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# Teachers' Efforts to Boost Students' Motivation and Interest in History at Balaesang State High School No. 2

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**A B S T R A C T**

This study aims to examine the efforts of history teachers to increase students' motivation and interest in learning history at Balaesang State Senior High School 2. The study employed a qualitative approach involving the school principal, two history teachers, and eight students as research participants. Data were collected through observation, interviews, and documentation, then analyzed using the Miles, Huberman, and Saldaña model, which includes data reduction, data presentation, and conclusion drawing. The findings indicate that students' motivation and interest in learning history were generally in the moderate category. Learning motivation was reflected in students' participation in discussions, willingness to ask questions, attention during lessons, and responsibility in completing assignments. Meanwhile, learning interest was evident in students' enthusiasm for classroom activities, involvement in group work, and curiosity about historical topics. While some students viewed history as important for understanding past events and national values, others still perceived it as a subject dominated by memorization. To address these challenges, teachers implemented various instructional strategies, including discussions, presentations, question-and-answer sessions, debates, and project-based assignments. They also utilized visual media and educational technology, such as documentary videos and PowerPoint presentations, to make lessons more engaging and easier to understand. These efforts contributed to increased student participation, engagement, and understanding of historical material.

## 1. Introduction

Education is a conscious and planned effort to develop students' potential through an active and purposeful learning process, as stipulated in Law No. 20 of 2003 on the National Education System (Panjaitan, 2022). In the educational process at

school, history learning plays a crucial role as it helps students understand past events, fosters historical awareness, and builds a sense of nationalism and critical thinking (Sukmana, 2021; Rulianto, 2020).

However, history learning is still often perceived as boring because it is dominated by reading and memorization activities, causing students to tend to be uninterested and passive in the learning process (Rahadian, 2021). This situation is also observed at State Senior High School 2 Balaesang, where some students lack enthusiasm for history lessons, rarely ask questions, and exhibit low learning interest. Students' low motivation and interest in learning are influenced by both internal and external factors, such as the environment, social factors, and learning facilities (Urbayatun et al., 2019; Nisa et al., 2023).

Learning motivation is the internal drive within students to achieve learning goals optimally (Waritsman, 2020; Budiariawan, 2019), while learning interest relates to students' engagement with learning activities (Lena et al., 2020). These two factors play a crucial role in supporting the success of history learning (Zulfah, 2023). Motivation can be defined as an internal drive or reason that prompts a person to act in order to achieve a specific goal (Juraidah, 2025). Therefore, teachers must make efforts to create engaging learning experiences that can enhance students' motivation and interest in history at State High School 2 Balaesang.

Learning motivation is an internal or external drive that provides students with enthusiasm, direction, and purpose in learning activities so that learning objectives can be optimally achieved (Fernando, 2024; Bagja, 2020). Students with high learning motivation tend to be more active, diligent, and have greater energy in participating in the learning process. Learning motivation is crucial for students' academic success. Low motivation is often caused by conventional teaching methods that are monotonous and irrelevant to the digital age (Shoumi, 2025).

According to Sardiman, motivation serves as a driver, guide, and catalyst for students' learning behavior, thereby helping them achieve learning objectives (Lomu, 2020). In line with this, Hamalik explains that strong motivation enhances students' perseverance and learning success (Fernando, 2024). Thus, learning motivation plays a crucial role in determining the intensity of students' effort and their academic achievement. In today's modern era, motivation to learn and critical thinking skills form the foundation of education (Khairunnisa, 2025). Factors influencing learning motivation include students' abilities, the learning environment, family support, physical and mental well-being, and teachers' efforts in the learning process (Darniyanti et al., 2021; Moslem et al., 2020). A conducive learning environment and engaging teaching methods can boost students' enthusiasm for learning.

