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THE EFFECT OF ACTIVE LEARNING METHODS ON MOTIVATION AND LEARNING ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS

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Abstract

Active learning method is an approach to teaching and learning that emphasises students' direct and active participation in learning activities. Instead of being passive recipients of information, students engage in discussions, simulations, hands-on practice, group projects, and various other forms of interaction designed to stimulate engagement and critical thinking skills. The aim is to increase understanding of the material, motivate students, and ultimately improve learning achievement through a more dynamic and engaging learning experience. The study in this research uses the literature research method. The results of the analysis from various literatures show that active learning methods significantly contribute to increasing students' learning motivation. Students who are directly involved in the learning process tend to have higher interest and enthusiasm, which leads to increased academic commitment. In addition, active learning methods also have a positive impact on students' learning achievement. A deeper understanding of the material, better critical thinking skills, and the ability to apply knowledge in different contexts are some of the resulting benefits. Thus, the implementation of active learning methods in primary schools is proven to be effective in improving students' motivation and learning achievement, making it an important strategy in efforts to improve the quality of primary education.

Keywords: Active Learning Methods, Motivation, Student Learning Achievement, Primary School

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Introduction

Basic education plays an important role in shaping the foundation of knowledge as well as students' attitudes and behaviour. In this context, the learning methods used by teachers play a strategic role in facilitating an effective teaching-learning process (Sitopu et al., 2024); (Guna et al., 2024). One method that is currently in great demand is the active learning method. This method places students at the centre of learning and encourages them to be actively involved in the learning process through discussions, case studies, role plays, and other activities (Abdelrahman, 2020).

Active learning methods are very important in primary education because it puts students at the centre of the teaching-learning process. This is different from traditional learning methods that tend to be one-way, where teachers dominate the learning process with lectures and presentation of materials. In active learning methods, students are encouraged to participate directly through various activities such as group discussions, problem-solving, case studies, and simulations (Adedigba & Sulaiman, 2020). This approach not only fosters students' curiosity and engagement, but also helps them develop critical thinking skills, co-operation, and other social skills that are essential in everyday life.

In addition, active learning methods can increase students' motivation and interest in learning. When students feel involved and have control over their learning process, they tend to be more excited and motivated to learn. Interactive learning allows students to explore various concepts in depth, and provides opportunities to apply knowledge in real situations (Aflalo, 2021). This can change the learning experience to be more meaningful and contextualised for students, thus supporting higher learning achievement. Thus, active learning methods not only contribute to academic understanding, but also better prepare students to face future challenges.

Various studies have shown that active learning methods have great potential to improve student participation, concept understanding and critical thinking skills. However, the implementation of these methods in primary schools is still less than optimal due to various reasons such as teachers' lack of understanding of the methods as well as limited facilities and learning resources (Agustina et al., 2023).

In addition, learning motivation is one of the important factors that affect student achievement. Motivated students tend to be more enthusiastic, diligent, and tend to achieve better learning achievements. Motivation plays a key role in the teaching and learning process, because it functions as the main driver that directs, intensifies, and maintains learning activities (Alif et al., 2020). Motivated students tend to be more active and enthusiastic in following lessons, always curious, and more willing to overcome the challenges and difficulties they face. Strong motivation allows students to set clear learning goals and strive to achieve them, thus having a direct effect on improving academic performance. In addition, motivation also encourages the internalisation of positive values related to learning, such as discipline, responsibility and self-confidence (Amtu et al., 2020).

On the other hand, motivation not only affects students, but also impacts the quality of interaction between teachers and students. Teachers who are able to create a motivating learning environment will see increased student participation and engagement. Factors such as providing constructive feedback, rewarding effort and achievement, and providing challenges that match students' abilities can strengthen learning motivation (Anwar et al., 2021). In the long run, maintained motivation will make the teaching-learning process more dynamic and effective, creating a positive and sustainable learning experience. Therefore, it is important to understand how active learning methods can influence students' learning motivation (Arık & Yılmaz, 2020).

Learning achievement is a key indicator of the success of the educational process. Good learning achievement indicates that students have achieved the learning objectives that have been set. Many factors affect student learning achievement, including learning methods and motivation (Atma et al., 2021).

