

## MOTIVATION TO LEARN INDONESIAN AMONG STUDENTS OF SMA NEGERI 1 BANGSRI JEPARA REGENCY

Salsa Anabela Fauziah<sup>1)</sup>, Arisul Ulumuddin<sup>2)</sup>, Raden Yusuf Sidiq Budiawan<sup>3)</sup>

<sup>1,2,3</sup>Universitas PGRI Semarang

Jl. Gajah Raya No.40, Sambirejo, Kec. Gayamsari, Kota Semarang, Jawa Tengah

<sup>1</sup>E-mail: salsaanabelaf09@gmail.com

<sup>2</sup>E-mail: arisul\_male@gmail.com

<sup>3</sup>E-mail: r.yusuf.s.b@upgris.ac.id

### Abstrak

*Banyak siswa menunjukkan ketidakantusiasan dalam mengikuti pelajaran Bahasa Indonesia. Berdasarkan dari sikap pasif mereka selama proses pembelajaran, di mana siswa cenderung lebih banyak diam dan kurang berpartisipasi aktif. Tujuan dari penelitian ini adalah untuk mendeskripsikan penyebab dan pengaruh motivasi belajar terhadap peserta didik SMA Negeri 1 Bangsri Kabupaten Jepara. Penelitian ini menggunakan metode kualitatif. Motivasi belajar siswa dalam mata pelajaran Bahasa Indonesia di SMA Negeri 1 Bangsri menunjukkan variasi yang cukup signifikan. Sumber data penelitian ini adalah guru dan peserta didik SMA Negeri 1 Bangsri, sedangkan data pada penelitian ini adalah motivasi belajar peserta didik pada mata pelajaran Bahasa Indonesia menggunakan metode wawancara guru dan peserta didik. Analisis data kualitatif adalah metode yang digunakan untuk mengorganisasi, menganalisis, dan menginterpretasi data non-numerik, terutama dalam penelitian eksplorasi. Hasil dari penelitian wawancara yang dilakukan pada guru mata pelajaran Bahasa Indonesia dan peserta didik menunjukkan tingkat motivasi belajar yang masih rendah dikarenakan terdapat beberapa faktor yang mempengaruhi. Beberapa faktor yang mempengaruhi motivasi belajar Bahasa Indonesia di SMA Negeri 1 Bangsri antara lain faktor internal dan faktor eksternal. Dengan menerapkan strategi pembelajaran yang inovatif dan menciptakan lingkungan belajar yang mendukung, diharapkan motivasi siswa dalam belajar Bahasa Indonesia dapat meningkat secara signifikan.*

**Kata Kunci:** motivasi belajar, bahasa Indonesia, peserta didik, Intrinsik, ekstrinsik

### Abstract

Many students show a lack of enthusiasm in participating in Indonesian language lessons. Based on their passive attitude during the learning process, where students tend to be more silent and less actively participate. The purpose of this research is to describe the causes and effects of learning motivation on the students of SMA Negeri 1 Bangsri, Jepara Regency. This study uses qualitative methods. Students' learning motivation in the Indonesian Language subject at SMA Negeri 1 Bangsri shows a quite significant variation. The data sources for this research are the teachers and students of SMA Negeri 1 Bangsri, while the data in this study is the students' learning motivation in the Indonesian language subject using interviews with teachers and students. Qualitative data analysis is a method used to organize, analyze, and interpret non-numeric data, especially in exploratory research. The results of the interview research conducted with Indonesian language teachers and students show a low level of learning motivation due to several influencing factors. Several factors that influence the motivation to learn Indonesian at SMA Negeri 1 Bangsri include internal and external factors. By implementing innovative learning strategies and creating a

supportive learning environment, it is hoped that students' motivation to learn Indonesian can significantly increase.