Indicators of learning motivation include a desire to succeed, the drive and need to learn, hopes and aspirations for the future, engaging learning activities, and a conducive learning environment. Additionally, learning motivation can also be observed through intrinsic and extrinsic orientations, task value, self-confidence, and the ability to manage anxiety during learning (Murtiyasa, 2021). Learning

interest is an internal drive within students that generates a sense of curiosity, enjoyment, and a desire to actively engage in the learning process, thereby enabling learning objectives to be achieved (Sinaga et al., 2025). Learning interest is also defined as a person's interest in engaging in learning activities to acquire knowledge and behavioral changes through learning experiences (Lelono, 2020). Thus, learning interest plays a crucial role in enhancing student participation and engagement in the learning process.

According to Sinaga et al. (2025), the characteristics of interest in learning include enthusiasm for participating in learning, consistency in reviewing material, time management skills, a strong sense of curiosity, commitment to learning goals, the ability to cope with failure, active participation in academic activities, and an appreciation for the learning process. Meanwhile, factors influencing learning interest consist of internal and external factors. Internal factors include physical and psychological conditions and fatigue, while external factors include family, school, and the community environment (Lelono, 2020). Additionally, teaching approaches and methods also influence students' learning interest (Muliani, 2022).

According to Hendriana, indicators of learning interest include enjoyment in learning, interest in the subject matter, student engagement, diligence in completing assignments, and perseverance and discipline in learning (Setiawan, 2020). The indicators of learning interest used in this study include: (1) a sense of enjoyment in learning, (2) a strong desire to learn, (3) student engagement in learning, (4) diligence in studying and completing assignments, and (5) perseverance and discipline in learning.

History education is a learning process aimed at helping students understand past events and connect them to present-day life. History education also plays a role in instilling character values, enhancing historical awareness, and building national identity. Sardiman (2017) states that history education plays a crucial role in national character development through an understanding of historical values. Supriatna (2019) explains that history education can be conducted through chronological, thematic, and problem-based approaches so that students are able to see various historical perspectives. Meanwhile, Hermanto (2016) emphasizes that history education does not only emphasize memorizing facts and figures, but also trains critical thinking skills and the ability to understand the significance of a historical event.

Numerous studies have been conducted on teachers' efforts to enhance students' motivation and interest in learning history. Sumiyati's (2017) study showed that the implementation of Contextual Teaching and Learning (CTL) can boost students' motivation by linking the subject matter to real-life situations, thereby making students more active and engaged in the learning process. Furthermore, Karima's (2024) study revealed that students' learning motivation is influenced by internal factors such as interest and readiness to learn, as well as external factors such as teaching methods, learning media, and the learning environment. Meanwhile, Kurniawan's (2023) study showed that the storytelling method can improve

motivation and learning outcomes in history because it makes learning more engaging and easier for students to understand.

Based on these three studies, it can be concluded that varied and innovative teaching strategies have a positive impact on increasing students' motivation and interest in learning history. The similarity between previous studies and this study lies in their focus on students' motivation and interest in learning history. However, this study differs in that it places greater emphasis on teachers' efforts to enhance students' motivation and interest in learning at Balaesang State High School 2 through a combination of contextual approaches, engaging teaching methods, and attention to students' psychological conditions. Thus, this study is expected to contribute to creating more interactive and meaningful history learning. This study aims to identify the various efforts made by history teachers to enhance students' motivation in history at SMA Negeri 2 Balaesang. Additionally, this study aims to identify the efforts of history teachers to enhance students' interest in history at SMA Negeri 2 Balaesang.

## 2. Methodology

This study employs a qualitative approach. A qualitative approach is a research method that presents data in the form of narratives or verbal descriptions to gain an in-depth understanding of phenomena (Sugiyono, 2017). This approach was used to gain an understanding of teachers' efforts to improve students' motivation and interest in learning history at SMA Negeri 2 Balaesang, including the factors influencing them. The research was conducted during the odd semester of the 2025/2026 academic year at SMA Negeri 2 Balaesang, Labean Village, Balaesang Subdistrict, Donggala Regency, Central Sulawesi.

