The Exploration of Elementary School Students' Learning Motivation: A Case Study in Papua

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ARTICLE INFO	ABSTRACT
	Purpose Students' learning motivation is an important matter to consider along with the teaching motivation, especially for the remote and uncovered area from the educational context. The purpose of this research was to determine the results of a case study of the learning motivation of elementary school students in Jayapura, Papua, Indonesia. **Method:** This qualitative research used the case study approach. The researchers collected the data from in-depth interviews, observation, a document study, respondents, such as the parents, students, educational workers, and principals. The data analysis technique used the methodological triangulation technique to ensure the validity and credibility of the data.

Findings: The results showed two considerable aspects to create qualified human resources to contribute to Papua establishment. They were intrinsic and extrinsic learning motivations from the students since the elementary school. The extrinsic factor dominated and influenced the intrinsic factor within the Papua context. The policymakers of the Papua establishment and education should accommodate and mobilize both extrinsic and intrinsic needs of students. **Implications for Research and Practice:** The students' motivations to learn are improved, especially in Papua.

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Introduction

Learning motivation is essential for students. With high learning motivation, students can reach the standard competence and the applied objectives in the curriculum for each lesson. Students with learning motivation will actively participate in the learning process. It makes students improve their learning performance (Bakar, 2014). Learning motivation becomes the educational workers' and institutions' attentions to realize the qualified graduates. Motivation can be expressed as a condition that moves people towards a certain goal (Locke & Schattke, 2019). Motivation is needed to arouse students' enthusiasm for learning so that learning activities can run well. Therefore, learning motivation is the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved (Filgona et al., 2020). In addition, learning motivation arises because of internal and external encouragement for students who are learning to make changes in behavior, which in general with several supporting indicators or elements (Taufan & Basalamah, 2021). Therefore, learning motivation is an encouragement that arises both from within and from outside the student, which can generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved.

Furthermore, Rafiola et al. (2020) perceive that learning motivation is realized into internal and external motivation. Internal motivation occurs due to the factors of inner needs. On the other hand, external motivation appears due to the external factors, such as environment (Seyal et al., 2019). Therefore, both internal and external motivations must be developed in learning. If both motivate correctly properly, the learning achievement of students will be as expected. The internal motivation influences the students to explore the knowledge and skillset al.msi et al., 2020). The common factors that influence students' lack of motivation are external factors, such as the learning environment, the lesson, time, and instrumental support. These matters influence learning achievements (Simamora, 2020). Learning motivation is vital for students. However, the reality shows that students, especially elementary school students, have lower learning motivation.

Autonomous (internal) motivation comes from the pleasure that students feel in participating in learning (Palmer et al., 2020). The pleasure felt by students simultaneously will also affect the level of concentration in their learning. In addition, Marvin et al. (2020) also state that curiosity is also an important factor in supporting students' internal motivation. Therefore, a learning climate that generates and sustains these factors needs to be built. One way is to design a learning process that encourages students to explore and play (Husni, 2020). Another important factor that represents students' internal motivation is learning independence (Abdelrahman, 2020). The independence of learning describes the interest of students who consciously carry out the learning process and do tasks autonomously. Based on this description, three factors influence internal motivation, namely pleasure or concentration, curiosity, and independent learning.

The low learning motivation of elementary school students does not only occur in rural areas with limited access to technology, but in urban areas, the same thing also occurs (Partovi & Razavi, 2019). This certainly affects the course of the learning process and the learning outcomes of these elementary school students. Various factors affect the low

learning motivation of elementary school students. The main factor that affects the low learning motivation of elementary school students is because the age of elementary school students is between 7 to 12 years. At that age, a child is still dominated by playing activities rather than learning (Puspitarini & Hanif, 2019). This causes elementary school students to not prioritize learning activities. In addition, sometimes elementary school students are still in the introduction stage with new things, even though it is common for adults to see things. Elementary school students are still very curious about things they don't know. As a result, they are easily swayed or do not have a strong stance in participating in the learning process (Syawaludin et al., 2019). This can be overcome by continuous and directed guidance by more mature people, both parents, and teachers. The steps taken by adults and the environment in guiding elementary school students will also be more dominant in determining the personality formed by these elementary school students (Leasa et al., 2017). West of the saying goes a journey of a thousand miles but starts with a single step. That is, the growth and development of elementary school students' learning motivation are influenced by the way they are guided and loved in the family environment.