**Keywords:** learning motivation, Indonesian, students, intrinsic, extrinsic

## 1. INTRODUCTION

Motivation is the overall driving force, both from within oneself and from external sources, which generates various efforts to prepare certain conditions that ensure continuity and provide direction to activities so that the desired goals of the subject can be achieved (Widiasworo, 2017). Motivation is considered as the drive of students that focuses and encourages their behavior in learning (Rani, 2019). According to Sobandi (2017), in learning motivation, there are aspirations or goals of the students, which require students to obtain learning motivation so that they understand what their learning achievements are. Education is a means for students to develop character, nurture their potential, and increase their knowledge (Damayanti, 2023). Motivation can influence the level of student performance in learning and their success in achieving educational goals. In this case, motivation can be distinguished into intrinsic and extrinsic motivation (Utami et al., 2024). Without strong motivation, students tend to face difficulties in achieving their learning goals. According to Rahman (2021), having good motivation in the learning process will yield good results as well.

Based on the results of the pre-research interview with the Indonesian Language subject teacher, Mr. Haikal, he said, "In general, the motivation to learn among the students at this high school has indeed decreased due to the lack of challenges, especially after the abolition of the national exam, then the implementation of automatic promotion without fees. There are pros and cons, advantages and disadvantages. One of the drawbacks of these policies is indeed the decrease in learning motivation, but not all

students are affected; there are still students who are enthusiastic and have aspirations. However, the majority lack motivation." In addition, it is also due to zoning because almost 80% of the students are from the zoning area. If I personally look at the zoning system, indeed, the children around the school from SMP or MTS do not have much motivation; what's important is that my house is close to the high school, so they are sure to get in. Therefore, their motivation to study has already decreased before entering high school, and this continues until they enter high school. However, I emphasize that not all of them lack motivation; there are still children who have high motivation to continue to higher education. "Additionally, because of zoning, almost 80% of the students are zoned. If I personally look at the zoning system, the children around the school, whether from SMP or MTS, do not have the motivation to strive for more. The important thing for them is that their house is close to the SMA, so their motivation to study is already lacking before entering SMA, and this continues until they enter SMA. However, I emphasize that not all of them lack motivation; there are still children who have a high motivation to continue to higher education. This needs to be addressed immediately to increase the students' learning motivation. If this continues, it will affect the students' learning outcomes, which will not be optimal." This matter needs to be followed up promptly to make efforts to improve students' learning motivation; if this continues, it will affect students' learning outcomes, which will be less than optimal. Therefore, the issue of learning motivation in the Indonesian language subject needs to be addressed to ensure optimal and satisfactory final results in the future.

The results of the interview indicate that many students find the Indonesian language subject difficult to understand, not because the material is too complex, but due to low learning motivation. This has become a significant challenge that needs to be addressed immediately, considering that learning motivation plays a crucial role in determining academic outcomes. If left unaddressed, not only will students' understanding be hindered, but their achievements will also be far from optimal. Enjoyable learning can be determined by the use of the right model with effective media support, so that students will feel motivated and enthusiastic during the learning process, making it easier for teachers to convey the material and the learning objectives to be achieved (Maziana et al., 2022). Therefore, innovative strategies and more engaging approaches are needed in Indonesian language learning so that students are more enthusiastic and motivated in their studies, resulting in more satisfying outcomes.

The purpose of this research is to describe the causes and effects of learning motivation on the students of SMA Negeri 1 Bangsri, Jepara Regency. Motivation is seen as the drive that directs and moves students' behavior in learning (Rani, 2019). Deepening and mastering the Indonesian language is important for students from a young age (Hodriyah, 2022). The subject of Indonesian has been studied since elementary school, so for the students of SMA Negeri 1 Bangsri, this is certainly not something new. However, it is not impossible if they lack mastery of the Indonesian subject due to insufficient motivation within the students. According to Hodriyah (2022), the obstacles that occur affect the learning outcomes of individuals whose learning process does not meet their expectations. That situation greatly affects the subsequent learning process. Learning is a type of educational stage that can provide additional knowledge to students and further develop themselves (Nitatalia et al., 2023). Many students

show a lack of enthusiasm in attending Indonesian language lessons. This is evident from their passive attitude during the learning process, where students tend to be more silent and less actively participate. In this case, there are certainly several factors that contribute to the issues with students' learning motivation, namely extrinsic and intrinsic factors. Research shows that external factors such as the learning environment, teaching methods of the teacher, and educational facilities have a significant impact. Additionally, the improvement in students' critical thinking can also be seen from the interactions that occur during the learning process between teachers and students, where students are able to answer the questions posed by educators well, related to responses to issues around them (Damayanti et al., 2023). The lack of support from teachers and monotonous teaching methods can make students feel unmotivated. In addition to external factors, internal factors such as students' aspirations, individual abilities, and emotional conditions also contribute to learning motivation. Students who feel incapable or lack clear goals tend to have low motivation.