The research subjects consisted of the school principal, two history teachers, and eight students from Balaesang State High School 2 who were enrolled in the history course. The data sources in this study comprised primary and secondary data. Primary data were obtained directly through observation, interviews, and documentation of history teachers and students selected through purposive sampling (Sugiyono, 2017). Meanwhile, secondary data was obtained from books, journals, and previous studies relevant to this research (Handayani, 2020). The data collection techniques used included observation, interviews, and documentation. Observations were conducted directly to observe the history learning process and the teachers' efforts to enhance students' motivation and interest in learning (Saleh, 2017). Interviews were conducted with history teachers and students to obtain in-depth information regarding the factors influencing motivation and interest in learning (Sugiyono, 2017). Documentation was used as supporting data in the form of photographs, archives, and relevant learning materials (Maryono, 2019).

The data analysis technique employed the Miles, Huberman, and Saldaña model, which includes data reduction, data presentation, and drawing conclusions (Miles et al., 2014). Data reduction was conducted by selecting and focusing on data relevant to the study (Sugiyono, 2017). Next, the data is presented in the form of a

narrative description to make it easy to understand (Rijali, 2019). The final stage is drawing conclusions through data verification using triangulation of interviews, observations, and documentation to obtain valid research results.

## 3. Result and Discussion

Balaesang State Senior High School 2 is a senior high school located in Balaesang District, Donggala Regency, Central Sulawesi Province. The school was established pursuant to Decree No. 188.45/0538/Dikjar dated July 22, 2008, as part of efforts to promote equitable access to secondary education in the Balaesang area. The school is a public institution under the Ministry of Primary and Secondary Education with a B accreditation. Administratively, the school is located on Jalan Poros Palu–Sabang, Labean Village, Balaesang District, Donggala Regency.

Balaesang State High School 2 has the vision of "Fostering students who are devout, of noble character, intelligent, skilled, independent, collaborative, and globally-minded." This vision is realized through various educational programs that emphasize character building, active learning, skill development, and fostering cooperation and student independence. The school also strives to produce graduates capable of competing globally through the use of information technology-based learning facilities.

In the 2025/2026 school year, Balaesang State High School 2 has 22 teachers, including 2 history teachers, with a total of 326 students divided into 11 classrooms across grades 10, 11, and 12. Additionally, the school is supported by adequate facilities and infrastructure, such as classrooms, a library, a physics lab, a biology lab, a computer lab, a health room, a place of worship, internet access, as well as electricity and water supply that are in good condition. These facilities support the creation of an effective and conducive learning process. In addition to curricular activities, the school is also active in developing extracurricular activities such as Scouting, the National Flag Raising Brigade (Paskibra), Youth Scientific Research, religious activities, and the arts. These activities aim to shape students' character, improve social skills, and foster a sense of responsibility and independence in students' daily lives.

The results of the study indicate that the implementation of varied and interactive teaching methods has a positive impact on student engagement in history classes at Balaesang State High School 2. Based on observations during the learning process, students appeared more active in participating in group discussions, Q&A sessions, and presentations compared to when the teacher used a monotonous lecture method. Most students began to feel confident expressing their opinions, asking questions, and engaging in class discussions when the teacher used visual aids, educational videos, and a contextual approach.

Changes in student engagement were also evident in the increased participation of students in group activities and history learning projects. The history teacher explained that students who were previously passive began to show greater

engagement after lessons were structured through discussions, presentations, and the use of interactive media. This was reinforced by student interviews, in which students stated that history lessons became more interesting when using documentary videos, images of historical figures, quizzes, and group discussions. Students found it easier to understand the material because learning was not solely focused on memorization but also involved thinking and communication activities.

In addition to increasing student engagement, the use of interactive teaching methods also has a positive impact on students' motivation and interest in learning. Some students stated that they became more enthusiastic about history lessons because the teacher related the material to everyday life and current events. Project-based learning, historical debates, and case studies were found to stimulate students' curiosity and make the classroom atmosphere more enjoyable and less boring. These conditions indicate that varying teaching methods influence students' comfort and emotional engagement during the learning process.

Research findings also show an improvement in students' understanding and learning outcomes after teachers implemented more innovative teaching strategies. According to history teachers, students became better able to restate historical material, formulate opinions logically, and understand the relationships between historical events compared to before. This improvement is evident in students' performance during class presentations and discussions, where students began to articulate arguments and respond to their peers' opinions. Additionally, teachers observed that students who were active in discussions and the use of learning media tended to achieve better evaluation results compared to students who were less engaged in the learning process.