The learning motivation of elementary school students is still low because the learning environment does not support students in increasing their learning motivation. Students feel that coming to school is not a pleasure, but a burden as if they will meet a scary giant (Moeller et al., 2020). This can happen if the learning process experienced by elementary school students gives them the first impression as a scary and stressful impression. That is, the learning process carried out for elementary school students needs to be done with love while still providing consequences, not as punishment (Sadik, 2018). Moreover, punishments that are humiliating in nature in front of other students will worsen students' self-confidence and weaken students' learning motivation. In addition, learning at the elementary school level needs to be done by integrating learning into play activities. This will later initiate the term learning while playing for elementary school students. Learning while playing needs to be done at the elementary school level considering that elementary school students are still in the basic development stage who like to play (Burdina et al., 2019). However, sometimes teachers do not integrate learning into play activities. As a result, elementary school students are not motivated and bored to learn (Vogt et al., 2018).

The learning motivation of elementary school students is low because students do not focus on the lessons given by the teacher, are busy with their activities, and pay attention to the activities of friends (Duke et al., 2021). Low motivation is closely related to the learning difficulties experienced by students (R. M. Ryan & Deci, 2020). Therefore, it can be understood that elementary school students who have low motivation are less concentrated in the learning process so that these students have difficulty understanding the lesson. This causes students to experience problems in solving problems. Furthermore, the low motivation in students results in a low ability to solve problems given by the teacher (Toste et al., 2020). Students in the end tend to ask for help from others rather than trying to solve it themselves (Campillo-Ferrer & Miralles-Martínez, 2021). These facts show that the urgency of learning motivation of elementary school students is inversely proportional to reality.

In learning activities, the influential external factors toward learning motivation deal with teachers' performances. It shows that teachers' teaching becomes the central element

to influence learning motivation (Filgona et al., 2020) (Haenilah). Therefore, teachers must prepare a conducive learning environment to improve motivation (Chan & Norlizah, 2017). Teachers have essential roles in creating qualified learning to improve learning motivation (Aktan, 2019). Thus, teachers must master technology and can adopt the technology. They must be able to use it as a learning method to improve the learning motivation (Liu & Chu, 2010). A strong learning motivation can improve the students' learning outcomes. It means the learning outcomes will be better in a joyful environment (Chemsi et al., 2020). It is because the environment can attract the students and make them feel happy while learning. It has an intensive correlation between the students' intensity and the learning materials, influencing learning motivation (Esra & Sevilen). The realistic approach could activate and facilitate students to construct their knowledge and use the personally developed models. Cooperative learning could also improve learning motivation. Therefore, learning management should be designed properly to reach the learning objectives (Emina & Ikegbu, 2020; Xiang et al., 2018).

Furthermore, the classical counseling model could improve learning motivation. The counseling creates an educative interaction between the guiding and counseling teacher with the students (Christine & Gümüş, 2020; Coutinho et al., 2019). Joyful learning allows students to quickly answer, be diligent, show their interest, and be persistent. Learning models without any variations will make students bored. The same matter goes for uninteresting learning media. It also loses the students' focus during learning. However, it is different if the students learn with the interesting, developed learning method. It will improve extrinsic motivation because of the variation and cooperative learning media (Namaziandost et al., 2019; Yildiz & Kiliç, 2020). The teacher's performance determines the students' learning motivation. Teachers can improve the learning quality to have positive effects on learning motivation. Qualified learning that can motivate students is visible from the applied method, model, and media. The use of appropriate learning strategies encourages students to actively participate and to reach optimal learning outcomes. The optimal learning outcomes indicate the core competence and learning objective achievements.

In Indonesia, the ideal learning process is still not equally distributed in the eastern region of Indonesia. It is because of the educational workers' quality and numbers in Indonesia. In the Papua, encounters many complex education problems. One of them is the learning motivation of the students (Glynn et al., 2005). The students in these areas seem not to have any ideal. They assume that educational success is not determined by cognition but luck. Furthermore, in the eastern region of Indonesia, most students are passive during the learning due to the conventional method and the teachers' lack of mastery. These problems make the students only listen to the lectures, note the explanation, and do the exercises (ASSA & RUMAMBI, 2021; Joffroy, 2020). Learning motivation is the focus and topic of this article. The investigated aspects in this research dealt with eight indicators of learning motivation. They were concentration, curiosity, spirit, self-directness, readiness, enthusiasm, or encouragement, never giving up, and self-confidence (Ritonga & Ramadhani, 2020). Based on the contextual condition of students, this research only used some aspects as the focus. They were joy and concentration, and curiosity and autonomy.