Seeing the close relationship between active learning methods, motivation, and learning achievement, this study seeks to analyse how active learning methods influence primary school students' motivation and learning achievement. Through a better understanding of these dynamics, it is hoped that better education services will be provided that are better suited to students' needs, thereby improving the overall quality of education.

Research Methods

The study conducted in the research uses the literature research method. Literature research is a research method that uses various written sources or relevant documents as the main data to explore, analyse, and synthesise existing knowledge on a particular topic. The main objective is to identify, evaluate, and interpret findings that have been published by previous researchers in the same or related fields of study (Heriyanto, 2018); (Hidayat, 2009).

The literature research method is an important approach in developing knowledge, providing a strong theoretical basis, and identifying future research directions. Although it has some limitations, when conducted carefully and critically, literature research can provide very valuable insights and contribute significantly to the development of the field of study under study (Iryana, 2019); (Jelahut, 2022).

Results and Discussion

Definition and Basic Concepts of Active Learning Methods

Active learning method is a teaching approach that puts students at the centre of the learning process, where they are actively involved in activities that encourage them to think critically, collaborate, and apply knowledge practically (Banda & Nzabahimana, 2023). In this method, students not only listen to the teacher's lectures, but also participate in discussions, group work, simulations, role plays, experiments, and other activities that require them to be actively involved and responsible for their own learning. The main objective is to improve understanding and retention of the material through direct

interaction and active participation, thus creating a more dynamic and meaningful learning experience (Hairiyanto et al., 2024); (Fiteriadi et al., 2024).

Active learning methods consist of several main components that are interrelated to create a dynamic and interactive learning environment. Firstly, student participation is the core component, where students are actively involved in the learning process through discussion, question and answer, group work, and other collaborative activities (Boström & Bostedt, 2020). Second, concept contextualisation, which involves applying theories and principles in real-world situations, so that students can connect academic knowledge with real practice. Thirdly, continuous feedback and reflection, where students receive constructive feedback from teachers and classmates and are given opportunities to reflect on their own learning to improve understanding and skills (Caldeira et al., 2020).

Furthermore, variety in teaching methods is essential in active learning. Teachers need to implement various strategies such as role plays, simulations, case studies, and problem-based projects to keep students engaged. Alternative evaluation is also an important component, which does not only rely on written exams, but also various other forms of assessment such as presentations, portfolios, and group projects (Campbell et al., 2022). Finally, a supportive learning environment is indispensable, where teachers create an inclusive and safe atmosphere for all students to participate without fear of mistakes, thus encouraging high self-confidence and motivation to learn. By integrating all these components, active learning methods can improve the effectiveness and quality of education (Chen et al., 2020).

Examples of active learning methods (group discussion, case study, role playing, etc.). Group discussion is one of the active learning methods that involves interaction between students in small groups to discuss a topic or solve a problem. In group discussions, students are given time to talk, listen and evaluate each other's views (Cho et al., 2021). This method encourages collaboration and builds critical thinking and communication skills. The teacher acts as a facilitator who helps keep the discussion running smoothly and ensures all students participate actively. Group discussions are effective in exploring a deeper understanding of certain concepts and developing students' argumentation skills (Chou et al., 2021).

Case study is an active learning method that uses real or simulated situations to explore and analyse specific events or issues. Students are provided with a detailed case description and asked to analyse the facts, identify problems, and formulate solutions based on the theories and concepts they have learned (Debbağ & Yıldız, 2021). Case studies enhance analytical, knowledge application, and decision-making abilities. For example, in a business class, students may be given a case of a company facing a particular challenge and asked to develop a business strategy to overcome the challenge. This method prepares students to face complex situations in the world of work more confidently (Downing et al., 2020).

Role playing is an active learning method where students play a specific role in a simulated situation to explore attitudes, practice skills, or solve problems. This method

allows students to experience other perspectives and understand interpersonal and situational dynamics. For example, in a law class, students can play the roles of lawyers, prosecutors, and judges in a court simulation, which helps them understand the judicial process and practice presenting legal arguments. Role playing enhances students' empathy, communication skills and creativity, and facilitates deeper and more meaningful learning through hands-on experience (Du et al., 2020).