Based on various studies that have been presented, the majority show that learning motivation has a significant impact on students' learning outcomes. Several external factors such as Gianistika (2021) learning strategies, Kamila (2019) use of social media, Subakti (2021) implementation of reward and punishment, as well as the roles of teachers and parents (Hoerudin, 2022). Werang (2018) have been proven to contribute to increasing students' learning motivation. Additionally, other studies also show that innovative approaches such as the use of comic media Budiarti & Haryanto (2022) and contextual learning strategies Gianistika (2021) are becoming trends in enhancing student engagement in learning. However, there is a research gap in the in-depth exploration of psychological and social factors that interact with

learning motivation, such as academic stress levels, individual learning styles, and how differences in students' socio-economic backgrounds affect their motivation. Then, research comparing the effectiveness of various motivation-based learning methods in different subject contexts is still limited. Therefore, future research needs to broaden its scope by integrating psychological, social, and technological aspects to more comprehensively understand how learning motivation can be optimized to improve students' academic outcomes.

Most studies affirm that learning motivation plays a crucial role in determining students' academic outcomes. This influence can occur directly or through various supporting factors, such as the provision of rewards and punishments, the use of learning media, and the involvement of parents and teachers. However, there is still a research gap in understanding more deeply how psychological and social factors, such as academic stress levels and individual learning styles, interact with learning motivation to more complexly influence academic achievement. Furthermore, studies comparing the effectiveness of various motivation-based learning strategies in broader contexts, such as differences in educational levels or subject variations, are still limited. The latest developments (state of the art) in this field indicate that innovative learning strategies, such as contextual teaching, the use of comic media, and the utilization of technology like WhatsApp, are increasingly being implemented to enhance student learning motivation. These approaches are more interactive and based on direct experiences, making them more engaging for learners. Therefore, future research needs to broaden its scope by integrating psychological, social, and technological factors to better understand the role of learning motivation on academic achievement comprehensively.

The benefit of this research is to provide a deeper understanding of the factors

that influence students' learning motivation, particularly in the subject of Indonesian Language, and how that motivation contributes to their academic performance. This research can also serve as a reference for educators in designing more innovative and engaging teaching strategies to enhance student enthusiasm and active participation in the classroom. In addition, the results of this research are expected to help schools identify obstacles that hinder learning motivation, both from internal and external factors, so that more effective solutions can be applied to create a more conducive learning environment. More broadly, this research can serve as a reference for education policymakers in designing learning programs that better align with the needs and characteristics of students in order to improve the overall quality of education.

## 2. METHOD

This research uses a qualitative method. According to Creswell & Creswell (2018), qualitative research is an approach aimed at exploring and understanding the meaning of various complex phenomena or issues. This method involves an in-depth data collection process through interviews, observations, or other techniques that allow researchers to understand the experiences and perspectives of participants (Creswell & Creswell, 2018). According to Wahyuni & Budiawan (2024), observations were conducted to directly study the learning activities and student interactions.

This approach provides researchers with the opportunity to analyze a phenomenon in a social and humanitarian context more thoroughly, resulting in a deeper and more comprehensive understanding. The data sources for this research are the teachers and students of SMA Negeri 1 Bangsri, while the data in this study is the

students' motivation to learn the Indonesian language subject using interviews with teachers and students. The note-taking technique is a data collection method carried out by recording data on data cards, which is then immediately followed by classification (Nirwanti et al., 2017). Qualitative data analysis is a method used to organize, analyze, and interpret non-numeric data, especially in exploratory research. This process involves several important steps that must be carried out systematically so that the analysis results can provide meaningful insights.