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The urgency of the research promotion came from some considerations. They were the contributions to education in the Indonesian context quantitatively and qualitatively. Studies about education and the establishment of remote left and outer areas in Indonesia are not developed as the policy recommendation to establish human resources. Third, low learning motivation seems to be a typical matter in educational development. These reasons encourage the researchers to explore the learning motivation portrays in elementary schools in Papua, Abepura district, Jayapura. The researchers paid attention to elementary education because education is the first encountered stage by new formal education students. Then, this stage has challenging problems dealing with learning motivation. The researchers believe if the students obtain high learning motivation, students will have an excellent experience at the next education level. This research describes the students' learning motivation objectively, especially for the native Papua students while following the learning process in elementary schools. This research also evaluated the effective learning design in elementary schools in Papua, Indonesia. The results of this research are useful for future researchers to conduct studies about the learning motivation of native Papua students.

Methodology

Research design

This research applied the qualitative method with a study case approach in Koya Koso elementary schools, Jayapura, Indonesia. The method is suitable for exploring many identified aspects related to the learning experience in elementary schools. Contextually, this article elaborated the cultural aspect regarding the learning motivation of Koya Kaso elementary school students in Abepura district, Jayapura, Papua. This research method is different from the previous research method, for example, of Asrial et al. (2019). The author described the learning process and identified the learning motivation with the quantitative method and sampling technique. With different research methodology, learning motivation research also has a different emphasis, for example, of E. Ryan et al. (2021). This author used the causal-comparative method to investigate the causal possibility by observing the effects and researching the possible factors of the effects via certain data. Kristanto and Mariono (2017) conducted Research & Development to produce and test the effectiveness of a product. GÜNGÖR and GEÇİKLİ (2021) used the ex-post-facto method to determine the correlation between the learning preference and the science learning outcomes. The explanation shows that various methods and approaches can identify the significant causal factors toward learning motivation.

Previous studies show that learning motivation is observable from the internal aspects (physiology and psychology) and the external aspects (family, school environment, and social condition). Therefore, learning motivation and the teachers' competence could be developed to optimize the innovative learning processes.

Research Instruments and procedure

The researchers collected the data with in-depth interviews, observation, and document study. The documentation study was also used to supplement data in terms of learning method, learning model, and learning outcome. The researchers also used the database of the Ministry of Education and Culture (Sekolah Kita).

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Research Sample

The researchers interviewed respondents which included students, parents, teachers, educational workers, and principals. From the students, the researchers involved six subjects. They were YM (11 years old, a fourth grader, Waris Papua tribe), AW (11 years old, a fifth grader, Wamena Papua tribe), AM (11 years old, fourth grader, Waris Papua tribe), MW (11 years old, a fourth grader, Kerem Papua tribe), SM (10 years old, a fourth grader, Waris Papua tribe), and J (11 years old, a fifth grader, Pegunungan Bintang Papua tribe). The researchers observed the teaching and learning processes of the fourth and fifth-grade classrooms in Koya Koso elementary school, Jayapura.

Data Analysis Techniques

The researchers used the methodological triangulation technique. It is a process to confirm the data with different methods to ensure the validity and credibility of the data. The methodological triangulation is important to ensure the validity of qualitative research (Natow, 2020). The methodological triangulation is a data-synthesis method toward the truth by collecting the other data or various paradigms of methodological triangulations. The valid data after being triangulated provides trustworthiness of the data validity. Thus, the research results and conclusions are trusted.

