation, providing insight into behavioral and emotional changes, such as improved participation or confidence.

Moreover, the table addresses whether motivation contributes to a more active learning environment, particularly in enhancing students' willingness to ask questions. This aspect reflects the development of critical thinking and communication skills. Lastly, the questions consider whether motivation helps reduce boredom, an important factor in maintaining students' attention and

sustaining effective learning. Overall, the table is designed to capture both teachers' strategies and students' experiences, offering a comprehensive view of how motivation influences classroom dynamics and learning outcomes.

Table 1. Questions Given for The Interview

No	Questions
1	Do you provide motivation to students in the learning process?
2	In what form is this motivation usually given?
3	Does providing this motivation make students more interested in learning?
4	How did the students respond after you provided motivation for the learning you were doing?
5	Does providing students with learning motivation make the learning process more active and increase their question-asking skills?
6	Does providing students with learning motivation alleviate boredom in learning?

The study discovered that the teacher established a positive educational space which enabled students to learn better because they felt safe and were inspired to study. A supportive classroom atmosphere plays an essential role in enhancing students' willingness to participate in learning activities. The teacher established an instructional space through positive interactions and clear explanations and an inclusive approach which enabled students to share their thoughts safely. The situation demonstrates that students need external factors because they require a suitable learning atmosphere to develop their learning motivation. The students in this study showed increased focus and decreased anxiety which resulted in higher participation during classroom discussions.

The research discovered that students gained motivation through their use of different educational materials. The teacher utilized different types of instructional media to make the learning process more interesting and interactive (Suardi, 2024). Students who learned history through visual and contextual materials achieved better understanding of historical content which they could apply to their everyday lives. The method effectively decreased student boredom while it successfully raised their interest in learning about historical events. The teacher used various media elements because they helped him develop his lesson delivery methods which maintained student interest throughout the entire lesson.

The research established that teachers who showed enthusiasm for their subject matter could effectively motivate their students to learn. The teacher used motivation and classroom activities to drive student participation while asking them questions. The effort required students to actively participate in learning because they needed to contribute their own work with the material. Students showed increased enthusiasm when they were given opportunities to express their opinions, ask questions, and participate in discussions (Utami, 2024). The research shows that meaningful social interactions and active learning participation can boost student motivation levels.

The teacher worked to establish connections between academic materials and the everyday activities of students. The students learned to connect historical events with their own lives through this learning method which made history more relevant

and understandable. Students who can connect academic material to their everyday lives show increased intrinsic motivation and develop better knowledge of the subject matter. The students in this research responded positively to the teaching method because they perceived history as a subject which required more than memorizing past events through which they could understand its value in current and future situations. The teaching method increased student interest because it made learning more enjoyable.

The results from the questionnaire show that students held positive views about learning history according to the survey results. They showed interest in participating in classroom activities, completing assignments, and engaging in discussions. The Likert-scale responses revealed that students frequently experienced motivation indicators such as a desire to succeed, active participation, and enjoyment in learning. The teacher's strategies successfully motivated students through both internal and external motivational factors. Students showed intrinsic motivation through their desire to acquire knowledge while they became motivated through the support teachers offered and the way learning environments and teaching methods operated.

The students from the interview data perceived the teacher as being both supportive and motivational toward them. The students reported that the teacher provided various forms of support which included creating fun learning environments and assisting them with their academic challenges. The teacher acknowledged that student motivation needs persistent work paired with innovative teaching methods because every student possesses unique traits and educational requirements. Teachers need to adapt their teaching methods because students present multiple ways of learning which requires different instructional methods.

The research findings match previous studies because they confirm Fitriani (2023) discovered that using different teaching techniques together with group discussions and interactive activities boosts student motivation. Musa (2023) demonstrated that establishing a positive learning environment which decreases student boredom will enhance their classroom participation. The current research demonstrates that these methods work in history education at SMP Negeri 19 Palu because they show their effectiveness across multiple educational environments. The research results show that multiple connected strategies are needed to boost student motivation because no single method can achieve this objective. The teacher uses multiple teaching methods to build a positive learning space which makes students take part in learning activities while connecting academic content to their daily experiences. The implementation of these strategies establishes a learning environment which students find both interesting and effective for their studies.

The research findings show that teachers who use student-centered teaching methods can help their students become more motivated to learn. Teachers who understand their students' needs and interests and learning backgrounds can create educational experiences which better serve their students. Students achieve higher motivation levels through this method while they develop better understanding and retention abilities for their study materials. Students become active learners who

participate in their education because they want to take charge of their learning experience. The study results show that effective teaching methods which teachers use in their classes will increase student motivation to learn history. When different teaching methods are combined with a supportive learning environment and valuable student-to-student interaction, the result will be higher student involvement and improved academic performance. The findings provide useful information for teachers who want to develop methods which will boost student motivation in their classes.

Discussion

The findings of this study demonstrated that the teacher at SMP Negeri 19 Palu established effective methods to enhance student motivation for history learning which matched existing motivation learning theories. The success of these efforts can be understood through the integration of several interrelated strategies which include the creation of a conducive learning environment and the use of varied instructional media and the encouragement of students' enthusiasm and the contextualization of learning materials. The research results demonstrate that motivation functions as a multidimensional construct which develops through the combination of internal and external factors that shape students' learning behaviors. An essential part of this research study shows how the learning environment affects students' motivation to learn (Fitriana, 2024). The teacher built a classroom environment which helped students feel safe and comfortable thus pushing them to join learning activities. The finding shows that students' behavior gets influenced by important environmental factors which include classroom conditions and teacher support according to the concept of extrinsic motivation. That students will experience increased motivation to learn when they are provided with a supportive environment and active learning opportunities (Nurul Hidayah & Fikki Hermansyah, 2016). The teacher achieved successful results through his classroom environment techniques because he created a positive classroom environment which helped students become more attentive and confident while they interacted with others.