The first step in qualitative data analysis is to collect data from various sources, such as interviews, surveys, emails, online reviews, and website performance. After the data is collected, the next step is to organize and analyze it to make it easier to understand. Next, the researchers identify themes and patterns that emerge from the data to uncover deeper meanings. Finally, conclusions are drawn based on the analyzed findings, providing a more comprehensive understanding of the studied phenomenon.

### 3. RESULTS AND DISCUSSION

Students' motivation to learn the Indonesian language at SMA Negeri 1 Bangsri shows a quite significant variation. Most students appear to be less motivated because they consider Indonesian to be less important than other subjects, such as Mathematics or English, and feel that there is no need to study it in depth as native speakers. Factors that influence this motivation include internal aspects such as interest, the ability to understand the material, and self-confidence, as well as external factors such as parental support and the learning environment. Some students experience difficulties when studying independently at home due to the material being considered difficult and a lack of guidance. To increase motivation, teachers apply traditional methods that focus on strengthening literacy, note-taking, reading, and group discussions so that students

become more active and help each other. In addition, learning motivation is also greatly influenced by personal awareness and the inner enthusiasm of the students, along with support from a positive surrounding environment and a relevant learning approach.

#### Student Learning Motivation Level

Motivation can also be described as a series of methods to create certain situations, so that a person wants and is willing to do something, and if they do not like it, they will try to eliminate or avoid that dislike (Sardiman, 2019). According to Sardiman (2019), in the learning process, motivation can be described as the total driving force within oneself that leads to learning activities, ensuring the continuity of learning efforts and providing direction to learning activities, so that the objectives desired by the learner can be achieved. The results of the interview research conducted with Indonesian language teachers and students show a low level of learning motivation due to several influencing factors. Based on the interviews conducted with the students, it was found that the motivation to learn Indonesian at SMA Negeri 1 Bangsri varies. Most students have low motivation, which is evident from their lack of involvement in class discussions and minimal effort in understanding the material. However, there are also some students who have high motivation, marked by active participation in learning, completing assignments on time, and interest in the material being taught.

Source 1: "If I look at the level of motivation for the Indonesian language subject currently, from the background of the language, it is somewhat neglected compared to other subjects like mathematics, English, or science, and so on. Most children still think they already know it because Indonesian is their native language. But because of that, the background is that they consider



themselves Indonesians and they really don't understand what Indonesian is actually for. So their interest is still quite low, some are high, but in my opinion, it's still at a medium level, around 7 or 8. The highest would be one or two students who are really interested in entering the world of language, maybe becoming Indonesian language teachers or something like that. Even then, it's just one or two, based on my teaching experience. So, in conclusion, the level of motivation for the Indonesian language subject among these students is still medium, not very high, that's the general idea."

(quote from the researcher and source 1 interview)

The results of interviews with teachers and students at SMA Negeri 1 Bangsri indicate that students' motivation to learn the Indonesian language subject varies, with some students showing quite good motivation through active participation in learning, timely completion of assignments, and interest in the material, while others appear less motivated, as seen from their minimal involvement in class discussions and efforts to understand the material. According to the teachers, in general, students' motivation to learn is still at a low level because many of them consider Indonesian to be less important than other subjects such as Mathematics, English, or Science, reasoning that as native speakers, they feel they already have a sufficient grasp of it without needing to study it in depth. This view reflects the students' lack of understanding of the importance of the Indonesian language as a field of study that holds academic value and plays a significant role in life. The teacher also mentioned that only a few students are truly interested in seriously delving into the field of linguistics, such as becoming teachers or language experts. Therefore, a more engaging, contextual, and relevant learning approach is

needed so that students have higher motivation and understand the urgency of studying the Indonesian language in depth.

Researcher: Have you ever felt bored while learning Indonesian? If so, what is the reason?

Source 2: Yes, because there were many questions and also many answers like a narrative

(quote from the researcher and source 2 interview)

The results of an interview with one of the students show that boredom while learning Indonesian is still often experienced by students. The informant conveyed that the boredom arises due to the numerous questions and the lengthy answers that must be provided, especially in narrative form. This indicates that the teaching methods or types of questions given tend to be monotonous and require high reading and writing skills, which not all students feel comfortable with or are able to follow well. When students feel burdened by tasks that require lengthy answers without varied and engaging approaches, their motivation to learn can decrease. Therefore, it is important for teachers to evaluate teaching methods and provide variations in the form of questions or activities, such as group discussions, presentations, or interactive media, to reduce boredom and increase student participation and interest in learning the Indonesian language.