In an educational context, the methodological triangulation technique facilitates researchers to obtain valid and credible data (Fusch et al., 2018). It shows the importance of methodological triangulation to obtain qualified, valid, and reliable data. The research site was determined based on the educational context of remote, left, and outer areas in Eastern Indonesia, especially Papua. With this consideration, the researchers chose Koya Kaso elementary school in Abepura district, Jayapura, as a research site to portray the learning motivation. Figure 1 shows the research site map.
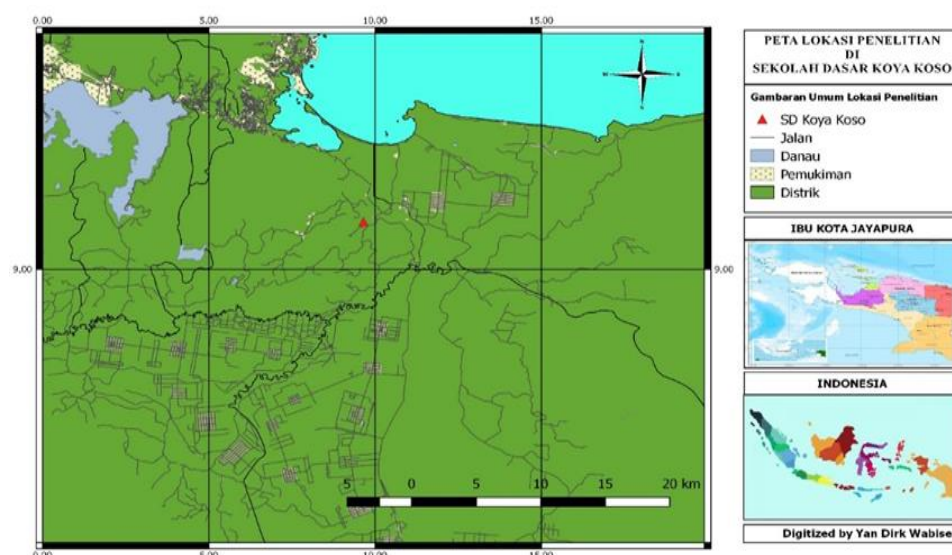

Figure 1. *The research site map (source: Digitalized satellite visual image with QGIS 2.18.4)*

Figure 1 shows the school location as the research site. The school, geographically, is located at the border of Jayapura. The students were mostly migrants from various regions rather than the local students. The distance between the school and the settlements is about 630m. The educational workers consisted of nine personnel. They were five civil servant teachers and four honorary teachers. The school also had two educational staff: one civil servant educational staff and one honorary staff. The number of the students consisted of 223: 112 male and 111 female students—the available spaces for studying consisted of eight rooms with a little damaged. The school also had one library. It showed that the school had the infrastructure, facility, and manpower limitations. The road access from the nearest settlement is far, influencing the security and comfortability to get an education.

Results

The Learning Motivation Portrays of the Elementary School Students in Papua

Right at the outset, the researcher interviewed and observed the learning motivation of six elementary school students in Koya Kaso. They were aged from 10 until 11 years old and were natives of Papua. Based on the data reduction, the central intrinsic factors of observation and interview are joy or concentration, curiosity, and self-directed learning.

Joy and Concentration

The field findings of the learning motivation had contextual nature based on the study case in Koya Koso elementary school, Abepura district, Jayapura, Papua, Indonesia. The interview results with MW, a female home-teacher of fifth grade, showed that most learning motivation toward the lessons was low. The students tended to play, tease, and chat with their friends. Even some students were sleepy, *Interview, March 5, 2020*. The explanation describes the learning situation in the fourth and fifth grades. The learning process at the classes was monotonous and only had one direction, from teachers to the students. JS, a fourth-grade teacher, also admitted that students came to school only to meet their friends. They did not focus on the given lesson. However, the teacher explained that there were one or two students with excellent concentration and paid attention to the given materials of the teacher. On the other hand, the students preferred to play while the teachers had to apply the competence standards to the learning process. It became a dilemma since the standard competence was an absolute matter in the learning process, *Interview, March 5, 2020.*

The interview with ST, a teacher, found that the lesson plan designed by the teacher underlined the standard competence, core competence, and learning objectives. Thus, students had to be joyful and to concentrate maximally. The joy of the students indicated that they concentrated on the direction or material explanations of the teacher. In this stage, the students had to concentrate on understanding the given materials. However, some students did not concentrate on the competence and the learning objective. They did not understand the given instruction. They did not listen to the material well nor obey the classroom regulation. The researchers found a subject that sat down quietly and struggled to listen to the teachers' explanations. Unfortunately, the remaining five students did not pay attention nor listen to the teachers' explanations, *Interview, March 5, 2020.*

