

Determinants of Indonesian fifth graders' learning motivation: A survey study

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Abstract: Motivation serves as a powerful catalyst for positive change, influencing various aspects of life such as health, employment, and societal well-being, particularly in the context of learning and academic achievement. This study aimed to describe the impact of school environment and teacher morale on the learning motivation of fifth graders in the elementary schools of Buleleng District, Bali, Indonesia. A quantitative research approach using a survey research design was employed to attain this objective. Research data were obtained from a total of 219 fifth graders at the elementary schools in the surveyed area. Obtained data were subjected to a rigorous statistical analysis using simple and multiple linear regression analysis techniques utilizing the SPSS software version 21. The results of the data analysis indicate that both the school environment and teacher morale have a significant and positive impact on the learning motivation of fifth graders in the surveyed elementary schools, whether considered individually or together. These findings underscore the importance of fostering a positive school environment and strong teacher-student relationships to enhance student motivation and academic success. This study contributes to the existing literature by emphasizing the crucial role that teacher-student relationships play in creating a supportive and motivating learning environment. Therefore, strengthening these relationships is essential for improving student motivation and academic performance.

Keywords: School environment, Student learning motivation, Survey study, Teacher morale.

1. Introduction

Education serves as a powerful catalyst for positive change, impacting various aspects of life such as health, employment, and societal well-being. Individually, it enhances productivity, leading to more fulfilling lives [1-3]. Moreover, at a broader level, education cultivates a skilled workforce, driving economic growth and progress. Despite its extensive benefits, the pursuit of education is marked by challenging efforts that demand unwavering commitment and perseverance. To navigate their educational journey successfully, students must maintain high levels of motivation and dedicate considerable time and energy to studying, ensuring notable academic success.

Motivation in learning refers to an internal state that stimulates, guides, and sustains individuals' learning behaviors [4]. According to the self-determination theory, motivation is categorized into intrinsic and extrinsic types [5]. Intrinsically motivated learners possess the remarkable ability to self-generate the drive and determination necessary to tackle even the most challenging tasks, without relying on external incentives or pressure. Their motivation stems from an internal desire to engage in activities for the inherent satisfaction they provide. In contrast, extrinsically motivated behaviors are driven by external factors such as rewards, punishments, or social pressure rather than an internal desire for satisfaction [6]. This suggests that while intrinsic motivation is powered by personal enjoyment and interest in the task itself, extrinsic motivation is contingent upon external influences.

Eccles et al.^[6] proposed the expectancy-value model of motivation to conceptualize student motivation, which comprises two key components: expectancy and value. Expectancy reflects students' beliefs about their ability to complete tasks and their sense of responsibility for their performance, while value reflects students' perceptions of the interest and importance of the task. Generally, research indicates that students who believe in their ability to complete tasks (expectancy) and find the associated activities meaningful or interesting (value) are more likely to persist in tasks and achieve better academic performance ^[7-9].

Student learning motivation is predicted by a lot of factors both intrinsic and extrinsic ^[10]. In this study, we focus on the following two factors. The first factor to consider is the school environment. The school environment is more than just a space for academic learning; it is a place where students grow holistically, emphasizing extracurricular pursuits, physical activities, creative expression, and interpersonal connections. When students feel included and recognized within their educational institution, it fosters a profound sense of affinity crucial for their mental health and educational progress ^[11]. This sense of connectedness not only cultivates a positive disposition towards education but also enhances their self-assurance to participate enthusiastically in diverse academic and non-academic efforts, subsequently influencing their academic accomplishments.

In addition to academic achievement, a conducive school environment significantly impacts student health and overall well-being ^[12]. Extensive research has consistently shown that a positive school environment improves student attendance and enhances their motivation to learn ^[13-17]. When students feel safe, supported, and valued in their school environment, they are more likely to be motivated to attend classes regularly and engage actively in their learning. Conversely, a negative school environment can have detrimental effects; not only limits children's opportunities for free play but also hinders the development of habits and commitments crucial for addressing future environmental challenges.

A pleasant school climate is essential for promoting academic progress and overall student well-being. It is an environment where children are encouraged to express themselves attractively, feel included, and establish strong ties with teachers and peers. By fostering a supportive and inclusive atmosphere, schools can help students develop the social and emotional skills they need to thrive academically and personally. Therefore, schools must prioritize creating a positive and supportive environment that fosters students' well-being and motivation to learn, ultimately setting them up for success in school and beyond.