### Factors Affecting Learning

In general, motivation can be classified based on its origin into two types, namely intrinsic motivation that arises naturally from within the individual, and extrinsic motivation that comes from external influences or drives (Hoerudin, 2022). Several factors that influence the motivation to learn Indonesian at SMA Negeri 1 Bangsri include internal and external factors. Internal factors include students' interest in the Indonesian language, basic ability to

understand the material, and confidence in using the language both orally and in writing. Students who have a good interest and ability tend to be more active and enthusiastic in learning. Conversely, students who lack self-confidence are more passive in participating in teaching and learning activities, so an appropriate approach is needed to boost their self-confidence.

According to Sardiman (2019), it is known that students with intrinsic motivation will have the goal of becoming educated individuals, knowledgeable, and experts in certain fields of study. So, students will understand the purpose of learning the Indonesian language subject if they truly know the function of the Indonesian language subject in the future. The most important thing to achieve the desired goal is to study; if you don't study, it is impossible to gain knowledge, and it is impossible to become an expert (Sardiman, 2019). There is an effort within the students themselves; if they want to achieve success, then there must be an effort to realize it. So indeed, motivation comes from self-awareness for essential goals, not just symbols and ceremonies (Sardiman 2019).

Researcher: Do you often study Indonesian at home? If not, what are the obstacles?

Source 2: Because it's difficult to understand, sometimes when we study alone at home, it's hard to understand, sometimes it's difficult and sometimes it's not.

(quote from the researcher and informant  
2 interview)

In the interview excerpt, informant 2 revealed that he rarely studies Indonesian at home because he has difficulty understanding the material. According to him, studying independently at home feels difficult because there are parts of the lesson that are easy to understand and others that are difficult. This shows that the level of difficulty of the material and the lack of guidance when studying alone

are the main obstacles for the informant in learning Indonesian independently.

On the other hand, extrinsic factors also play an important role in students' learning motivation. Extrinsic motivation refers to motives that are actively useful due to external encouragement (Sardiman 2019). This factor also includes support from parents. Because parental support is very meaningful for students in motivating themselves to be more enthusiastic about studying and not being lazy in learning the Indonesian language subject.

Researcher: What is the role of your parents in supporting you to learn Indonesian?

Source 2: Not much, but we have to show our parents that we can.

(quote from the researcher and informant  
2 interview)

Based on the interview excerpt, it is evident that the role of the parents in supporting respondent 2 in learning Indonesian is still minimal. The informant stated that the support provided was lacking, but still showed personal enthusiasm and initiative by trying to prove to their parents that they were capable. This reflects the importance of internal motivation in the learning process, especially when external support, such as from parents, is not yet optimal.

### **Strategies Used by Students to Increase Motivation**

To improve motivation for learning Indonesian, several strategic steps can be implemented. Teachers can also provide rewards and positive feedback to appreciate students' efforts, so they are more motivated to study well.

In addition to teaching methods, creating a comfortable and supportive learning environment is also very important. Good interaction between teachers and students can make the classroom atmosphere more conducive. In addition, the role of parents and schools is also very influential in building students' learning motivation. Moral and

academic support from family, as well as a positive school environment, will help students become more confident and enthusiastic in learning Indonesian.

The motivation to learn Indonesian among students at SMA Negeri 1 Bangsri is quite varied, influenced by various internal and external factors. By implementing innovative learning strategies and creating a supportive learning environment, it is hoped that students' motivation to learn Indonesian can significantly increase.

According to Hoerudin (2022), if a teacher views teaching as an effort to help students achieve success in learning, then the teacher will strive to foster learning motivation in the students. Through the method, students are provided with learning materials and guidelines on how these materials can be realized as answers to the questions given by the teacher (Sari et al., 2022). However, if the teacher considers teaching merely as delivering lesson materials, there will be no strong motivation to ignite the students' enthusiasm for learning.

Researcher: What strategies or methods do you use to increase students' learning motivation in the classroom?