The researchers also interviewed YW, AW, AM, MW, SW, and J at their homes in the afternoon to find out the learning motivation while they were at school. The researchers did it at home to make them free and brave to share their arguments without any adult presence around them. From the joyful feeling indicators, the researchers concluded the students were feeling joyful to learn at school. The researchers found the same matter on J (11 years old, a fifth grader, Pegunungan Bintang Papua tribe). The respondent admitted that he was happy to listen to the teachers' explanations. However, he could only understand a bit of them. The respondent said that the teacher asked him to pay attention. Then, the teacher reminded the students if he would be upset when the students only played. The teacher said that the students got books for each lesson, so the students had to be quiet and listen to the explanations. The respondent said that they could get books, but they had to buy them. The students asked the teachers when they did not understand the materials, *Interview, March 7, 2020.* The motivation aspects consisted of joy and concentration of the elementary school students in the Papua. They are shown in Figure 2.
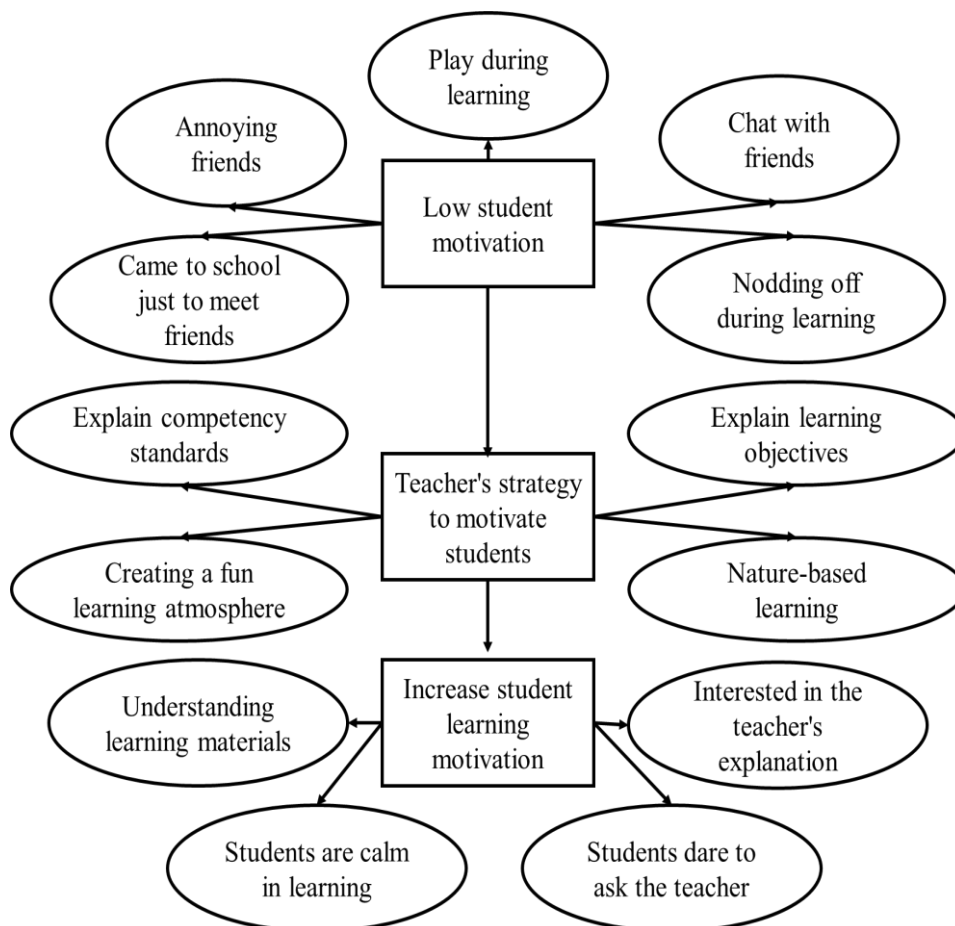

Figure 2. *Learning motivation of the Papua in terms of joy and concentration*

Figure 2 shows that the learning motivation of the students is low. The students were lack of concentration because they preferred to tease, play, and chat with their friends during the teachers' explanations. The researchers found students that were sleepy when the teacher delivered the materials. Based on the observation, some students came to the school not for studying but meeting their friends. This low motivation made the teachers apply various strategies to improve the learning motivation. One of them was to create a joyful learning atmosphere. The other efforts were to create natural learning, explain the standard competence, and explain the learning objectives. The applied strategies improved the learning motivation insignificantly. The learning motivation indicators were the bravery of students to ask questions, the students' focuses, and the students' interest in the materials.

Curiosity

The curiosity aspects dealt with asking questions. The students had to ask a question, so they were brave. After the teacher taught them, the teacher gave them a chance to ask a question. The teacher's question was, "*Is there any questions?*" (Translated expression). Unfortunately, the students did not take this opportunity. The interview results with AM (11 years old, a fourth-grader, Waris Papua tribe) showed that the informant asked questions to the teacher: "*In the class, I also asked questions because I did not understand. The teacher invited us to ask, and he would answer. He was happy when we asked questions*" (the translated expression). The next informant, MW (11 years old, a fourth grader, Kerem Papua tribe), answered the interview with Papua signature dialect. He said, "*I paid attention to the teachers. When the teachers explained, some of them I understood and some others that I did not. I was just sitting quietly. The teacher explained the materials, but some students played, but the teacher just let them. The teacher invited us to ask questions, but I remained silent because I was not brave to ask. I also could not answer when the teacher asked me.*" (The translated excerpt; Interview, March 7, 2020).