The second factor to consider is teacher morale. Teacher morale is a complex concept that encompasses the belief, perspective, psychological mindset, and emotional disposition of teachers ^[18]. While the term "teacher morale" is commonly used, its precise definition remains somewhat ambiguous. Some scholars argue that teacher morale refers to the morale of individual teachers ^[19-20], while others suggest it relates to the collective morale of teachers as a group ^[21]. Regardless of the semantics, teacher morale is often understood as the state of an individual teacher's or a group of teachers' spirit, demonstrated by their confidence, enthusiasm, energy, and willingness to perform assigned tasks.

Several factors influence teacher morale in the workplace. Teaching facilities, student interest, career advancement opportunities, and organizational support all play crucial roles in shaping the morale of teachers ^[22]. Additionally, the level of autonomy and decision-making authority granted to teachers within their professional roles can significantly impact their morale, with greater autonomy often leading to increased job satisfaction and morale ^[23-24]. When teachers feel supported by their employers and see opportunities for growth and development, they are more likely to maintain high morale. Conversely, a lack of support, inadequate facilities, or limited opportunities for career advancement can contribute to decreased morale among teachers.

The impact of teacher morale extends beyond the individual teacher to affect student learning motivation and outcomes. Positive teacher morale is associated with a supportive and engaging learning environment, where students feel valued and encouraged to participate actively in their learning ^[25-26]. When teachers are enthusiastic, energetic, and committed to their profession, they are better equipped

to create engaging lessons and build strong relationships with their students. In contrast, low teacher morale can lead to disengagement, lack of enthusiasm, and decreased effectiveness in teaching, all of which can have a detrimental effect on student learning motivation and outcomes. Research has shown that a positive learning environment, fostered by high teacher morale, is essential for promoting student engagement, achievement, and overall well-being.

This study focuses on describing the potential impact of the school environment and teacher morale on the academic achievement of the fifth graders of the elementary schools in Buleleng District, Bali, Indonesia. To our knowledge, none of the studies have empirically investigated this topic in the elementary school context within this area. Thus, this study intended to fill the gap in the existing literature by examining the potential impact of the surveyed variables taking the fifth graders of elementary schools in the Buleleng District as the population and samples. We probed three research questions to guide the study as the following: (1) “Does the school environment significantly positively impact the learning motivation of the fifth graders of the elementary schools in Buleleng District, Bali, Indonesia?; (2) Does teacher morale significantly positively impact the learning motivation of the fifth graders of elementary schools in Buleleng District, Bali, Indonesia?; and (3) Do the school environment and the learning motivation impact simultaneously significantly the learning motivation of the fifth grade of elementary schools in Buleleng District, Bali, Indonesia? A quantitative research approach using a survey research design was employed to answer this research question.

2. Research Method

2.1. Research Design

In this study, we employed a quantitative approach using a survey study to explore the potential impact of the school environment and teacher morale on the learning motivation of the fifth graders of the elementary schools in Buleleng District, Bali, Indonesia. Quantitative research emphasizes numerical data, measurements, and statistical analysis, providing researchers with a robust framework to identify patterns, predict outcomes, test causal relationships, and draw generalized conclusions applicable to broader populations [27].

Surveys play a central role in this approach, systematically collecting quantitative data by presenting structured questions to respondents. [28] We chose a survey research design to collect precise and quantifiable information, enabling a comprehensive understanding of the subject by quantifying opinions, attitudes, behaviors, and other measurable factors. The decision to utilize a survey research design was deliberate and influenced by previous literature [29-33], which emphasized several benefits related to this research method. These include minimal financial investment, ease of data collection, rapid accumulation of substantial data volumes, and facilitation of precise statistical analysis. By leveraging these advantages, the survey design enabled a comprehensive exploration of how the school environment and teacher morale impact the learning motivation of the fifth graders of the elementary schools in Buleleng District, Bali, Indonesia.

2.2. Participants and Data Collection

The study was conducted in suburban elementary schools located within the Buleleng District of Bali, Indonesia. A total of 219 fifth-graders were selected as participants in this study. Due to time constraints and logistical difficulties in reaching every individual within the study population, the selection of these students was deliberate. Conducting the research during a vacation period further complicated access to the entire pool of potential participants. Therefore, to ensure a manageable and feasible data collection process, a deliberate decision was made to focus specifically on this group of fifth-graders.