These findings indicate that history teachers' efforts through the use of varied teaching methods, visual media, contextual approaches, and participatory learning not only enhance students' motivation and interest in learning but also lead to increased student engagement, better understanding of the material, and improved critical thinking skills in history classes at Balaesang State High School 2.

### *History Teachers' Efforts to Enhance Students' Learning Motivation in History at State High School 2 Balaesang*

Based on interviews conducted in September–October 2025 at State High School 2 Balaesang, data was obtained regarding history teachers' efforts to enhance students' motivation and interest in learning history. The research results indicate that student motivation and interest in learning are interrelated in supporting the success of history learning. Motivation serves as a driving force for students to learn, while interest in learning makes students more engaged and active in participating in the learning process. The interview instrument used with the principal at Balaesang State High School 2 is presented in Table 1.

Table 1. School Principal Interview Questionnaire

| No | Question |
|---|---|
| 1. | As the principal, how do you view the students' level of interest in history at Balaesang State High School No. 2? |
| 2. | Does the school implement any specific policies or programs to boost students' motivation and interest in learning, particularly in history? |
| 3. | How does the school support history teachers in developing engaging teaching methods? |
| 4. | In your opinion, what factors influence students' motivation and interest in learning history at this school? |
| 5. | Are the facilities for studying history considered adequate? |
| 6. | How do you assess the role of history teachers in fostering students' motivation and interest in learning? |
| 7. | How does the school environment's culture influence students' motivation and interest in history? |
| 8. | How does the school evaluate the development of students' interest in history over time? |
| 9. | Are the results of these evaluations used to design improvements in the quality of instruction? |
| 10. | What are your hopes for history education at Balaesang State High School No. 2 in the future? |

Interviews with the school principal revealed that students' interest in history is fairly high, although it is not yet consistent across all classes. The school supports efforts to boost student interest by strengthening a culture of literacy, utilizing educational media, and giving teachers the freedom to implement innovative teaching methods such as group discussions, presentations, and the use of visual aids. Additionally, the school conducts periodic evaluations of students' interest and participation in history classes.

An interview with the history teacher, Mr. Agus Setia Negara, revealed that students' interest in learning increases when lessons are connected to daily life and employ interactive methods, such as group discussions, video screenings, and visual presentations. Conversely, the use of monotonous lecture-style methods tends to make students passive and less enthusiastic. Teachers also make various efforts to boost students' motivation to learn, such as providing personalized attention, varying teaching methods, utilizing educational technology, and offering encouragement to less active students.

A similar point was made by Ms. Masrifaeni, who explained that students' interest in learning is influenced by the teacher's teaching style, the use of learning media, and the students' level of self-confidence. Learning presented through historical narratives, visual media, and project-based activities is considered more effective at capturing students' attention than overly theoretical instruction. Teachers also employ a personalized approach, positive reinforcement, and group work to assist students with low motivation.

Overall, the research findings indicate that history teachers' efforts to enhance students' motivation and interest in learning are achieved through the use of varied teaching methods, the utilization of learning media and technology, linking course

material to real-life contexts, and a personalized approach toward students. School support, a conducive learning environment, and parental involvement also serve as critical factors influencing the improvement of students' motivation and interest in the history subject.

### *History Teachers' Efforts to Enhance Students' Interest in Learning History at State High School 2 Balaesang*

The research findings indicate that history teachers at Balaesang State High School 2 strive to enhance students' interest in learning by employing varied teaching methods, visual media, and a contextual approach that actively engages students. History instruction is not only focused on mastering the subject matter but also on developing critical thinking skills through discussions, presentations, and learning projects. These findings align with the view that varying teaching methods and media can enhance students' motivation, engagement, and understanding in history learning (Sardiman, 2017). The Teacher Interview Instrument at SMA Negeri 2 Balaesang is presented in Table 2.

