



## Teacher Teaching Strategies for Student Learning Motivation in Indonesian Language in Fourth Grade Elementary School

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### ARTICLE INFO

Received: 18 January 2026  
Revised: 15 March 2026  
Accepted: 1 April 2026  
Published Online: 26 June 2026

#### Keywords:

Teaching strategies,  
Learning motivation,  
Indonesian language,  
Elementary school, active  
learning

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### ABSTRACT

This study aims to analyze and describe teaching strategies employed by Grade IV teachers and their relationship with students' learning motivation in Indonesian language instruction at SD Inpres 15, Sorong Regency. A qualitative descriptive research design was adopted, with data collected through four instruments: observation sheets, interview guides, a learning motivation questionnaire, and documentation. The research participants consisted of one Grade IV homeroom teacher and 22 Grade IV students. Data were analyzed through the stages of data reduction, data display, and conclusion drawing. The findings reveal that the teacher implemented five principal teaching strategies: active learning, contextual learning, reinforcement, cooperative learning, and the utilization of instructional media. These strategies effectively created an engaging, interactive, and student-centered classroom environment. Results from the learning motivation questionnaire indicated that 82% of students responded positively to the reinforcement and praise provided by the teacher. However, several inhibiting factors were identified, including differences in student ability and motivation levels,

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limited parental support at home, and an insufficiently conducive physical learning environment. The study concludes that varied, creative, and contextually responsive teaching strategies are significantly associated with improved student motivation and participation in Indonesian language learning. Sustained pedagogical innovation, combined with collaborative support from parents and the school community, is recommended to further enhance learning motivation and outcomes.

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**How to Cite:** Salamuk, S., Ningrum, M. C., Nursalim. (2026). Teacher Teaching Strategies for Student Learning Motivation in Indonesian Language in Fourth Grade Elementary School. *Primary Education Journal*, 2(3), 33–47.

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## INTRODUCTION

Elementary education plays a pivotal role in shaping students' knowledge, skills, and character. Through formal schooling, fundamental values such as honesty, responsibility, empathy, and integrity are cultivated from an early age, and the acquisition of these dispositions is considered as critical as academic content mastery (Darling-Hammond et al., 2020). Education at this stage therefore encompasses not only the transmission of disciplinary knowledge but also the holistic formation of student personality in preparation for an increasingly complex and dynamic world (UNESCO, 2021).

The teacher occupies a central role in this educational process. Beyond delivering instructional content, teachers function as role models, mentors, and motivators for their students. The pedagogical strategies adopted by teachers exert substantial influence on students' learning outcomes, including their capacity to maintain an active, stimulating, and differentiated classroom environment that accommodates diverse learning styles and needs (Stronge, 2018; Hattie, 2023). As such, the quality of teaching strategies is directly implicated in the cultivation of student motivation, engagement, and academic

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achievement.

Indonesian language constitutes one of the most important subjects in the elementary school curriculum. Instruction in this subject serves as the foundational stage for developing students' communicative competence across the four skill domains: reading, writing, listening, and speaking. Additionally, Indonesian language education aims to foster an appreciation of national language and culture and to equip students with effective communication abilities necessary for social and academic participation (Kemendikbudristek, 2022; Rahmawati & Sulisty, 2019). These objectives necessitate interactive, activity-oriented, and learner-centred instructional methodologies that sustain student interest and involvement throughout the learning process.

In practice, however, Indonesian language instruction continues to face numerous challenges at the elementary level. A number of students encounter learning difficulties attributable to a lack of methodological variety, limited access to learning resources, and insufficient support from the school environment and families (Sumantri, 2020; Slameto, 2023). These conditions frequently result in diminished student motivation and passive classroom participation. Motivation, as a core psychological construct in educational theory, refers to the internal drive that compels students to pursue and achieve learning goals. Strong motivational orientation enables students to persevere through learning challenges and is shaped by such factors as curiosity, teacher support, family environment, and the instructional strategies applied in the classroom (Ryan & Deci, 2017; Schunk et al., 2020).