Data on student learning motivation were collected through a questionnaire consisting of 11 items across four indicators: curiosity (2 items), tenacity (3 items), desire for learning (3 items), and aspiration for achievement (3 items). Participants rated their responses on a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire items were presented in the Indonesian

language to ensure clarity for the participants. Example items included: "I regularly explore unfamiliar topics online for learning purposes," "Education is a crucial necessity for me," "I create and follow study schedules diligently," "I avoid postponing assigned tasks," "I find a strong drive when facing challenging assignments," "I am always striving for excellence in academics," and "I enjoy participating in competitive activities."

Data related to the variable of school environment were collected by developing a questionnaire with 9 items distributed over three measurement indicators: school atmosphere (3 items), school transparency (3 items), and the availability of learning facilities (3 items). All participants were asked to rate their responses on a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). To facilitate a better understanding of the questionnaire items, all items were provided in the Indonesian language. Sample items in the English version included: "I feel comfortable and safe at school," "The teaching and learning activities at this school are highly enjoyable," "The school-related information is easily accessible," "School staff is always ready to answer my questions and meet my needs", "I am always involved in school activities", and "The learning facilities in this school are sufficient to support teaching and learning activities".

Data on teacher morale were collected through a questionnaire comprising 12 items across five indicators: punctuality (3 items), enthusiasm (3 items), creativity (2 items), innovation (2 items), and loyalty (2 items). Participants rated their responses on a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire items were presented in the Indonesian language to ensure clarity for the participants. Example items included: "The teacher is punctual," "The teacher starts and finishes lessons on time," "The teacher shows enthusiasm while teaching," "The teacher motivates students to learn thoroughly," "The teacher fosters continuous learning," "The teacher utilizes diverse teaching materials to aid comprehension," "The teacher consistently cultivates an enjoyable learning environment," and "The teacher consistently exhibits dedication to teaching."

2.3. Data Analysis

The collected data underwent analysis using simple and multiple linear regression analysis techniques. These techniques allowed for the examination of the impact of the school environment and teacher morale on the learning motivation of the fifth graders of the elementary schools in Buleleng District, Bali, Indonesia. In this study, the following three research hypotheses were proposed and tested: (1) The school environment impact significantly positively the learning motivation of the fifth graders of elementary schools in Buleleng District, Bali, Indonesia; (2) The teacher morale impact significantly positively the learning motivation of the fifth graders of elementary schools in Buleleng District, Bali, Indonesia; and (3) The school environment and teacher morale impact simultaneously the learning motivation of the fifth graders of the elementary schools in Buleleng District, Bali, Indonesia. These hypotheses were tested at a significance level of $\alpha = .05$ or a confidence level of 95%.

To ensure the accuracy of our data analysis, we employed the Statistical Package for the Social Sciences (SPSS) version 21 software. This provided us with robust statistical tools necessary for comprehensive data analysis, enabling us to conduct a wide range of tests and procedures tailored to our research objectives. This rigorous approach to data analysis enhances the credibility and validity of our research findings, thereby strengthening the overall rigor and integrity of our study.

3. Results

This study provides insight into how the school environment and teacher morale impact the learning motivation of the fifth graders of elementary schools in Buleleng District, Bali, Indonesia. As aforementioned, obtained data were subjected to both simple and multiple linear regression analysis techniques using the Statistical Package for the Social Sciences (SPSS) version 21 software. The simple linear regression analysis technique was used to examine the first and second hypotheses, while the multiple linear regression analysis technique was used to examine the third hypothesis. The results of statistical analysis are presented in Table 1, Table 2, and Table 3.

Table 1.
The impact of the school environment on student learning motivation.

N	R	R ²	t-count	t-table	Sig.
			0.05		
219	0.277	0.077	4.243	1.970956	0.001

Note: a. Predictors: (Constant), Teacher_Morale.
b. Dependent Variable: Student_Learning_Motivation.

Data in Table 1 shows a positive and significant impact of the school environment on the learning motivation of the fifth graders of the elementary schools in Buleleng District, Bali, Indonesia. Referring to the data presented in Table 1, the first hypothesis that the school environment impact significantly positively the learning motivation of the fifth graders of elementary schools in Buleleng District, Bali, Indonesia, is confirmed, while the opposite is unconfirmed.

With an R² coefficient value of .077, the data shows a weak impact of the school environment on the learning motivation of the fifth graders of elementary schools in Buleleng District, Bali, Indonesia. This suggests that approximately 7.7% of the variability in the students' learning motivation can be explained by the school environment. Moreover, the statistical analysis revealed a significant t-count value of 4.243, highlighting the overall significance of the regression model. This finding emphasizes the robustness of the identified causal correlations and underscores the importance of understanding the impact of the school environment in shaping the learning motivation among the fifth graders of the elementary schools in Buleleng District, Bali, Indonesia. Additionally, the study's findings are further validated by a critical t-table value of 1.970956 at a stringent significance level of $\alpha=0.001$, affirming the reliability of the results.