Table 2. Teacher Interview Questionnaire

| No | Question |
|---|---|
| 1. | In your opinion, what is the general picture regarding students' motivation and interest in learning history at Balaesang State High School No. 2? |
| 2. | Do students appear enthusiastic during history lessons? |
| 3. | How engaged are students in discussions, Q&A sessions, or other classroom activities in history class? |
| 4. | In your opinion, what factors increase students' interest in learning history? |
| 5. | How do the school environment, learning facilities, and parental support influence students' interest in learning history? |
| 6. | What teaching methods do you typically use to spark students' interest in history lessons? |
| 7. | Do you use specific media or technology to increase students' interest in history material? |
| 8. | What steps do you take when students show low interest in learning? |
| 9. | How do you assess or observe students' level of interest in learning over the course of a semester? |
| 10. | What is the relationship between students' interest in learning and their academic performance in history? |

The interview results indicate that the use of visual media and interactive methods can increase students' interest in learning history. Adriansyah stated that "storytelling and discussion are the most engaging ways to learn history" (Interview, September 24, 2025). Meanwhile, Moh Afgar noted that "PowerPoint presentations make it easier to understand the lesson content," and that visual methods and quizzes make learning more engaging. These findings indicate that the use of visual media and interactive learning can reduce student boredom and improve understanding of historical material.

Additionally, students also expressed interest in project-based learning and group discussions. Iksan stated that "group discussions and history poster projects are the most engaging forms of learning," while Caca Anriani noted that "discussions,

historical debates, and case studies are the most engaging methods" (Interview, September 24, 2025). This confirms that participatory and contextual history learning can encourage students' active engagement while developing critical thinking skills and a sense of nationalism (Wineburg, 2018).

However, there are still students who struggle with learning history because they find it involves too much memorization and have difficulty understanding the chronology of events. Moh Afri stated that "visual aids, educational games, and simulations of historical events make lessons more engaging," while Chelsy noted that "question-and-answer games and quizzes are the most engaging ways to learn history" (Interview, September 24, 2025). These findings indicate that a fun and non-monotonous learning approach is essential to increase the interest of students with low motivation. The Student Interview Instrument at Balaesang State High School 2 can be seen in Table 3.

Table 3. Student Interview Questionnaire

| No | Question |
|---|---|
| 1. | Do you like history class? |
| 2. | How do you feel when you attend history class? |
| 3. | In your opinion, is history an important subject? |
| 4. | What has the atmosphere been like in your history class so far? |
| 5. | Are you interested in the history material being taught? |
| 6. | Do you feel that your history teacher's teaching methods make you more interested in the subject? |
| 7. | Does the teacher use media such as videos, images, or presentations in history lessons? Does that help increase your interest? |
| 8. | What kind of teaching methods do you think make history feel the most interesting? |

Overall, the research findings indicate that teachers' creativity in utilizing media, interactive methods, and contextual approaches has a positive impact on students' motivation and interest in learning history. School support for instructional innovation is also a key factor in creating history lessons that are more effective, engaging, and meaningful for students.

## *Discussion*

### *History Teachers' Efforts to Enhance Students' Motivation in History at Balaesang State High School 2*

Based on interviews with the principal, history teachers, and students at Balaesang State High School 2, it was found that students' motivation and interest in learning history fall into the moderate to fair range, with significant variation among students (Pasaribu, 2023). Some students still view history as a subject synonymous with rote memorization, making it uninteresting. This situation has prompted history teachers to implement various teaching strategies to boost students' motivation to learn.

One of the efforts made by teachers is to implement varied and interactive teaching methods, such as group discussions, question-and-answer sessions, presentations,

and learning projects. The use of these methods has proven effective in increasing student engagement in the learning process because students do not merely listen to the teacher's explanations but also actively express their opinions and analyze historical events. Teachers also connect historical material to daily life and contemporary issues, making learning more contextual and meaningful for students.

Additionally, the use of educational media and technology is a key strategy in boosting motivation to learn history. Teachers utilize documentary videos, images of historical figures, maps, and PowerPoint presentations to help students grasp chronological and abstract material. Adriansyah stated that "storytelling and discussion are the most engaging ways to learn history," while Moh Afgar noted that "PowerPoint presentations make it easier to understand the lesson content" (Interview, September 24, 2025). These findings indicate that visual media can enhance students' attention and understanding of historical material.

