HOW INDONESIAN EDUCATORS PERCEIVESTUDENTS MOTIVATION: A CRITICAL REVIEW OF TWO DECADES OF PUBLISHED MATERIAL

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ABSTRACT
Education is the cornerstone of a nation's development, with student motivation being a key factor in the learning process. This study examines various concepts, findings, and perspectives on student motivation in Indonesia through a critical analysis of literature published over the past two decades. The research employs critical analysis using a descriptive approach to identify trends and changes in educators' perceptions of student motivation. The findings indicate that high learning motivation positively contributes to student engagement in learning and academic achievement. The Project-Based Learning (PjBL) model has proven effective in enhancing student learning motivation through active engagement, collaboration, and practical and cognitive skills development. The study concludes that educators must continue to develop teaching strategies that support student motivation to achieve optimal learning outcomes.
Keywords*: Educator perception, student motivation, critical analysis, teaching strategies.*

INTRODUCTION

Education is a crucial aspect of a nation's development, and student motivation plays a key role in the learning process (Sudarsana, 2016). Student motivation is a vital factor in education. In the Indonesian context, student motivation is key to improving the quality of education and student achievement (Emda, 2018). Understanding student motivation is crucial for educators to develop effective teaching strategies. In Indonesia, student motivation has become a focus of attention along with curriculum changes and global educational demands (Sappaile et al., 2023).

Brandmiller et al. (2023) argue that teachers' perceptions of motivation, engagement, and achievement are highly interrelated and sometimes difficult to distinguish. Teachers' perceptions of students' cognitive abilities are influenced by their views on student engagement in the classroom. Although teachers' perceptions of student motivation and engagement are closely related to their views on student achievement, these two aspects should be considered separate, relevant concepts in daily classroom interactions.

Yusuf (2011) self-efficacy theory emphasizes that one's achievements depend on how well one integrates their thoughts with the tasks at hand. People with low self-efficacy tend to have negative thoughts and see tasks as threats rather than challenges, thus setting low standards for themselves. Students who can start their learning process with confidence in their abilities and develop self-regulated learning strategies tend to achieve better results, as they are more engaged in the learning process. Conversely, students who are less able to self-regulate tend to be less engaged in learning and may face superficial obstacles. The research results indicate that achievement motivation and learning strategies influence academic performance.

According to Deci & Ryan (2000), self-determination theory states that understanding human motivation requires consideration of inherent psychological needs for competence, autonomy, and relatedness. Their research shows that a social context supporting the fulfillment of these needs: (1) maintains a social environment that encourages the development of intrinsic motivation; and (2) facilitates the internalization and

integration of extrinsic motivation into more autonomous or regulated motivational orientations.

Zimmerman (2008) posited that comparing pretest and posttest measures for experimental and control groups revealed that students receiving self-regulation training showed significant improvements in intrinsic learning motivation, self-efficacy, effort, attention, self-motivation, handling distractions, and procrastination. Students in the control group only showed an increase in self-motivation during learning.

Ormrod (2006) provides an overview of principles on how motivation relates to one's behavior, cognition, and learning. Motivation drives individuals towards specific goals, increases effort and perseverance in activities, influences thinking processes, and determines consequences that reinforce and enhance performance.

Three essential aspects teachers must possess to motivate students are positive teacher behavior, a pleasant learning atmosphere, and effective teaching techniques (Murtiana, 2010). A motivational plan outlining principles of teaching practice can be utilized by teachers to help create conditions that provide motivation, aiming to build and maintain a supportive classroom atmosphere, impacting student success in the learning process (Xiao, 2001).

Over the past two decades, much research and literature have been published on student motivation. Therefore, a critical analysis of various concepts, findings, and changing views on student motivation in the literature is necessary. This review aims to identify trends, findings, and gaps in the existing literature and provide insights into the development of understanding of student motivation in Indonesia.

METHOD

This study uses critical analysis with a descriptive approach to scientific literature published over the past two decades regarding student motivation in Indonesia. The researchers compiled summaries of various journal articles, books, and related research and then conducted thematic analysis to identify trends and changes in educators' perceptions of student motivation. The researchers also evaluated factors influencing student motivation, strategies used by educators, and the impact of motivation on student achievement.