Source 1: "The methods I use in the classroom are mostly these. Since I see that students' reading levels have decreased, I ask them to read first. Actually, there are many teaching methods and models, but considering this, I tend to lean a bit towards traditional methods. So, I try to improve their literacy levels first by having them take notes. Because by taking notes, they write and read, and besides reading, they also speak. Taking notes involves many activities, meaning the skills involved are thinking, understanding, and writing, among others. So, I ask them to take notes first, then read, and then explain. After that, I use discussion techniques. I group the

children who seem to understand with those who don't, encouraging peer teaching. That's mostly how I conduct my strategies and methods."

(quote from the researcher and informant 1 interview)

In an interview with informant 1, the strategy used to enhance student learning motivation focuses on a literacy approach and cooperative learning. The informant realized that students' interest in reading tends to decline, so he adopted a more traditional method by encouraging students to take notes and read first. Through note-taking activities, students not only write but also read, think, understand, and then explain back the material they have learned. Additionally, the speaker implements group discussion techniques by combining students who have understood the material with those who are still struggling, creating a peer teaching situation that allows students to learn from each other. This strategy is considered effective in activating students' roles and encouraging their more thorough involvement in the learning process.

Researcher: What suggestions or hopes do you have for making Indonesian language learning more interesting and enjoyable?

Source 2: It depends on others and oneself, in my opinion, one should be more aware of their own enthusiasm.

(quote from the researcher and informant 1 interview)

Based on the interview excerpt with Informant 2, it can be concluded that the key to making Indonesian language learning more interesting and enjoyable lies in the awareness and enthusiasm within each individual. The informant emphasized the importance of internal motivation, which is the drive from within oneself to learn, but also acknowledged that external factors such as support from others also play a role. In other words, creating enjoyable learning does not only depend on teaching



methods, but also on the readiness and willingness of students to actively and enthusiastically engage in the learning process.

The implications of the discussion on learning motivation for the Indonesian language at SMA Negeri 1 Bangsri indicate that the low motivation of students is not only influenced by their perception of the importance of the subject but also by the teaching strategies used by the teachers and the learning environment formed at home and school. Students tend to neglect the Indonesian language subject because they feel they have already mastered it naturally as native speakers, thus failing to recognize the academic and functional value of the subject. The lack of parental support, difficulty in understanding the material independently, and monotonous teaching methods further reinforce the students' disinterest. Therefore, teachers are required to create more contextual and interactive approaches, such as through group discussions

and active literacy strategies, so that students feel more engaged and interested.

On the other hand, students' intrinsic motivation becomes a very important element in driving learning success. When students realize the long-term benefits of learning Indonesian—such as improved critical thinking skills, language proficiency, and career opportunities in the field of linguistics—they will be more motivated to engage in active learning. This emphasizes the need for a coordinated effort between teachers, parents, and the school environment in fostering a learning culture that values Indonesian as a science, not just a means of communication. Therefore, the development of a learning model that integrates affective, cognitive, and social aspects can be a strategic solution to foster students' motivation and learning awareness sustainably

#### 4. CONCLUSION

The motivation to learn Indonesian at SMA Negeri 1 Bangsri is quite varied, with most students showing low motivation because they consider Indonesian less important compared to other subjects. Factors that influence include interest, ability, self-confidence, parental support, and the learning environment. Students find it difficult to study independently at home due to the challenging material and lack of guidance. Teacher strategies such as literacy approaches, group discussions, and traditional methods are quite helpful. However, the increase in motivation greatly depends on the awareness and enthusiasm from within the students themselves, as well as the support from an environment that fosters the learning process.

#### 5. REFERENCE

Arief M Sardiman. (2019). *Interaksi dan Motivasi Belajar Mengajar*. PT RajaGrafindo Persada.