Lasting student interest developed through educational materials which different learning methods became an essential approach. The teacher's creativity in utilizing different types of instructional media made the learning process more engaging and less monotonous. The research shows that using new teaching methods will boost student engagement and decrease their learning boredom. Mukarromah and Andriana (2022) emphasize that the role of teachers in developing learning media is essential for improving the quality of instruction and student engagement. The teacher used various media resources during history lessons to help students understand complex ideas through more tangible and accessible learning materials which improved their understanding and classroom engagement.

The research identifies teacher responsibility as a key factor which helps students develop their learning enthusiasm. The findings show that students became more active and engaged when the teacher encouraged participation through questioning, discussions, and interactive activities. Wina Sanjaya (2010) describes motivation

as an active process which affects student learning because it determines their academic performance. Students who lack motivation tend to show low achievement not because of limited ability but because they are not encouraged to utilize their potential fully. In this study, the teacher created learning opportunities which allowed students to actively participate in their education, and this approach transforming students from passive to active learning, which improved their motivation and educational development.

The process of making learning materials more relevant to students enabled them to feel more positive about their studies. The teacher used historical content to show students how to connect their life experiences with study material. Students who have intrinsic motivation learn because they want to study and find value in what they learn. Uno (2017) defines intrinsic motivation as the combination of students' academic aspirations and their natural curiosity toward learning activities. Students develop authentic learning interest when they find material which links to their personal experiences according to research. The study results demonstrate that students who learn through contextual learning methods gain better motivation while they learn historical concepts.

The study results match earlier studies which examined how teachers use various methods to boost student motivation. The research by Fitriani (2023) showed that using multiple teaching methods together with group assignments and discussion activities and reward systems leads to better student motivation results. The research by Musa (2023) showed that creating a positive learning environment through new methods which include ice-breaking activities leads to higher student participation and lower student boredom. The research demonstrates that multiple strategies produce better results for student motivation than using only one method. The teacher used different methods to build an interactive learning environment which provided students with total learning experiences.

The research demonstrates how essential teacher adaptability is for meeting different student needs according to their unique characteristics. Students possess distinct motivation levels and learning preferences and personal interests, which compel teachers to implement teaching methods that can adapt to these individual learning needs. The qualitative data from interviews indicate that the teacher continuously adjusted their approach to ensure that all students were engaged and motivated. The finding proves that teachers need to practice reflective teaching because it enables them to assess their teaching methods based on student learning results and classroom behavior.

The research shows that student motivation directly influences their willingness to participate in learning activities. Students develop learning ownership and responsibility when teachers provide them with chances to share their thoughts and raise inquiries and take part in classroom discussions. The students actively participate in the learning process, which leads to improved motivation because they gain confidence and receive assistance from their educational setting. The learning process becomes more interactive and meaningful, which results in better educational results. This research shows how teacher strategies create better student

motivation for studying history which students usually find uninteresting. The research results show that history learning becomes fascinating and significant when educators use proper teaching methods which help students learn. The development of student-centered instructional strategies needs to consider both student needs and specific learning environments according to this research.

The findings of this investigation show that students develop learning motivation through an approach that teachers executed in a detailed and organized manner. The learning environment together with multiple teaching resources and student-centered activities and real-world learning experiences creates an effective system for boosting student motivation. The study results confirm that teachers have an essential function in creating educational experiences which determine how students progress in their learning. Educational institutions must continue developing new teaching methods because they play a vital role in enhancing educational standards and driving student learning motivation.

The results of this study indicate that the teacher's strategies contributed to improving students' learning motivation, as evidenced by data from questionnaires, interviews, and classroom observations. The questionnaire results showed that the majority of students selected "agree" and "strongly agree" on indicators of motivation, such as interest in learning history, active participation, and enthusiasm during lessons. This finding suggests that students experienced a positive shift in their motivation levels. Furthermore, interview data revealed that students perceived the teacher's strategies such as interactive discussions and the use of contextual examples as engaging and meaningful.

One student stated that "learning history becomes more interesting when it is related to daily life," indicating the effectiveness of contextual learning in enhancing intrinsic motivation. In addition, classroom observations showed increased student participation, particularly in asking questions and contributing to discussions. These findings are consistent with motivation theories proposed by Uno (2017) and supported by previous studies (Fitriani, 2023; Musa, 2023), which emphasize the importance of interactive and student-centered learning in fostering motivation. Thus, the empirical data clearly support the conclusion that the teacher's strategies play a significant role in improving students' learning motivation.

4. Conclusion

The study proves that the teacher at SMP Negeri 19 Palu successfully implemented strategies which improved students' learning motivation for history studies. The research shows that students' motivation levels increase when educational institutions establish proper learning conditions and present different teaching materials while they need to participate in class activities which connect classroom work to their actual life experiences. The strategies function together as one system which enables students to experience learning that has real-life value and active participation and practical connections to their studies. The result of this process leads students to develop greater enthusiasm for learning history because they

actively engage with the subject matter which helps them reach their educational goals. The research demonstrates how teachers function as vital learning facilitators who drive student progress through their motivational support. Teachers need to keep developing new teaching methods which focus on students to maintain and improve student motivation. Future research is expected to expand the scope of this study by involving different subjects, methods, or educational levels to provide a more comprehensive understanding of learning motivation.

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