The next informant, J, eagerly said, "*If the teacher asked the lesson material, I could answer it. The teacher tested me once I got an excellent score. I got the best score during the final semester test*" (the translated excerpt). On the other hand, YM, a student that loved playing during the learning activity, said, "*I always play in the class. I did not pay attention, and the teacher got upset with me. When the teacher asked me, I could not answer. I also did not do the task from the teacher*" (the translated excerpt). The next informant, AM (11 years old, a fourth-grader, Waris Papua tribe), explained that "*every time the teacher got into the class, the teacher asked students to study. Thus, they paid attention carefully. However, I did not pay attention when the teacher taught because my friend teased me, and I felt interrupted. I even could not understand the teacher's explanation. I also asked about the materials that I did not understand. The teacher is always happy when we ask questions. When the teacher asked me, I could answer a bit*" (The translated interview result, March 7, 2020). On the other hand, the motivational aspect results consisted of the students' curiosity in the Papua. They are available in Figure 3.
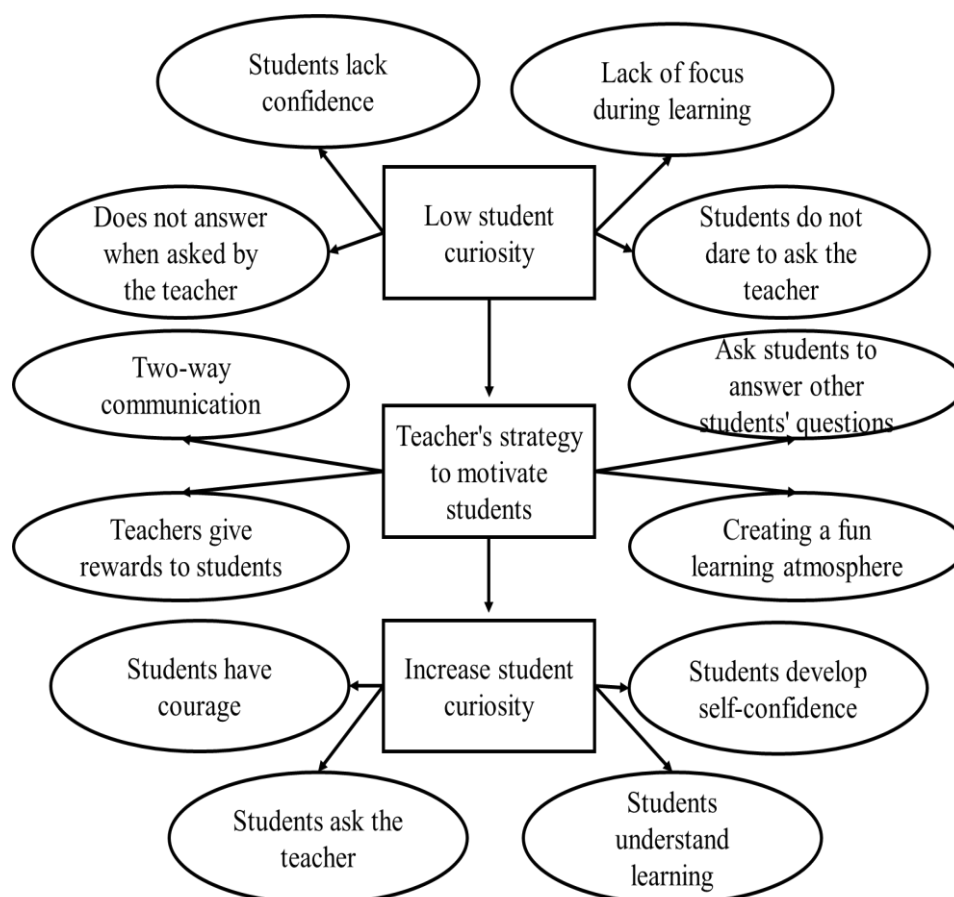
Figure 3. *The learning motivation based on the curiosity aspect*

Figure 3 shows that the learning motivation, based on curiosity, of the students, is low. The students were lack of confidence. They also did not have any bravery to ask something they did not understand. They were also seldom to argue and share their opinions. When the teachers asked whether they understood or not, the students remained silent. The students were afraid to answer the questions. They were afraid if they committed mistakes, being scolded, and laughed at by their peers. This low motivation made the teachers apply various strategies to improve the learning motivation. The applied strategies were creating a joyful learning atmosphere, promoting two-way communication, stimulating the students to be confident and brave, inviting them to answer questions from their peers, and providing rewards for students that wanted to answer and ask questions. The rewards were such as motivation, acknowledgment, compliments, and added marks in the lessons. The applied strategies improved the learning motivation insignificantly. The learning motivation, within the aspect of curiosity, could improve. The evidence was the bravery and self-confidence of the students to ask a question directed toward the teachers when students did not understand the material.