Table 2.
The impact of teacher morale on student learning motivation.

N	R	R ²	t-count	t-table	Sig.
			0.05		
219	0.752	0.566	16.819	1.970956	0.001

Note: a. Predictors: (Constant), Teacher_Morale.
b. Dependent Variable: Student_Learning_Motivation.

Data presented in Table 2 reveals crucial insights into the impact of teacher morale on the learning motivation of the fifth-graders of elementary schools in the Buleleng District. The data shows that, at the α level of 0.05, the t-count value of 16.819 exceeds the t-table value of 1.970956. This significant difference indicates strong support for the research hypothesis, affirming that teacher impact significantly positively the learning motivation of fifth-graders of elementary schools in Buleleng District, Bali, Indonesia. Conversely, the hypothesis suggesting no such impact is unconfirmed by the data.

The finding highlights the pivotal role of teacher morale in shaping students' learning motivation. The R² coefficient value of 0.566, with a significant coefficient value of 0.001, indicates that approximately 56.6% of the variability in students' learning motivation can be attributed to the level of teacher morale they experience. This substantial percentage underscores the critical role that teacher morale plays in influencing student motivation. The finding underscores the importance of fostering a positive and supportive environment for teachers within elementary schools. Such an environment not only benefits teachers but also significantly impacts student learning motivation, emphasizing the need for strategies aimed at enhancing teacher morale within educational settings.

Table 3.

The simultaneous impact of the school environment and teacher morale on student learning motivation.

N	R	R ²	F _{-count}	F _{-table}	Sig.
			0.05		
219	0.761	0.579	148.386	3.037667	0.001

Note: a. Predictors: (Constant), The_school_environment, teacher_morale
b. Dependent Variable: Student_learning_motivation

The data presented in Table 3 indicates that, with a sample size of 219, the R² coefficient value stands at 0.579, suggesting a substantial combined influence of both the school environment and teacher morale on the learning motivation of the fifth-graders of elementary schools in the Buleleng District of Bali, Indonesia. This emphasizes the significant impact of these factors on students' learning motivation within this educational context. Furthermore, the R² coefficient value of 0.579 indicates that approximately 57.9% of the variation in learning motivation among fifth-grade students in the Buleleng District can be explained by these factors.

The findings highlight the crucial role that the school environment and teacher morale play in shaping students' motivation to learn, emphasizing the need for comprehensive strategies and interventions within schools to address these factors effectively. Moreover, the statistical analysis revealed a noteworthy F_{-count} value of 148.386, underscoring the overall significance of the regression model. This emphasizes the strength of the impact and underscores the importance of considering the complex interactions between the school environment and teacher morale in understanding the learning motivation of fifth-grade students in elementary schools within the Buleleng District of Bali, Indonesia. Additionally, with a critical F_{-table} value of 3.037667 at a stringent significance level of $\alpha=0.001$, the study's findings are further supported, confirming the reliability of the results.

4. Discussion

Learning motivation is crucial for long-term academic success, as motivated students tend to develop a growth mindset. This mindset entails believing that their abilities can be developed through hard work and dedication, which in turn helps them overcome the fear of failure and view challenges as opportunities for growth. Students with a growth mindset are more likely to set and achieve academic goals, leading to improved academic performance over time. Motivated students are more inclined to engage in active learning behaviors, such as asking questions, participating in class discussions, and seeking feedback from their teachers.

Recognizing the importance of teacher-student relationships and their impact on student motivation is essential for fostering a positive and supportive learning environment. These relationships extend beyond the classroom, creating a network of trust and understanding. When students feel connected to their teachers, they are more likely to actively engage in the learning process, contributing to an overall positive atmosphere within the school [31]. Positive connections between teachers and students not only cultivate a sense of belonging but also pave the way for collaborative learning experiences. This collaborative aspect contributes to a holistic educational experience, preparing students not only academically but also socially for the challenges that lie ahead. In such an environment, students feel comfortable expressing their thoughts and ideas, facilitating a rich exchange of perspectives that enhances the educational journey for everyone involved.