Extant research consistently demonstrates that interactive and student-centred instructional strategies, including cooperative learning, group discussion, and the use of contextual instructional media, exert a positive influence on student motivation and achievement in Indonesian language instruction at the elementary level (Slavin, 2022; Suprihatin, 2018; Hamalik, 2019). Research also affirms that the teacher's role as a facilitator and motivator is

paramount in determining instructional success. Nevertheless, the majority of prior studies have focused primarily on quantitative measurement of learning outcomes and have not extensively examined the qualitative dynamics of how teacher strategies are enacted in authentic classroom contexts and how these practices relate to student motivational states.

Furthermore, research specifically addressing low learning motivation in Indonesian language education within public elementary schools in Sorong Regency remains limited, constituting a notable gap between educational theory and classroom practice in this regional context. Based on preliminary observations conducted by the researchers at SD Inpres 15, Sorong Regency, it was found that Grade IV students demonstrated low levels of learning motivation during Indonesian language instruction. This was evidenced by limited student participation and engagement during learning sessions. Teachers tended to rely on lecture-based instruction without providing adequate opportunities for student discussion or active participation, resulting in student boredom and disengagement (Ningrum, 2024).

The present study offers an original contribution by focusing specifically on the analysis of teacher instructional strategies and their nexus with student learning motivation in Grade IV at SD Inpres 15, Sorong Regency, grounded in direct classroom observation. The scope of the inquiry extends beyond identifying the typology of strategies employed, encompassing their actual impact on student interest, activity, and motivation. The research objectives are therefore (1) to analyze the teaching strategies employed by the teacher in Indonesian language instruction; (2) to identify the relationship between these strategies and students' learning motivation; and (3) to identify the inhibiting and supporting factors that influence the effectiveness of instructional strategy implementation in this context.

## **METHODS**

### **Research Design**

The study was conducted at SD Inpres 15, Sorong Regency, West Papua Province, Indonesia. The research participants consisted of the Grade IV homeroom teacher and 22 Grade IV students enrolled during the 2024/2025 school year. Purposive sampling was employed in the selection of participants, as the teacher and students were directly involved in Indonesian language instruction and were therefore positioned to provide relevant and contextually grounded information pertaining to the research objectives (Sugiyono, 2019).

### **Data Collection Instruments**

Data were collected through four instruments. First, a structured observation sheet was used to systematically record teacher and student activities during Indonesian language instruction. Second, an interview guide was used to elicit in-depth qualitative information from both the teacher and selected students regarding instructional strategies and learning motivation. Third, a learning motivation questionnaire based on established motivational indicators was administered to all 22 students to quantify their motivational engagement. Fourth, documentation, including photographs, lesson recordings, and instructional planning documents, was employed to corroborate and enrich the primary data sources (Creswell & Poth, 2018; Sugiyono, 2019).

### **Data Analysis**

Data were analyzed using the qualitative descriptive analysis framework proposed by Miles et al. (2020), comprising three sequential stages: data reduction, data display, and conclusion drawing. During data reduction, relevant data were selected and simplified in accordance with the research focus. The reduced data were subsequently organized into systematic narrative descriptions. Finally, conclusions were drawn on the basis of the analyzed data to address the research questions. Triangulation of data sources, encompassing

observational, interview, questionnaire, and documentary data, was employed to enhance the validity and credibility of findings (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

## RESULTS AND DISCUSSION

### Overview of Teaching Strategies Implemented

Based on data collected through observation, interviews, documentation, and questionnaires conducted at Grade IV, SD Inpres 15, Sorong Regency, it was established that the teacher implemented a range of instructional strategies aimed at enhancing student learning motivation in Indonesian language instruction. The strategies identified included active learning, contextual learning, reinforcement, cooperative learning, and the utilization of instructional media. The implementation of these strategies was intended to create a learning environment that was stimulating, non-monotonous, and conducive to active student engagement throughout the learning process (Sanjaya, 2023; Trianto, 2017).

Interview data from the teacher confirmed that lessons were carefully prepared with an orientation toward increasing student interest and motivation. The teacher used diverse instructional media, including pictures, word cards, and short video clips, to support student comprehension of lesson content. Students reported feeling more engaged and less fatigued when instruction was accompanied by visual media. The use of such materials assisted students in connecting Indonesian language content to real-world situations, thereby rendering instruction more concrete and meaningful. These findings are consistent with the view of Arsyad (2022) and Mayer (2021) that carefully selected media serve as a critical bridge between instructional messages and student understanding, substantially enhancing attention, interest, and learning motivation.