Self-Directedness

This aspect of Self-directedness dealt with the capability to answer and to do the tasks carefully. The researchers interview a teacher, JM. The teacher admitted that not all students completed the tasks, assignments, and homework. The observation results also found that the students mostly played during the learning process with high intensity. When the students were at home, the researcher found various information and answers from the students. The informants, YW and AW, explained that they did not learn or re-read their lessons at school. The informants, AM, MW, SW, and J explained that they sometimes learned and did the homework at home. However, they did them rarely even sometimes they did not learn at home. They admitted they liked watching TV than learning again (Interview, March 9, 2020). The principal argued that the students had low self-directedness. The teachers also had many challenges moreover due to the COVID-19 outbreak. The teachers also needed to pay attention to their children. This reality shows that the Papua students need serious attention from all parties, including teachers, parents, government, and related institutions in the community. On the other hand, the motivational aspect results consisted of the students' self-directedness in the Papua. They are available in Figure 4.
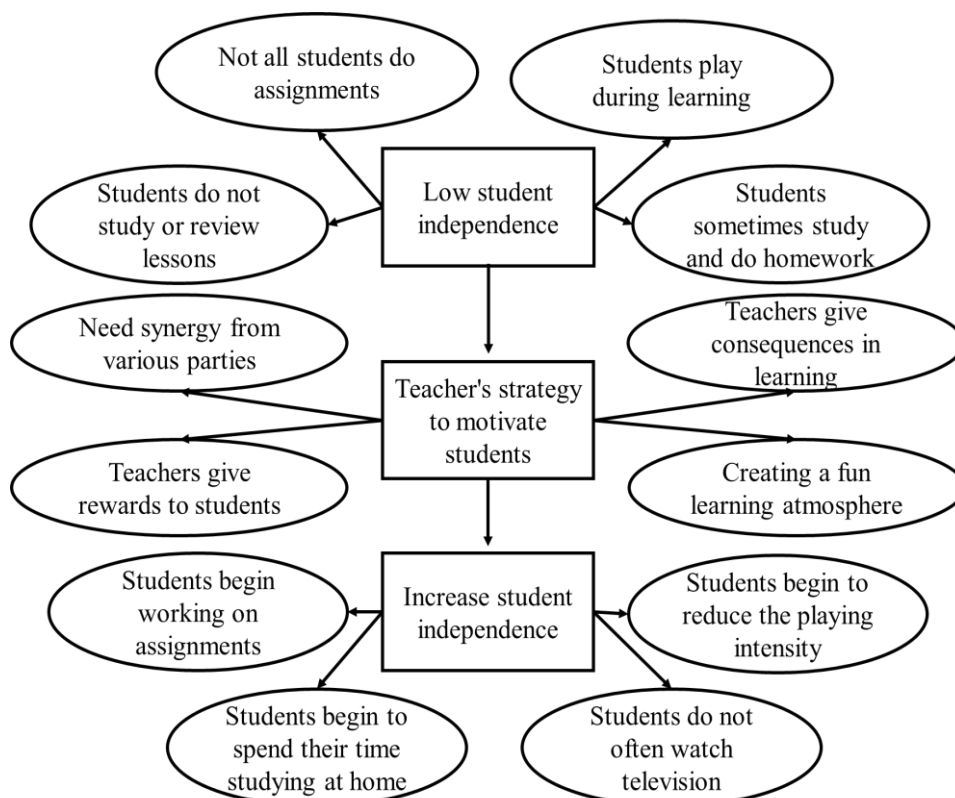

Figure 4. *The self-directedness of the Papua students*

Figure 4 shows that the self-directedness of the students is low. Most students did not do the tasks and assignments. They were playing during the learning process. On the other hand, when they were at home, the students seldom reviewed the learning materials. They, in fact, only watched the TV. The roles of the parents are important, for example, to warn and remind them about the learning time at home. With low self-directedness, the teachers applied various strategies to improve the learning motivation. One of the strategies was to provide consequences for every student during the learning process. The teachers were ready to provide gifts and reward for diligent students that followed the instruction. However, the teachers were also ready to provide sanction or punishment for those disobeyed the instruction. The teachers created joyful learning to attract the students' interest and to respect the learning process. However, the essential matter to handle the educational problems in Papua, is to cooperate and synergy with various parties, such as the central government, the regional government, and the private party. With the applied learning strategy by parents and teachers, they could improve the self-directedness insignificantly. The improved self-directedness was observable when the students completed the homework and managed their time to learn at home. They also did not spend their time watching TV nor play.