RESULTS AND DISCUSSION

Educators play a crucial role in understanding and stimulating student motivation in the context of education in Indonesia. According to Utami & Nisa (2022), learning motivation is considered a mental force driving the learning process. Low learning motivation can weaken learning activities and impact students' learning outcomes. Therefore, educators need to create a pleasant learning atmosphere to increase student motivation. In the context of implementing Project Based Learning (PjBL) at SDN Sidomulyo, research results show that student learning motivation increased by 82.15% after applying the PjBL model. This indicates that students prefer and are more enthusiastic about learning when involved in interesting and relevant learning projects related to their daily lives.

Arief & Mukhayyaroh (2018) found that the implementation of Project Learning can enhance student learning motivation because students are involved in group projects that allow them to collaborate, take responsibility for their tasks, and produce tangible products. This makes students more enthusiastic about working on project-based assignments, thereby increasing their learning motivation. The research results show significant differences between the experimental class (applying PjBL) and the control class in terms of student learning motivation: Firstly, the average learning motivation of the experimental class

students applying PjBL was higher than that of the control class; Secondly, the PjBL model can increase student learning motivation because students are involved in group projects that allow them to collaborate and take responsibility for their tasks.

Sholekah (2020) suggests that high motivation can help students be more active, enthusiastic, and focused in learning. With good motivation, students tend to be more motivated to complete their tasks, understand the lesson material better, and achieve optimal learning outcomes. It is stated that the use of the PjBL model has been proven to increase student learning motivation. Research results show an increase in student learning motivation from cycle I to cycle II after applying the PjBL model. The percentage of students with high motivation increased from 41.31% in Cycle I to 69.34% in Cycle II. This increase in learning motivation can be attributed to engaging learning experiences, interesting learning models, and teacher support as facilitators in the learning process.

Hidayah et al. (2023) observed that educators recognize the importance of increasing student learning motivation to make learning more effective and efficient. Additionally, educators realize that the lack of varied teaching materials can make learning monotonous and less interesting for students, so developing PjBL-based teaching materials is considered an interesting solution to increase student learning motivation. The Project-Based Learning approach is also deemed capable of increasing student learning motivation, especially for students interested in learning activities that produce new products. Research results show that the implementation of PjBL-based E-Modules can increase student learning motivation.

Ganefo (2020) noted that teachers use various methods, such as observations and questionnaires, to measure student motivation levels before and after applying the PjBL model. The results from observations and questionnaires show that student motivation can increase with the implementation of PjBL, encouraging students to communicate, discuss, collaborate, and be active in learning. Research results indicate that the average percentage of student motivation achievement from questionnaires increased from the pre-cycle to cycle II, indicating an increase in student motivation as the learning process with the PjBL model progresses. This demonstrates that a learning approach encouraging active participation, collaboration, and independent problem-solving can enhance student motivation in the teaching-learning process.

Jumiyanto (2022) views motivation as an internal force that drives individuals to act, providing direction and resilience to behavior. Motivation plays an essential role in student effort and achievement, distinguishing between ability and the desire to achieve goals. The Project Learning model can increase student learning motivation in several ways: active student involvement in real projects; enhancement of practical and cognitive skills; collaboration in groups; and taking responsibility for managing time, resources, and learning processes. Research results show a significant increase in student learning motivation from cycle I to cycle II. Additionally, student achievement data also indicate a significant increase from cycle I to cycle II, showing a positive relationship between the application of Project Learning and student motivation and achievement.

Megarahyu (2024) emphasizes that teachers in Indonesia must continuously learn and choose the right methods to increase student learning motivation. Additionally, they should teach the importance of intellectual intelligence besides skills and involve parents in motivating students. The PjBL model can enhance student motivation through contextual and meaningful experiences, active student involvement in projects, collaboration, and interaction among students, critical thinking, creativity, and problem-solving skills. Research shows that PjBL implementation significantly improves student motivation and cognitive scores from pre-cycle to cycle I.

Ekaputri & Putranto (2012) consider student motivation as a change within an

individual marked by the emergence of a "feeling" and preceded by a response to a goal. Motivation is seen as a force driving someone to do something to achieve desired goals or needs. Additionally, in the research context, student motivation was measured with a learning motivation percentage of 85.10%. The application of Project Based Learning with team teaching strategies can increase student motivation, activity, and learning outcomes. The percentage of student learning motivation increased from cycle I to cycle II, with improvements in indicators such as attention, relevance, confidence, and satisfaction. This indicates that student motivation increases at the end of cycle II. Moreover, the success rate calculations show that student motivation is in a good category after applying this method.