- <https://www.rajagrafindo.co.id/produk/metodologi-penelitian-2/>
- Budiarti, W. N., & Haryanto. (2022). Model Extracy untuk pembelajaran bahasa. *Thesis*. <https://repository.unugha.ac.id/1047/>
- Creswell, J., & Creswell, Jd. (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9). [https://spada.uns.ac.id/pluginfile.php/510378/mod\\_resource/content/1/creswell.pdf](https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf)
- Damayanti, F. D. (2023). Penerapan Model Problem Based Learning Dalam Pembelajaran Teks Diskusi Pada Peserta Didik Kelas 9 Smp N 3 Kendal Tahun Pelajaran 2022/2023. *Skripsi*, 87(1,2), 149–200. <https://repositorio.ufsc.br/xmlui/bitstream/handle/123456789/167638/341506.pdf?sequence=1&isAllowed=y%0Ahttps://repositorio.ufsm.br/bitstream/handle/1/8314/LOEBLEIN%2C%20LUCINEIA%20CARLA.pdf?sequence=1&isAllowed=y%0Ahttps://antigo.mdr.gov.br/saneamento/proces>
- Damayanti, F. D., Budiawan, R. Y. S., & -, M. (2023).

- Penerapan Model Problem Based Learning Dalam Pembelajaran Teks Diskusi Pada Peserta Didik Kelas 9 Smp N 3 Kendal Tahun Pelajaran 2022/2023. *Jurnal Tunas Pendidikan*, 6(1), 42–55. <https://doi.org/10.52060/pgsd.v6i1.1262>
- Gianistika, C. (2021). Strategi Pembelajaran Contextual Teaching dan Motivasi Siswa terhadap Hasil Belajar Membaca Nyaring Bahasa Indonesia. *EDUKATIF: Jurnal Ilmu Pendidikan*.  
[https://www.researchgate.net/publication/355593853\\_Strategi\\_Pembelajaran\\_Contextual\\_Teaching\\_Dan\\_Motivasi\\_Siswa\\_Terhadap\\_Hasil\\_Belajar\\_Membaca\\_Nyaring\\_Bahasa\\_Indonesia](https://www.researchgate.net/publication/355593853_Strategi_Pembelajaran_Contextual_Teaching_Dan_Motivasi_Siswa_Terhadap_Hasil_Belajar_Membaca_Nyaring_Bahasa_Indonesia)
- Hodriyah, H. (2022). Peningkatan Motivasi Belajar Bahasa Indonesia Melalui Metode Ekspositori Di Kelas I Sd Negeri Masigit Ii Kota Cilegon-Banten Tahun Pelajaran 2019-2020. *J-KIP (Jurnal Keguruan Dan Ilmu Pendidikan)*, 3(1), 7. <https://doi.org/10.25157/j-kip.v3i1.7160>
- Hoerudin, C. W. (2022). Upaya Guru Meningkatkan Motivasi Belajar Siswa Pada Pembelajaran Bahasa Indonesia. *Jurnal Al-Amar (JAA)*, 3(1), 32–41.  
<https://journal.universitaspahlawan.ac.id/index.php/jote/article/view/8970>
- Kamila, H. P. (2019). Pengaruh Pemanfaatan Media Sosial Whatsapp Terhadap Motivasi Belajar Bahasa Indonesia Di Smp Islam Al Wahab Jakarta Tahun Pelajaran 2018/2019 Skripsi. *Skripsi*, 5(1), 1–11.  
<https://doi.org/10.1186/s12889-021-12260-z%250Ahttps://doi.org/10.1186/s12889-022-13062-7%250Ahttps://doi.org/10.1016/j.cegh.2021.100907%250Ahttp://ejournal-s1.undip.ac.id/index.php/jnursing%250Ahttps://ejournal.poltekkes-tjk.ac.id/index.php/JKEP/article/view/355%250Ahttps://doi.org/10.25157/diksatrasi.v1i2.634>
- Maziana, N. P., Septiana, I., & Yusuf Budiawan, R. (2022). Pembelajaran Pada Materi Mengontruksi Teks Prosedur Sma Kelas Xi Melalui Penerapan Model Somatic Auditory Visual Intellectual (Savi). 7(2), 2503–3875.  
<http://ojs.uho.ac.id/index.php/BASTRA>
- Nitatalia, D. N., Ngatmini, N. N., & Budiawan, R. Y. S. (2023). Penerapan Model Project Based Learning dalam Pembelajaran Menulis Teks Prosedur pada Peserta Didik Kelas VII SMPN 3 Jepara Tahun Pelajaran 2022/2023. *Teks: Jurnal Penelitian Bahasa, Sastra, Dan Pengajarannya*, 8(1), 227–244.  
<https://doi.org/10.26877/teks.v8i1.15557>
- Rahman, S. (2021). Pascasarjana Universitas Negeri Gorontalo Prosiding Seminar Nasional Pendidikan Dasar “Merdeka Belajar Dalam Menyambut Era Masyarakat 5.0” Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar. *Merdeka Belajar Dalam Menyambut Era Masyarakat*, 05(November), 298.  
<https://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/viewFile/1076/773>
- Rani, A. A. (2019). Analisis Motivasi Belajar Siswa Pada Pembelajaran Bahasa Indonesia Di Kelas Iv Sdn 1 Mlinjon Kecamatan Suruh Kabupaten Trenggalek Tahun Pelajaran 2018/2019. *Pena SD Volume 05 Nomor 01/31, 05*, 31–35.  
<https://www.jurnal.stkippgritulungagung.ac.id/index.php/pena-sd/article/view/1538>
- Sari, A. Y., Ngatmini, N., & Budiawan, R. Y. S. (2022). Penggunaan Gaya Bahasa pada Novel Imperfect Karya Meira Anastasia sebagai Alternatif Pembelajaran SMA Kelas XI. *Sasindo*, 10(1), 92–106.  
<https://doi.org/10.26877/sasindo.v10i1.11260>
- Siti Wahyuni, Raden Yusuf Sidiq Budiawan, W. R. (2024). Peningkatan Keterampilan Menulis Puisi Melalui Teknik Kata Kunci Beantuan Media Foto Pada Peserta Didik KelasX SMA. *Jurnal Pendidikan Guru Profesional*, 2(1), 194–200.  
<https://journal2.upgris.ac.id/index.php/jpgp/article/view/2214>
- Sobandi, R. (2017). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Bahasa Indonesia Pada Siswa Kelas Viii Mts Negeri 1 Pangandaran. *Diksatrasi : Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, 1(2), 306.  
<https://doi.org/10.25157/diksatrasi.v1i2.634>
- Subakti, H. dan E. S. H. (2021). Pengaruh Bimbingan Belajar terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas Tinggi di Sekolah Dasar. *Jurnal Basicedu*, 5(1), 247–255.  
<https://doi.org/10.31004/basicedu.v5i1.648>
- Utami, N. M. S., Pramana, P. D. A., & Saraswati, N. P. A. S. (2024). Pengaruh Kompetensi, Disiplin

