

## Analysis of Student Learning Motivation in Coastal Environment

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### ABSTRACT

*Education is one of the key keys to creating and shaping superior human qualities. In Indonesia, the education of children in coastal environments generally faces the same problems, namely low levels of education and inadequate socio-economic life. This study aims to analyze the learning motivation of students in coastal environments, especially in SD Negeri Cilacap 08, South Cilacap District. The method used was qualitative with an ethnographic approach, involving six informants through interviews and observations. The results showed that students' learning motivation varied, with a significant influence from parental support and surrounding social conditions. Students with high motivation receive strong support from parents, while students with moderate and low motivation often experience a lack of sustained attention. An unsupportive education environment and lazy peer influence also contribute to low enthusiasm for learning. This research emphasizes the important role of parents and communities in creating a supportive educational environment to increase students' motivation in learning.*

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## 1. INTRODUCTION

Learning motivation is very important for educators, parents, and students, because it has a great influence on the effectiveness of the learning process that takes place. Motivation is a force that makes a person able to survive in doing an activity, both from within (intrinsic motivation) and from external factors (extrinsic motivation) [1]. The important role of learning motivation is as a driver, mover, and determinant of the direction of student actions. It encourages students to learn through curiosity, influences their behavior, and assists in choosing the right actions to achieve learning goals.<sup>2</sup>

Indicators of learning motivation include desire and desire to succeed, motivation and need for learning, future expectations and aspirations, rewards in the learning process, engaging activities, and a conducive learning environment [3]. Things that affect learning motivation include internal factors that include physical health conditions, as well as psychological aspects such as intelligence, attention, interests, talents, motives, maturity, readiness, fatigue, and external factors that include the influence of family, school, and society [4].

<sup>1</sup> Dyah Lukita and Niko Sudibjo, 'Factors Affecting Students' Learning Motivation in the Era of the Covid-19 Pandemic', *Academics*, 10.01 (2021), pp. 145–61, doi:10.34005/akademika.v10i01.1271.

<sup>2</sup> Syaiful Bahri Djamarah, *Educational Psychology* (Jakarta: Rineka Cipta, 2011).

<sup>3</sup> Hamzah B Uno, *Motivation theory and its measurement* (Jakarta: Bumi Aksara, 2013).

<sup>4</sup> Slameto, *Learning and the factors that influence it* (Jakarta: Rineka Cipta, 2013).

Coastal communities are made up of individuals who live by the sea, where their livelihoods depend heavily on the exploitation of marine and coastal resources. Many of them are involved in sectors such as fisheries, seaweed cultivation, and marine transportation activities.<sup>5</sup> Coastal communities in Indonesia face similar challenges, namely inadequate socio-economic conditions and low levels of education [6]. An environment that supports education will strengthen the learning spirit of community members. It also serves as a driver and motivation for students living in the area.<sup>7</sup>

Initial observations at SDN Cilacap 08 show that students are less active in learning and rarely participate in class. They also show low interest in the lessons, find the material difficult and uninteresting. Support from parents seems minimal, with little time spent studying at home. Learning facilities in schools, such as books and tools, are also limited, which may make students' motivation to learn low. The environment around the school is not supportive of education, as many students engage in activities outside of school that are not related to learning.

Children living in coastal environments have low motivation to learn and need to be improved. Support from parents is often lacking, which negatively impacts students' enthusiasm for learning. With low levels of education in their communities, formal education is often considered unimportant, and more emphasis is placed on practical skills. A lack of understanding of the benefits of education hinders support from families, so students lose motivation to learn and achieve.

## 2. RESEARCH METHODS

Research methods are scientific measures to collect fact-related data that are used for scientific purposes.<sup>8</sup> The research method is a method used by researchers to obtain the information needed to achieve the research objectives. The type of research used is qualitative with an ethnographic approach. This approach aims to understand the social and cultural context of students, as well as the factors that influence their motivation to learn in coastal environments.

The research was conducted at SDN Cilacap 08, South Cilacap District, Cilacap Regency. This research was conducted from February to April 2024. Data were obtained from six informants through in-depth interviews selected by purposive sampling technique. The selected informant meets four criteria: have a good understanding of the issue being researched, are still active in the field, are available to provide information to the researcher, and can convey information appropriate to the conditions in the field.<sup>9</sup>

The data collection techniques in this study include observation and interviews. Observation is a method of data collection that involves direct or indirect observation of the object of research [10]. The researcher used observations to obtain more complete data. The researcher observed students at SD Negeri Cilacap 08 with different levels of learning motivation, namely high, medium, and low, during the learning process.