Sutomo et al. (2023) state that without motivation, learning becomes difficult and results are suboptimal. The Project-Based Learning (PjBL) model can significantly enhance students' learning motivation. PjBL makes students more active, participatory, and enthusiastic. Learning motivation is a crucial psychological factor that drives students to develop their potential, spiritual strength, self-control, intelligence, morals, and skills. Research shows that classes using PjBL have higher learning motivation compared to control classes. This demonstrates that PjBL has a positive impact on learning motivation, making students more active and enthusiastic in learning.

Fazrin (2024) notes that students' learning motivation greatly affects their learning outcomes and participation. The PjBL model is expected to enhance students' learning motivation through real challenges, collaboration, cooperation, and direct exploration and experiences. Research indicates that the implementation of PjBL correlates positively with increased learning motivation, with motivation scores rising from "Good" at the end of Cycle I to "Very Good" at the end of Cycle II. Additionally, students' cognitive scores improved from Cycle I to Cycle II, indicating a positive impact of PjBL on students' cognitive understanding.

Elisabet et al. (2019) emphasize that student motivation is a critical factor in learning, influencing mastery of material and daily behaviors that enhance critical thinking. The study shows that after interventions in Cycle I, motivation, and learning outcomes significantly improved. Evaluations and questionnaires revealed that students were more active in discussions and learning outcomes increased. The increase in learning motivation from pre-cycle to Cycles I and II reflects a positive correlation between student motivation and learning outcomes.

Novianti et al. (2023) highlight the development of Project-Based Learning (PjBL) Worksheets (LKPD) to enhance student motivation, with teacher responses to the product's feasibility and practicality scoring 99.05%, categorized as excellent. Questionnaire results indicated that most students showed high levels of motivation, such as striving to complete tasks on time and enthusiastically participating in learning. Furthermore, pre-test and post-test results showed an increase in student motivation with an N-Gain score of 0.55, categorized as "Moderate." This indicates that using PjBL-based LKPD can effectively enhance student learning motivation.

Daaming et al. (2018) consider student motivation an important driver in learning activities, with intrinsic motivation prioritized over extrinsic motivation. Praise is deemed more effective than punishment in motivating students, and fostering self-motivation and self-discipline. Student motivation is closely linked to learning needs and can foster optimism in the learning process. Research findings related to student motivation include efforts to enhance learning motivation through PjBL by clarifying goals and sparking student interest. Teachers need to be creative in motivating students by providing clear instructions and considering their interests. Overcoming difficulties is recognized as crucial in boosting motivation, where students' hard work can lead to extraordinary achievements.

Motivation grows when students are happy, making it important for educators to create an enjoyable learning atmosphere.

Mustika Parwita Dewi (2012) explains that project-based learning models can enhance student motivation through several mechanisms. First, by emphasizing meaningful problem-solving and decision-making, students feel satisfaction when completing projects. Second, this model encourages collaboration, allowing students to learn together and from each other, boosting confidence and intrinsic motivation. Third, presenting tangible products at the end of a project allows students to see the concrete results of their efforts, increasing motivation to learn further. Research results indicate that the implementation of project-based learning models effectively enhances students' learning motivation. The average motivation score increased from 75.39 in Cycle I to 83.58 in Cycle II, categorized as high motivation. This shows a positive correlation between implementing project-based learning models and increased student learning motivation.

Lesnowati & Hafifi (2021) assert that the Project-Based Learning (PjBL) model can positively influence student motivation. PjBL creates an enjoyable learning situation, stimulates enthusiasm for learning, and enhances students' intrinsic motivation. Through PjBL, students can explore, assess, interpret, and synthesize information to produce various learning outcomes. Despite some teachers' hesitation or perception of PjBL as challenging to implement, many educators recognize the model's significant potential to boost student motivation. Research results indicate that applying the PjBL model positively impacts increasing students' learning motivation in Class X. Simple regression analysis shows a significant correlation between PjBL implementation and student learning motivation. The correlation coefficient in this study is R Square = 0.100, indicating a positive influence of PjBL on students' learning motivation.