Project-based learning (PBL) is an active learning method that engages students in long-term projects that require them to research, plan and complete specific tasks relevant to real life. Students work independently or in teams to complete challenging projects that require them to apply various skills and knowledge (Egara & Mosimege, 2024). For example, in a science class, students may be asked to design and build a model of a functioning ecosystem or develop a solution to a local environmental issue. PBL encourages deeper student engagement, improves problem-solving abilities, and prepares them for real-world challenges (Tubagus et al., 2023).

Problem-based learning (PBL) is a method in which students learn through the process of solving complex open-ended problems. Teachers provide real-life scenarios that require in-depth analysis and creative problem-solving. For example, in a medical class, students may be given a case of a patient with certain symptoms and asked to diagnose and determine a treatment plan. Problem-based learning encourages students to think critically, work together in teams, and develop strong reasoning and research skills. It also helps students become more independent and proactive learners (Aslan & Shiong, 2023).

Thus, active learning methods such as group discussions, case studies, role playing, project-based teaching, and problem-based learning offer various ways for students to engage deeply with learning materials. These methods not only develop theoretical knowledge, but also important practical and interpersonal skills. By integrating active learning methods into the curriculum, teachers can create a more dynamic, interactive and effective learning environment, which ultimately helps students achieve a deeper understanding and be ready to face various challenges in the real world. Active learning also increases student motivation and engagement, which can significantly improve learning outcomes.

Motivation Theory in Education

Motivation to learn is the internal drive that encourages individuals to engage in the learning process, achieve academic goals and complete educational tasks. This motivation can come from a variety of sources, such as personal interest in a particular subject, the desire to achieve high academic performance, or aspirations to achieve long-term goals related to career and life. Learning motivation can also be influenced by external factors such as support from family, a conducive learning environment, and positive feedback from teachers or peers (El-Adl & Alkharusi, 2020). Basically, learning motivation is the force that directs, intensifies and sustains individual learning efforts.

Relevant theories of motivation, such as Abraham Maslow's Hierarchy of Needs Theory, suggest that individuals are motivated to fulfil their basic needs before moving on to higher needs. These needs are arranged in the form of a pyramid consisting of five levels, namely: physiological needs (food, water, air), security needs (physical and emotional safety), social needs (sense of belonging and love), self-esteem needs (appreciation and recognition), and self-actualisation needs (realisation of one's potential) (Engin, 2020). In the context of education, Maslow's theory suggests that students need to feel safe and accepted within the school environment before they can reach their full potential in learning. Students who do not have access to basic needs such as food or do not feel safe may have difficulty in focusing and being motivated to learn (Feraco et al., 2023).

Self-Determination Theory developed by Edward Deci and Richard Ryan emphasises the importance of internal motivation and self-identity formation in the context of motivation. SDT identifies three basic needs that must be met to maintain intrinsic motivation: autonomy, competence and relatedness (Ferreira & Canedo, 2020). Autonomy refers to feeling a sense of control and choice in actions; competence refers to the need to feel capable and effective in tasks; and relatedness is the need to feel connected and valued by others. In a learning environment, fulfilling these three needs can increase students' intrinsic motivation, which in turn increases engagement and academic learning outcomes (Filgona et al., 2020).

John William Atkinson's Expectancy-Valence Theory explores how expectations of success and the value placed on a task influence individual motivation. According to this theory, motivation depends on two main factors: the expectation that effort will result in successful performance (expectancy) and the value of the task to the individual (value) (Gao et al., 2020). If students believe that they can succeed in a task and see the value or relevance of the task to their goals, they will be more motivated to perform it. In education, teachers can increase learning motivation by designing tasks that feel relevant and challenging enough to build expectations of success (Gaol & Sitepu, 2020).

Albert Bandura, a leading figure of social-cognitive theory, emphasised the important role of self-confidence or self-efficacy in motivation. Self-efficacy is a person's belief about their ability to succeed in a particular task. According to this theory, individuals who have high levels of self-efficacy are more likely to set challenging goals, persist in the face of adversity, and show perseverance in achieving their goals (Ginting, 2021). In the context of learning, improving students' self-efficacy through positive feedback, modelled learning, and achievement reinforcement can significantly improve their motivation and learning outcomes. Teachers can play an important role in building students' self-efficacy by providing support and encouraging success in academic tasks (Hailikari et al., 2022).