There are three types of interviews in the study: structured interviews with predefined questions, semi-structured interviews that have basic questions but allow for additions, and unstructured interviews that do not have fixed questions.<sup>11</sup> This study used semi-structured interviews to ask key questions that could be developed based on participants' answers. After the interview is completed, all informants are taken, and a transcript of the interview data is created, then themes are identified according to the objectives and needs of the research. The analysis process is carried out using the Miles & Huberman technique, which includes data collection, data analysis, data reduction, and inference of research results.

## 3. RESULTS AND DISCUSSION

This study aims to analyze students' learning motivation in coastal environments. The results of the study show that the learning motivation of students at SD Negeri Cilacap 08, South Cilacap District, varies, with high, medium, and low levels. Parent-provided learning facilities, attention, and a comfortable family environment contribute to increased student learning motivation.

Students in coastal environments who have high motivation to learn have the support of their parents. This support is in the form of motivation through appreciation for achievements, praise, or even punishment. The

<sup>5</sup> E. Ariwidodo, 'The Contribution of Women Workers in the Seaweed Sector in Bluto District, Sumenep Regency', *NUANSA: Journal of Islamic Social and Religious Sciences Research*, 2 (2016), p. 329.

<sup>6</sup> S Masrohatin and S Khodijah, 'Spending Habits: Socio-Economic Dimensions of Utilization of Fishery Resources of the South Coast Communities of Muncar Banyuwangi', 2 (2019), pp. 238–50.

<sup>7</sup> Arniati, 'The Influence of the Process Oriented Guided Inquiry Learning (POGIL) Learning Model on Science Process Skills and Students' Cognitive Abilities in Physics Subjects', *EDUCATION*, 2015.

<sup>8</sup> Husaini Usman and Purnomo Setiady Akbar, *Social Research Methodology* (Jakarta: Bumi Aksara, 2008).

<sup>9</sup> Yunus Rahawarin and others, 'Seven Motivations of Students Selecting Department of Islamic Teaching Education in Public University', *Asian Social Science and Humanities Research Journal (ASHREJ)*, 2 (2020), pp. 45–55.

<sup>10</sup> Orphaned by Riyanto, *Educational Research Methodology* (Surabaya: SIC, 2010).

<sup>11</sup> Amir Hamzah, *Phenomenological Research Methods* (Malang: Literasi Nusantara Abadi, 2020).

role of parents in this environment is very significant as a motivator. They always encourage their children to learn. Motivation provided by parents can increase students' enthusiasm for learning [12]

Families who live in coastal environments and have highly motivated children always give encouragement to children so that they can complete their tasks well. This motivation that comes from parents is extrinsic motivation, which arises from external stimuli. Extrinsic motivation is an impulse that comes from outside the individual.<sup>13</sup> Students who are motivated get learning support from their parents, who require them to complete assignments given by teachers. If the task has not been completed, the child is not allowed to leave the house or play, so the child will be encouraged to complete the task.

Children with moderate learning motivation have sufficient support from parents and the environment, but not consistently. They get the motivation to learn when facing assignments or exams, but a lack of sustained attention from parents can cause them to lose their enthusiasm for learning. Social conditions also play a role, if their friends are more focused on games or other activities, the child is influenced to follow. They still show interest in learning, especially when there is an external motivation, such as appreciation from parents or success in school.

Students with low learning motivation often have parents who care less about their child's educational development. Parents only try to provide assistance when children face learning difficulties by explaining difficult parts, this support is only given when children have assignments or ask for help. As a result, children become less motivated to learn, as parents do not always show interest. One child said: "I am often lazy to go to school, sometimes because I wake up late. So, I was lazy to leave, especially if there was an assignment from school that had to be done, I was also lazy to do it. My parents don't really care, because at home I can just play around...". The child is also affected by an environment that does not emphasize the importance of education, thus further reducing their enthusiasm for learning. One of the children said that "when I didn't go to school, my parents didn't force me to go to school, they just asked why I didn't go without giving an encouragement to go to school".

Environmental conditions and peers play an important role in education problems, especially in coastal areas, where previous education levels tended to be low and are still influential today. Inadequate facilities in the coastal environment are also an obstacle. The influence of friends is no less important, because many of them seem lazy to go to school and study, thus influencing the attitude of other students. One parent revealed: "The environment here has a huge impact on the children. Sometimes, they see a lot of people around who are not in school, so they become less enthusiastic. But, if there are many friends who want to study and are enthusiastic about going to school, they can also be influenced to join the enthusiasm for learning, especially if there are diligent friends". A supportive learning community is essential for student learning motivation, where students encourage each other to achieve educational goals.

#### 4. CONCLUSION

This study shows that students' learning motivation in coastal environments is significantly influenced by parental support and surrounding social conditions. Students with high motivation get strong encouragement from parents through appreciation and attention, while students with moderate and low motivation often experience a lack of ongoing support. An environment that lacks emphasis on the importance of education and lazy peers also contribute to low enthusiasm for learning. It is important for parents and communities to create an education-supportive environment in order to increase students' motivation to learn.

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