Kerja Dan Kepuasan Kerja Terhadap Kinerja Karyawan Pada Pt. Bpr Sangeh Badung. *Jurnal Emas*, 5(5), 38–48. <https://e-journal.unmas.ac.id/index.php/emas/article/view/9500>

Werang, B. R. (2018). *Pengaruh Dukungan Orang Tua dan Motivasi Belajar terhadap Prestasi Belajar Bahasa Indonesia Siswa SD YPPK Maria Fatimah Merauke*. [https://www.academia.edu/41443362/Pengaruh\\_Dukungan\\_Orang\\_Tua\\_Dan\\_Motivasi\\_Belajar\\_Terhadap\\_Prestasi\\_Belajar\\_Bahasa\\_Indonesia\\_Siswa\\_Sd\\_Yppk\\_Maria\\_Fatimah\\_Merauke](https://www.academia.edu/41443362/Pengaruh_Dukungan_Orang_Tua_Dan_Motivasi_Belajar_Terhadap_Prestasi_Belajar_Bahasa_Indonesia_Siswa_Sd_Yppk_Maria_Fatimah_Merauke)

Widiasworo, E. (2017). *Strategi & Metode Mengajar Siswa Di Luar Kelas(Outdoor Learning) : Secara Aktif, Kreatif, Inspiratif, & Komunikatif*. Ar-Ruzz.

<https://bintangpusnas.perpusnas.go.id/konten/BK10116/strategi-and-metode-mengajar-siswa-di-luar-kelas-outdoor-learning-secara-aktif-kreatif-inspiratif-and-komunikatif>