The Achievement Motivation Theory developed by David McClelland states that individuals are driven by various needs, one of which is the need for achievement or achievement. According to McClelland, individuals with high achievement needs strive to achieve challenging goals and demonstrate high standards of performance. They tend to

set realistic personal goals, seek feedback on their progress, and take personal responsibility for their results. In the context of learning, students with high achievement motivation will be more motivated to master difficult concepts, seek additional guidance, and actively participate in learning activities (Hanif, 2020).

Motivation theory distinguishes between two types of motivation that often influence students' learning behaviour: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the drive to engage in an activity because the activity itself provides satisfaction or enjoyment. In contrast, extrinsic motivation stems from the desire to achieve certain outcomes that lie outside the activity itself, such as getting good grades, awards, or recognition from others (Hardiansyah, 2022). Research shows that intrinsic motivation tends to be stronger and more sustainable than extrinsic motivation. Therefore, in education, it is important for teachers to create a learning environment that fosters students' curiosity and interest in the subject matter, rather than just pursuing external rewards (Harris et al., 2020).

Attribution Theory, introduced by Fritz Heider and further developed by Bernard Weiner, emphasises the way individuals interpret the causes of their success or failure and how these interpretations affect their motivation and emotions. The three main dimensions of attribution are locus (internal vs external), stability (stable vs unstable), and control (controllable vs uncontrollable) (Hasan & Juhannis, 2023). For example, a student who attributes their academic success to hard effort (internal, controllable) is more likely to continue trying in the future. In contrast, a student who attributes failure to a lack of ability (internal, stable) may lose motivation. Teachers can help students assess their attributions constructively through feedback that matches effort, strategies, and learning processes (Hodges, 2020).

Goal Motivation Theory illustrates that the goals students have have a significant effect on their motivation and learning behaviour. There are two main types of goals: mastery goals and performance goals. Students with mastery goals focus on learning and understanding the material, see challenges as opportunities for growth, and tend to have intrinsic motivation (Howell, 2021). In contrast, students with performance goals focus on outcomes and how they compare to others, often motivated by external recognition and evaluation. Educational strategies that promote proficiency goals, such as collaborative learning and problem solving, can help increase intrinsic motivation and engagement in the learning process (Huang, 2024).

By understanding these various theories of motivation, educators can be more effective in designing learning environments and teaching strategies that facilitate strong and sustained learning motivation for students.

Motivation to learn is largely influenced by students' own internal factors. Interest in a particular subject is one of the main drivers. When a student finds the subject matter interesting and relevant to his/her interests or long-term goals, he/she tends to be more motivated to learn. In addition, fighting power or psychological resilience also affects motivation. Students who have perseverance and the ability to overcome obstacles will be

more motivated to keep trying despite facing challenges or difficulties in the learning process (Isa et al., 2020).

The learning environment, both at school and at home, plays an important role in shaping students' learning motivation. Support from teachers and parents is crucial. Teachers who are enthusiastic and use interesting teaching methods can increase student motivation. In addition, a supportive classroom atmosphere, where students feel valued and safe to participate, also contributes to learning motivation. At home, parental support, from providing a comfortable study space to providing moral encouragement and recognition of students' efforts, is crucial in fuelling learning (Karakoç et al., 2022).

The goals and expectations that students have also determine their level of learning motivation. Students who have clear academic goals, such as getting into a particular university or mastering a specific skill, usually have higher levels of motivation. In addition, realistic expectations and perceived achievements commensurate with effort put in can strengthen motivation. When students feel that their efforts are recognised and rewarded, whether through positive feedback from teachers or academic achievement, they will be more motivated to continue learning and improving (Khairani et al., 2020).

By understanding and managing these factors, educators and parents can more effectively support students' learning motivation, creating conditions that enable them to reach their full potential.

Student Learning Achievement

Learning achievement is the achievement obtained by a student as a result of the learning process he/she participates in, usually measured through assessments such as exams, tests, assignments, and project work. Learning achievement reflects the extent to which students have mastered the competencies and materials taught, as well as their ability to apply that knowledge and skills in various contexts (Nurdiana et al., 2023). This includes not only cognitive aspects such as knowledge and understanding, but also affective aspects such as attitude and motivation, as well as psychomotor aspects such as practical skills. As the main indicator of educational success, learning achievement is often used to assess the effectiveness of educational programmes and teaching methods (Muharrom et al., 2023).