The research findings also indicate that participatory learning is effective in developing students' critical thinking skills. Iksan noted that "group discussions and history poster projects are the most engaging learning activities," while Caca Anriani observed that "discussions, historical debates, and case studies are the most engaging methods" (Interview, September 24, 2025). This indicates that history learning is not only focused on mastering content but also on developing students' analytical and reflective skills (Wineburg, 2018).

However, some students still struggle to understand history due to the heavy reliance on memorization and low self-confidence. Moh Afri stated that "visual aids, educational games, and historical event simulations make lessons more engaging," whereas Chelsy believes that "question-and-answer games and quizzes are the most engaging ways to learn history" (Interview, September 24, 2025). These findings underscore the importance of using enjoyable, interactive, and non-monotonous learning methods to enhance students' motivation to learn (Naililmuna, 2025).

### *History Teachers' Efforts to Boost Students' Interest in History at Balaesang State High School 2*

Based on interviews with the principal, history teachers, and students at Balaesang State High School 2, it was found that students' interest in learning history falls into the "fair" to "moderate" range, with varying degrees of interest among students (Pasaribu, 2023). Some students still view history as a subject that relies heavily on memorization; therefore, more engaging and contextual learning strategies are needed to boost their interest in the subject.

History teachers have made various efforts to boost students' interest in learning by implementing diverse and interactive teaching methods. Teachers do not rely solely on lectures but combine them with group discussions, presentations, Q&A sessions, and small project assignments. These methods have proven effective in increasing student engagement in the learning process, as students are given the opportunity to actively discuss and express their opinions. Additionally, teachers connect

historical content to daily life and contemporary issues to make learning more relevant and meaningful for students.

The use of media and educational technology is also a key strategy for increasing interest in learning history. Teachers use documentary videos, images of historical figures, maps, and PowerPoint presentations to help students understand chronological and abstract material. One student, Adriansyah, stated that "storytelling and discussion are the most engaging ways to learn history," while Moh Afgar noted that "PowerPoint presentations make it easier to understand the lesson content" (Interview, September 24, 2025). These findings indicate that the use of visual media can enhance students' attention and understanding of historical material (Naililmuna, 2025).

In addition to using teaching methods and media, the teacher also employs a personalized approach with students who have low motivation to learn. The teacher provides positive reinforcement, engages in casual discussions, and offers individual guidance to help students feel more confident in participating in the learning process. Group assignments are also implemented to help students feel more comfortable and less burdened while learning history. This approach is considered effective in building students' self-confidence while simultaneously increasing their engagement in the learning process.

School support also reinforces teachers' efforts to boost students' interest in learning. The principal gives teachers the freedom to innovate in their teaching and supports the development of teachers' competencies through training and school literacy activities. The school also encourages the implementation of history projects and activities related to national values and local culture. Although learning facilities such as LCD projectors and access to technology are not yet evenly distributed across every classroom, the school continues to strive to gradually improve its facilities within the limits of its budget.

Research findings also indicate that learning interest is closely linked to student learning outcomes. Students with high interest tend to be more active in discussions, grasp the material more easily, and achieve better learning outcomes. Conversely, students with low interest tend to be passive and struggle to understand historical material. Therefore, engaging, participatory, and contextual history instruction is a key factor in boosting students' interest in learning.

In addition to boosting students' interest in learning, the variety of teaching methods also contributes to the development of students' critical thinking skills. Through discussions, historical debates, and learning projects, students are trained to analyze historical events, express their opinions, and draw logical conclusions. A contextual approach and the integration of local history into the curriculum also help shape students' identity, nationalism, and cultural awareness. Thus, history education serves not only as a means of knowledge transfer but also as a tool for character development and the cultivation of students' higher-order thinking skills.