In addition to media utilization, the teacher applied varied instructional strategies, including group discussion, question-and-answer activities, language games, and project-based tasks. These approaches ensured that students were not merely passive recipients of teacher explanation but were actively engaged in the learning process. Students expressed particular satisfaction with game-integrated learning activities, as these created a lively and interactive classroom atmosphere. Discussion and questioning activities supported the development of critical thinking and confidence in articulating personal views, while language games provided an enjoyable vehicle for content mastery. These findings corroborate the assertion by Uno (2022) and Silberman (2018) that varied instructional strategies demonstrably increase student participation and conceptual understanding.

The findings further indicate that the teacher played a significant role in rekindling student enthusiasm when classroom energy declined. Motivational support was provided through verbal praise, brief narrative stories, and simple collective activities such as singing. Students reported renewed engagement following the receipt of teacher praise or the introduction of humorous elements into instruction. The positive emotional relationship between the teacher and students created a comfortable and enjoyable learning atmosphere, facilitating greater student focus and motivational engagement (Hamzah, 2023; Stronge, 2018). This finding aligns with the self-determination theory of Ryan and Deci (2017), which identifies a supportive relational climate as a fundamental prerequisite for the development of intrinsic motivation.

### **Analysis of Individual Teaching Strategies**

#### *Active Learning Strategy*

The teacher sought to create an interactive learning environment through activities such as oral reading, question-and-answer sequences, and language games, including “arranging scrambled sentences” and “guessing words.” Observational data indicated that students demonstrated clear enthusiasm and

active participation in these activities. These findings affirm that active learning strategies effectively promote direct student involvement in the learning process, consistent with the position of Uno (2022) and Silberman (2018) that active learning positions students as primary agents who think, question, and construct knowledge autonomously. The resultant increase in both cognitive and emotional engagement engendered intrinsic motivational orientations among students.

#### *Contextual Learning Strategy*

The teacher consistently related lesson content to students' everyday lives, for instance, inviting students to describe their home or school environments when studying descriptive text. This contextual approach proved effective, as students perceived the lesson content as relevant to their lived experience. This is consistent with the contextual learning theory advanced by Johnson (2022) and Berns and Erickson (2016), which posits that learning is most meaningful when students can connect new information to prior knowledge and experiential contexts. The strategy demonstrably fostered student learning motivation by enabling students to perceive the immediate, practical value of what they were learning.

#### *Reinforcement Strategy*

The teacher provided reinforcement through verbal praise, additional marks, and stickers for students who demonstrated active participation. Questionnaire data revealed that 82% of students reported feeling pleased when they received praise or tangible rewards. This finding accords with reinforcement theory, initially articulated by Skinner (1938) and subsequently elaborated in educational contexts by Sanjaya (2023), which holds that behaviors strengthened by positive rewards tend to be repeated. In the classroom context, positive reinforcement functions as an important stimulus for cultivating student enthusiasm and self-confidence, thereby effectively building extrinsic motivation that progressively supports sustained learning engagement.

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### *Cooperative Learning Strategy*

The teacher also implemented small-group cooperative learning activities. Observational evidence demonstrated that group work encouraged mutual assistance among students and fostered a sense of shared responsibility for collaborative tasks. These findings support the position of Slavin (2022) and Johnson and Johnson (2019) that cooperative learning enhances motivation through the mechanisms of group accountability and positive social interaction. Beyond motivational benefits, this strategy simultaneously cultivated cooperative values and peer solidarity, contributing to the development of students' social competence alongside their academic engagement.

### *Instructional Media Utilisation Strategy*

The teacher employed visual media, including pictures, word cards, and short video clips, to clarify lesson content. Interview data confirmed that students found comprehension easier when the media used were visually engaging and colorful. According to Arsyad (2022) and Smaldino et al. (2019), instructional media function as communicative mediators that render abstract instructional content more concrete and accessible. Accordingly, the appropriate utilisation of media significantly increased student attention, interest, and learning motivation, particularly for students who respond more readily to visual modes of learning than to verbal instruction alone (Mayer, 2021).