Indicators of learning achievement include various aspects that assess students' cognitive, affective and psychomotor abilities. Cognitive aspects are usually measured through exam results, tests, written assignments, and quizzes that evaluate students' understanding, knowledge, and analytical skills of the subject matter. Affective aspects include students' attitude, interest and motivation towards the learning process, often assessed through observation, questionnaires or self-assessment (Haddar et al., 2023). Meanwhile, the psychomotor aspect involves practical skills and application of the material in real situations, usually measured through assessment of projects, laboratory practices or presentations. Together, these indicators provide a comprehensive picture of

the level of mastery and competence achieved by students in the learning process (Korkmaz & Öztürk, 2020).

Student learning achievement is influenced by various factors that can be categorised into internal and external factors. Internal factors include students' interest, motivation and fighting power. Interest in a particular subject can influence how much effort students will put into learning the material. Motivation, both from within oneself (intrinsic motives) and from the environment (extrinsic motives), is also very decisive (Kressler & Kressler, 2020). Students who have high motivation tend to be more persistent and resistant in facing learning challenges. In addition, emotional and physical intelligence factors are also internal, where good health and the ability to manage emotions affect students' ability to absorb and understand learning materials (Lauc et al., 2020).

External factors include family, school and community environments. A supportive family environment by providing attention, encouragement and adequate learning facilities, such as books, computers and study rooms, greatly affects student learning achievement. At school, the quality of education provided by teachers, the teaching methods used, and the facilities and infrastructure available, play an important role (Lazic et al., 2021). Teachers who are able to teach creatively and effectively and provide constructive feedback can improve student learning achievement. Peer support and a positive school social climate also contribute. The wider society, including media and technology, can also influence, both positively and negatively, student learning achievement. Support from these external aspects work together with internal factors to produce optimal learning achievement (Leasa et al., 2020).

The Relationship Between Active Learning Methods, Motivation, and Learning Achievement

Active learning method is an approach that involves students directly and intensively in the teaching and learning process. In this method, students are not only passive recipients of information, but also actively participate through discussions, questions and answers, group projects, and practical and simulation activities (Leatherman & Cleveland, 2020). This approach aims to increase students' engagement and interactivity, which in turn can stimulate their interest and motivation to learn. When students feel more challenged and engaged in the learning process, they tend to have higher motivation to achieve (Lei et al., 2022).

Student motivation is instrumental in determining how effective active learning is. High motivation makes students more committed to learning tasks and more eager to complete academic challenges. Active learning methods, by providing deep engagement, can trigger and enhance students' intrinsic motivation (Letina, 2020). When students feel that they have control and participation in learning, their feelings of competence and autonomy increase, which are two key factors in intrinsic motivation. This strong motivation then encourages students to put in more effort and be more consistent in achieving their learning goals (Li et al., 2021).

The relationship between active learning methods, motivation and learning achievement is interdependent and mutually reinforcing. Active learning methods can be effective in increasing student motivation, and high motivation in turn has a positive impact on learning achievement (Liliana et al., 2021). When students are actively involved in learning, they are more likely to understand and remember the material better, as well as being able to apply the knowledge in different contexts. Improved learning achievement can then reinforce students' motivation, creating a positive cycle that keeps pushing them to achieve better learning outcomes. Thus, active learning methods not only encourage students' engagement and motivation, but also significantly contribute to improving their academic performance (Liu, 2023).

Conclusion

The conclusion of the research on the effect of active learning methods on motivation and learning achievement of primary school students shows that the application of active learning methods can significantly increase students' learning motivation. This method succeeds in creating a more interactive, dynamic and interesting learning environment, which makes students more excited and challenged in the learning process. With more active participation in learning activities, such as group discussions, hands-on practice, and collaborative projects, students become more intrinsically and extrinsically motivated. This high motivation then affects their commitment to learning, increasing engagement and responsibility towards academic tasks.

In addition, active learning methods are also proven to have a positive impact on students' learning achievement. Deeper involvement in the teaching and learning process allows students to understand the material better, develop critical thinking skills, and be able to apply the knowledge they gain in various contexts. Improved learning achievement not only reflects better academic ability but also strengthens students' overall confidence and motivation to learn. Thus, active learning methods are not only effective in increasing motivation but also play an important role in optimising primary school students' learning outcomes.

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