The ability to form meaningful connections and work collaboratively is an essential life skill that transcends the academic setting, preparing students for success in their future efforts. As teachers actively nurture positive connections, students not only develop confidence and resilience but also gain valuable interpersonal skills. This comprehensive approach to education ensures that students are well-rounded individuals capable of navigating various aspects of life. The results of the data analysis revealed a significant and positive impact of teacher morale on students' learning motivation, as indicated by the R² coefficient value of .566 and the Sig. (*p*) coefficient value of .001. This implies that

when the variable "teacher morale" increases by one point, there is a corresponding increase in students' learning motivation by 0.566 points. This finding underscores the critical role of teacher morale in shaping students' motivation to learn [29, 31].

Consequently, higher teacher morale correlates with greater learning motivation, while lower teacher morale correlates with lower learning motivation. A positive and supportive teaching environment not only benefits teachers but also significantly impacts student engagement and satisfaction with the learning process. Teachers with higher morale are more likely to create an atmosphere that fosters student motivation, leading to improved academic performance and overall well-being. In contrast, when teacher morale is low, it can negatively affect students' motivation to learn and their academic achievements. The effectiveness of a school hinges on the dedication of its teachers, which is closely tied to the morale fostered within the institution [34]. Thus, it is evident that when a group demonstrates high levels of enthusiasm and commitment, morale naturally follows suit. Teachers with high morale exhibit a profound embrace of the school's ethos, responsibilities, and operational style. When teachers are motivated and possess high morale, they can effectively inspire student learning as they play a direct role in shaping student engagement and learning motivation by creating an engaging classroom environment [35-36].

Positive connections between teachers and students not only cultivate a sense of belonging but also facilitate collaborative learning experiences. The connection between teacher morale and student motivation becomes particularly significant during transitional periods, such as moving to a new grade, school, or educational level. These transitions can be challenging for students, and maintaining high levels of motivation is crucial during such times. From this viewpoint, teachers must focus on fostering a positive and supportive learning environment, which can help students navigate these transitions with confidence and resilience. By building strong teacher-student relationships, teachers can ensure that students feel supported, motivated, and capable of facing the challenges that come with educational transitions.

The results of the data analysis also revealed a significant and positive impact of the school environment on students' learning motivation, as indicated by the R^2 coefficient value of 0.077 and the Sig. (p) coefficient value of .001. It demonstrates that as the variable "the school environment" increases by one point, there is a corresponding increase in students' learning motivation by 0.077 points. These findings emphasize the crucial role of the school environment in shaping students' motivation to learn [37-40].

Consequently, school environment conduciveness correlates with greater academic achievement for students; conversely, less school environment conduciveness correlates with lower academic achievement. Numerous existing studies [15-17, 41] have consistently underscored the importance of a positive school atmosphere in enhancing student attendance and learning motivation. When students are surrounded by supportive and inspiring learning environments at schools, they are more likely to remain motivated and engaged in their studies. On the contrary, an uncondusive learning environment, characterized by factors such as disorganization, lack of support, or negative peer influence, can lead students to become disinterested and unmotivated in their studies.

Thus, creating a conducive school environment is imperative for the successful operation of any educational institution. Such an environment not only fosters better attendance and heightened motivation among students but also significantly improves their academic performance. By promoting positive relationships between students and teachers, which are vital for effective teaching and learning experiences, and prioritizing the creation of a supportive and inspiring school environment, educational institutions can ensure the holistic development and success of their students.

5. Conclusion

To conclude, the results of the data analysis indicate a significant and positive influence of both the school environment and teacher morale on students' learning motivation. A positive school environment and higher teacher morale are associated with increased student learning motivation, whereas a

negative school environment and lower teacher morale are linked to decreased student learning motivation. These findings underscore the importance of creating a conducive school environment and improving teacher morale to enhance students' learning motivation and academic achievement.

Based on the above conclusion, schools should prioritize improving the overall school environment to ensure that it is supportive, inspiring, and conducive to learning. This can involve initiatives to enhance school facilities, promote positive relationships among students and teachers, and provide adequate support and resources for teachers. Additionally, efforts to boost teacher morale, such as offering professional development opportunities, recognizing teachers' contributions, and creating a positive work environment, can further contribute to improving student motivation and academic success. By investing in these areas, schools can create an environment where students are more motivated to learn, leading to greater academic achievement and overall success.

Despite the valuable insights gained from this study, it is essential to acknowledge its limitations. These include the limited area of investigation, small sample size, and reliance on self-report measures, which may introduce response bias. Therefore, the study's findings may be limited in generalizability due to the specific context and sample population. To address these limitations and further our understanding of the impact of the school environment and teacher morale on student motivation, future studies could employ a longitudinal design to examine the long-term effects. Additionally, researchers could explore the role of other variables, such as classroom environment and teaching practices, in influencing student motivation and academic achievement.

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