## **Inhibiting Factors**

### *Differences in Student Ability and Motivational Levels*

Questionnaire results revealed considerable variation in motivational engagement across students. Students with higher academic ability tended to demonstrate greater enthusiasm, while those with lower ability required additional guidance and scaffolding. This finding demands that teachers adapt their instructional approaches through differentiated instruction to ensure equitable engagement. Dimiyati and Mudjiono (2022) and Tomlinson (2014) emphasize that individual differences in student characteristics represent a

primary challenge in classroom instruction, as they influence both the pace and manner in which students process and internalize content. Systematic differentiation of pedagogy is therefore essential for ensuring that all students' motivation is equitably supported.

#### *Insufficient Parental Support*

A proportion of students reported receiving limited academic attention and support from their parents at home. Questionnaire and interview data indicated that parents infrequently monitored homework completion, contributing to reduced home-based learning motivation. Slameto (2023) and Epstein (2018) assert that the family, and particularly parents, play a critical role in shaping children's study habits and motivational dispositions. Absent emotional support and parental supervision, students are prone to diminished academic enthusiasm outside the school environment. This finding underscores the necessity of strengthening teacher-parent communication through regular reporting on student academic progress and engagement.

#### *Physical Learning Environment Conditions*

The school's proximity to a main road and densely populated residential area resulted in environmental noise that disrupted student concentration. This observation aligns with Sardiman (2022) and Earthman (2017), who assert that an uncondusive learning environment markedly diminishes student focus and learning interest. External disturbances including ambient noise, limited classroom space, and elevated room temperatures impede the effective implementation of instructional strategies, regardless of their pedagogical quality. These findings highlight the importance of physical environment improvements as a complementary condition for the success of teacher-led motivational strategies.

### **Synthesis: Teaching Strategies and Learning Motivation**

The combined findings of this study demonstrate that the success of teacher strategies in enhancing student learning motivation is substantially determined by active student engagement, the relevance of instructional content

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to daily experience, and the provision of consistent emotional support and recognition. These findings align with Sardiman (2022) and Hamzah (2023), who observe that student motivation develops through varied instructional strategies that position students as active agents in their learning. The study further substantiates the contention of Ryan and Deci (2017) that a psychologically safe, supportive, and autonomy-affirming classroom climate is a foundational prerequisite for intrinsic motivational development.

The application of creative and varied instructional strategies also produced positive effects on students' learning outcomes. The teacher reported increased class participation, improved content comprehension, and greater student confidence in answering questions, particularly in reading and text comprehension activities. Students demonstrated more positive learning attitudes and expressed increased self-confidence. These findings affirm that appropriate instructional strategies not only elevate learning motivation but also contribute to measurable improvements in academic performance (Hattie, 2023; Suprihatin, 2018).

Nevertheless, the effectiveness of these strategies is contingent upon supportive environmental conditions encompassing both parental engagement and the physical adequacy of the school setting. This multidimensional perspective aligns with ecological models of learning that emphasise the interaction between instructional quality, family involvement, and institutional environment in determining educational outcomes (Bronfenbrenner & Morris, 2006; Epstein, 2018). The current findings suggest that while teacher-level innovation is necessary, it is not sufficient in isolation; systemic coordination among teachers, schools, and families is required to optimise student motivational outcomes in Indonesian language education.

## CONCLUSION

The authors also extend their appreciation to the principal, teaching staff, and students of SD Inpres 15, Sorong Regency, for their cooperation and willingness to participate in this research. Gratitude is further due to the academic community of Universitas Pendidikan Muhammadiyah Sorong for the institutional support provided throughout this research process.

## Declarations

- Author Contribution** : Santike Salamuk: Conceptualization, Writing, Original Draft, Data Collection and Analysis; Nursalim: Supervision, Writing – Review & Editing, Methodology; Mivta Citra Ningrum: Data Collection, Validation, and Writing, Review.
- Funding Statement** : This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.
- Conflict of Interest** : The authors declare no conflict of interest.
- Additional Information** : No additional information is available for this paper.

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