Bulkini & Nurachadijat (2023) find that implementing PjBL can enhance students' learning motivation by actively involving them in planning, executing, and evaluating real-world-related projects. In PjBL, students play a more active role and take responsibility for their learning outcomes, thus increasing their sense of ownership in learning. The projects in PjBL are also more relevant to student's daily lives, enhancing their learning motivation. Research results show a strong and significant correlation between the PjBL model and students' learning motivation. The PjBL model positively impacts students' learning motivation, effectively increasing their motivation.

Karnoto (2022) states that the Project-Based Learning model can enhance students' learning motivation through several mechanisms: First, the challenge to solve problems independently within groups draws their interest through direct involvement in relevant real-life issues; Second, the creation of products as learning outcomes provides usefulness and direct engagement in the learning process; Third, PjBL trains Creativity, Critical Thinking, Collaboration, and Communication (4C) skills by encouraging students to think critically, collaborate, and communicate to complete projects; Fourth, Self-Directed Learning: PjBL allows students to learn independently, managing and directing their learning process according to self-directed learning characteristics. Research shows that implementing the Project-Based Learning (PjBL) model is positively related to increasing students' learning motivation. Data indicate that the percentage of students' learning motivation increased from 77% in Cycle 1 to 85% in Cycle 2. Additionally, six indicators of learning motivation improved, including the desire to succeed, expectations and aspirations, learning drive, rewards during learning, engaging learning activities, and a supportive learning environment. This confirms that PjBL positively impacts students' learning motivation.

Musfirah et al. (2023) state that the Project-Based Learning model can enhance students' learning motivation through several mechanisms: First, the challenge to solve

problems independently within groups draws their interest through direct involvement in relevant real-life issues; Second, the creation of products as learning outcomes provides usefulness and direct engagement in the learning process; Third, PjBL trains Creativity, Critical Thinking, Collaboration, and Communication (4C) skills by encouraging students to think critically, collaborate, and communicate to complete projects; Fourth, Self-Directed Learning: PjBL allows students to learn independently, managing and directing their learning process according to self-directed learning characteristics. Research shows that implementing the Project-Based Learning (PjBL) model is positively related to increasing students' learning motivation. Data indicate that the percentage of students' learning motivation increased from 77% in Cycle 1 to 85% in Cycle 2. Additionally, six indicators of learning motivation improved, including the desire to succeed, expectations and aspirations, learning drive, rewards during learning, engaging learning activities, and a supportive learning environment. This confirms that PjBL positively impacts students' learning motivation.

Herlina (2022) finds that the Project-Based Learning model positively impacts students' learning motivation. This study shows that after implementing the PjBL method, students' learning motivation increased from Cycle I to Cycle II. In Cycle I, students' learning motivation reached 58.2% and increased to an average score of 74.4% in Cycle II, categorized as high. This increase in learning motivation positively impacted students' learning outcomes, with the class average score rising from 63.75 in Cycle I to 68.50 in Cycle II, with a classical completeness rate of 86%. This indicates that the PjBL model can enhance students' learning motivation, which in turn positively affects their learning outcomes.

Mubarokah et al. (2023) state that the Project-Based Learning (PjBL) model can enhance students' learning motivation through several mechanisms: First, Material Relevance: Students work on projects related to real life, feeling connected and seeing the practical value of learning; Second, Active Engagement: Students actively plan, execute, and evaluate projects, increasing responsibility and intrinsic motivation; Third, Collaboration: PjBL encourages student collaboration, allowing them to support and share ideas, boosting motivation through social interaction; Fourth, Direct Experience: Students directly engage in creating real projects, learning through practice and experimentation, making learning more engaging and relevant. Research results indicate an increase in student motivation from pre-cycle to Cycle II. In the pre-cycle, the percentage of student learning motivation was 73.8%. In Cycle I, the percentage increased to 81.8%. In Cycle II, the percentage rose to 83.3%. Thus, it is evident that implementing the PjBL model consistently increases students' learning motivation from cycle to cycle, with the percentage of learning motivation progressively rising from the pre-cycle to Cycle II.