The discussion of this study's findings indicates that history teachers' efforts to enhance student motivation and interest in learning at Balaesang State High School No. 2 align with learning motivation theories that emphasize the importance of the learning environment, teaching methods, and students' active engagement in the learning process. According to Sardiman's theory of learning motivation, motivation functions as a driver, guide, and catalyst for students' learning behavior, thereby making students more active in achieving learning objectives (Lomu, 2020). The findings of this study indicate that the use of interactive learning methods, visual media, and a contextual approach can increase students' enthusiasm and engagement in history learning. This is evident from the increased student participation in discussions, presentations, and learning project activities.

The results of this study also support Hamalik's theory, which states that learning motivation can grow through engaging and meaningful learning experiences (Fernando, 2024). History teachers at Balaesang State High School 2 not only present the material theoretically but also connect historical events to students' daily lives. This approach makes it easier for students to understand the material and feel that learning history has real-world benefits. Consequently, students' intrinsic motivation develops because they perceive the learning as relevant to their own experiences.

Furthermore, the findings of this study align with constructivist theory, which emphasizes that knowledge is constructed through active learning experiences and social interaction. Through group discussions, historical debates, and learning projects, students are directly engaged in the process of thinking, asking questions, and expressing their opinions. These activities help students develop critical thinking skills while boosting their confidence in learning history. This demonstrates that participatory history learning not only enhances motivation and interest in learning but also supports the development of students' higher-order thinking skills.

The results of this study support Sumiyati's (2017) research, which shows that the Contextual Teaching and Learning (CTL) approach can enhance students' learning motivation because the material is linked to real life, thereby making learning more meaningful. The similarity between that study and this one lies in the use of a contextual approach to increase student engagement in history learning. However, this study offers a more specific contribution because it not only highlights learning motivation but also students' interest in learning through a combination of interactive methods, visual media, and the teacher's personalized approach.

The findings of this study also align with Kurniawan's (2023) research, which states that the storytelling method can enhance motivation and learning outcomes in history by making the learning process more engaging and easier for students to understand. In this study, the use of historical narratives, documentary videos, and visual media was shown to help students understand abstract and chronological material. The difference is that this study demonstrates that students' learning motivation is influenced not only by the method of presenting the material but also

by the interpersonal relationship between teachers and students through a personalized approach and positive reinforcement.

On the other hand, the findings of this study differ from some previous studies that placed greater emphasis on the use of technology as the primary factor in enhancing learning motivation. This study indicates that success in history learning is determined not only by digital media but also by the teacher's ability to create a comfortable, communicative, and participatory learning environment. Thus, humanistic factors in learning continue to play a crucial role in enhancing students' motivation and interest in learning.

Scientifically, this study contributes to the development of history learning in secondary schools by demonstrating that students' motivation and interest in learning can be enhanced through a combination of interactive methods, visual media, contextual approaches, and positive interpersonal relationships between teachers and students. These findings reinforce the view that effective history learning is not only oriented toward mastery of the material but also toward creating active, meaningful, and enjoyable learning experiences for students.

## 4. Conclusion

Based on interviews with the principal, history teachers, and students, it can be concluded that students' motivation and interest in learning history at Balaesang State High School 2 fall into the fair to moderate range, with varying levels among individual students. Some students are interested in history because they consider it important for understanding past events, national values, and national identity. However, others view history as a difficult subject that involves a lot of memorization and is uninteresting, which affects their motivation to learn. The school supports efforts to increase students' interest in learning through policies that encourage innovative teaching, the development of creative teaching methods, literacy programs, and history project activities. A disciplined school environment that fosters a culture of literacy also helps create a conducive learning atmosphere, although learning facilities are still being improved gradually.

History teachers strive to boost students' motivation to learn by using varied and interactive teaching methods, such as group discussions, question-and-answer sessions, presentations, and project assignments. Teachers also relate historical material to everyday life to make it more relevant and easier for students to understand. In addition, the use of visual media such as documentary videos, images, maps, and PowerPoint presentations makes learning more engaging. Teachers also provide a personalized approach to less active students through motivation and positive reinforcement. Overall, high motivation and interest in learning have been shown to have a positive impact on student engagement and learning outcomes in history.

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