DISCUSSION

Educators' perceptions of student motivation are a crucial aspect of education. The summarized articles provide insights into Indonesian educators' views on student motivation and how this affects their teaching strategies. This critical analysis aims to identify trends and changes in educators' perceptions from various studies conducted over the past few years. Several key points emerge from this critical analysis:

1. The Important Role of Motivation in Learning

a. Definition of Learning Motivation:

Learning motivation is considered a mental force that drives the learning process and significantly influences student learning outcomes (Jumiyanto, 2022; Utami & Nisa, 2022). High motivation helps students become more active, enthusiastic, and focused on learning (Sholekah, 2020).

b. Impact of Low Motivation:

Low learning motivation can weaken learning activities and result in poor student learning outcomes (Utami & Nisa, 2022).

2. Project-Based Learning (PjBL) Model

a. Impact of PjBL on Motivation:

Various studies show that the implementation of the PjBL model significantly increases students' learning motivation (Arief & Mukhayyaroh, 2018; Ekaputri & Putranto, 2012; Ganefo, 2020; Hidayah et al., 2023; Jumiyanto, 2022; Megarahyu, 2024; Sholekah, 2020; Sutomo et al., 2023).

b. Engagement and Collaboration:

PjBL encourages active student involvement in real projects, group collaboration, and responsibility for completing tasks, which boosts their learning motivation (Arief & Mukhayyaroh, 2018; Jumiyanto, 2022; Karnoto, 2022; Musfirah et al., 2023).

c. Skill Improvement:

This model also helps improve students' practical, cognitive, and 4C (Creativity, Critical Thinking, Collaboration, Communication) skills (Karnoto, 2022; Musfirah et al., 2023).

3. Methods for Evaluating Learning Motivation

a. Observation and Questionnaires:

Teachers use observation and questionnaires to measure student motivation levels before and after implementing PjBL. Results show an increase in student motivation following the implementation of this model (Bulkini & Nurachadijat, 2023; Elisabet et al., 2019; Ganefo, 2020; Novianti et al., 2023).

4. The Role of Teachers in Enhancing Motivation

a. Teacher Support:

Teachers need to create a fun and relevant learning environment to enhance student motivation (Hidayah et al., 2023; Utami & Nisa, 2022).

b. Teacher Creativity:

Teachers must be creative in motivating students by providing clear instructions, paying attention to students' interests, and using engaging teaching materials (Daaming et al., 2018; Hidayah et al., 2023).

5. Research Findings on PjBL and Motivation

a. Increase in Motivation:

All studies show an increase in student motivation following the implementation of PjBL, with varying percentages of improvement between cycles I and II (Herlina, 2022; Jumiyanto, 2022; Mubarokah et al., 2023; Sholekah, 2020).

b. Relationship Between Motivation and Learning Outcomes:

Increased student motivation also positively impacts their learning outcomes, demonstrating a strong relationship between motivation and academic achievement (Fazrin, 2024; Herlina, 2022).

Trends and Changes in Educators' Perceptions

1. Focus on Intrinsic Motivation:

There is a shift in educators' approaches to focusing more on intrinsic motivation rather than extrinsic factors, such as rewards and creating a fun learning atmosphere (Daaming et al., 2018).

2. Active Student Role:

Trends show that educators are increasingly recognizing the importance of active student participation in the learning process through approaches like PjBL, which encourage direct engagement, responsibility, and collaboration (Arief & Mukhayyaroh, 2018; Sutomo

et al., 2023).

3. Development of Teaching Materials:

Educators also recognize the importance of developing varied and PjBL-based teaching materials to enhance student motivation (Hidayah et al., 2023; Lesnowati & Hafifi, 2021).

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3. Development of Teaching Materials: Educators also recognize the importance of developing varied and PjBL-based teaching materials to enhance student motivation (Hidayah et al., 2023; Lesnowati & Hafifi, 2021).

CONCLUSION

This journal article presents a critical analysis of Indonesian educators' perceptions of student motivation over the past two decades. The findings highlight the importance of understanding factors that influence student motivation, developing effective educator strategies, and recognizing the positive impact of student motivation on learning achievement. Further research should continue to follow developments in understanding student motivation and apply them in educational practices in Indonesia to improve the overall quality of education.

The consistent application of the Project-Based Learning (PjBL) model shows an increase in student learning motivation. This trend reflects a shift in educators' perceptions toward the importance of intrinsic motivation, active student involvement, and the use of relevant and contextual learning methods to improve learning outcomes. Educators in Indonesia increasingly recognize the need to create a fun and relevant learning environment for students to stimulate higher learning motivation.

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