The External Factors Support for Learning Motivation of Elementary School Students in Papua

Every student had different answers and information about external factors support for learning motivation of elementary school students. YW and AW explained that they did not re-read or do the homework. The informants, AM, MW, SW, and J explained that they seldom studied. They sometimes did not study. They were only watching TV, *Interview, March 11, 2020.* A similar matter also occurred in having breakfast and the directedness to go to school. The respondents had different answers. Their parents admitted that they sometimes felt disappointed with their children's attitudes. The teachers want the children to be better persons, but the condition made the parents give up. The same reaction was also observable in most parents. All informants explained that their parents sometimes got angry if they did not learn. However, some other parents did not respond to it.

The researchers also interviewed the local figure and the elders of Koya Kaso, Abepura district, Jayapura to obtain information about external factor supports toward the learning motivation. It was important because the external factor had a strong correlation with learning motivation. The researchers interviewed the *Ondoati* or the tribal chief. He explained, "*The children are so happy to go to school. However, once they go home, they prefer to pay than to study and do the homework. Some parents even bring the children to school. I believe the teachers' performance is excellent. They are still active in teaching in Koya Kaso. The female teachers teach the children excellently, but the problem is that the stubbornness of the should receive additional meals because some of them do not have breakfast when they go to school. Some of them do not take a bath before going to school. Based on the security and comfortability of this village, it is secure and safe. However, around the school, there are drunk youngsters.*" (The translated interview result, Monday, April 20, 2020).

Self-directedness also includes attending the class. The students with high learning motivation would struggle to attend so they could follow the learning process. Self-directedness should also obtain parental attention. A woman F, an informant from Wanggo, Koya Kaso, explained, "*Children in the village are sometimes late to go to school. It is because of the acrena planted by the parents. They block the sunlight, so the children are not aware of the schooling time. Most parents also do not pay attention to the children going to school. When the students do not want to go to school, the parents will not force it. Early morning, the children sometimes buy cookies or yellow rice for their meals at school. Many students are absent or do not attend school. They are lazy and just go to school at eight in the morning. In fact, the distance between the village and the school is less than 1 km. The children ever received the 'Indonesia Pintar' program. The teachers in Koya Kaso elementary schools are complete. Ten years ago, some of the positions were empty. The students sometimes complained because of the incomplete teachers or the absent teachers. Now, the teachers are complete, but the students are lazy to go to school. If the children do not pass the test and pass the grade, they will be shy to go to school.*" (The translated interview result, Monday, April 20, 2020).

The informant, S, said that the village was full of school children. However, some of them went to school while the others did not. The lazy children only knew playing with their friends. The parents had asked them to go to school, but the children did not want to. At seven in the morning, the children had to go to school. Early morning, their parents gave them pocket money before going to school. EY, a migrant informant from Sarmi, explained that in 1996, Koya Kaso elementary school began to activate, but it was a lack of teachers. After establishing the Elementary School, JHS, and SHS on the same site, the children were always going to school. At that time, there were 15 children. At this moment, before the COVID-19 outbreak, many children went to school, but during the COVID-19 outbreak, they did not.

Most children played with their friends rather than studied. Some children studied but with a very short time. They did the homework, but they had challenges when they did the mathematics homework. Some of them knew how to count, while the others did not know how to count. The electricity was available in the village for 24 hours. However, during the evening, the children were lazy to use it for learning. They preferred playing with their friends. Children were late to go to school. At eight in the morning, they began to walk to go to school. The distance between the school and the settlement was only 500 meters. Many parents warned and reminded their children not to play frequently. However, they did not obey it. Parents always motivated them to go to school to be better humans and have excellent and fruitful jobs. The parents hoped their children could work and earn the salary. Thus, they would not rely on their parents and families. On the other hand, the results of the external supports toward learning motivation of the students in the Papua are available in Figure 5.
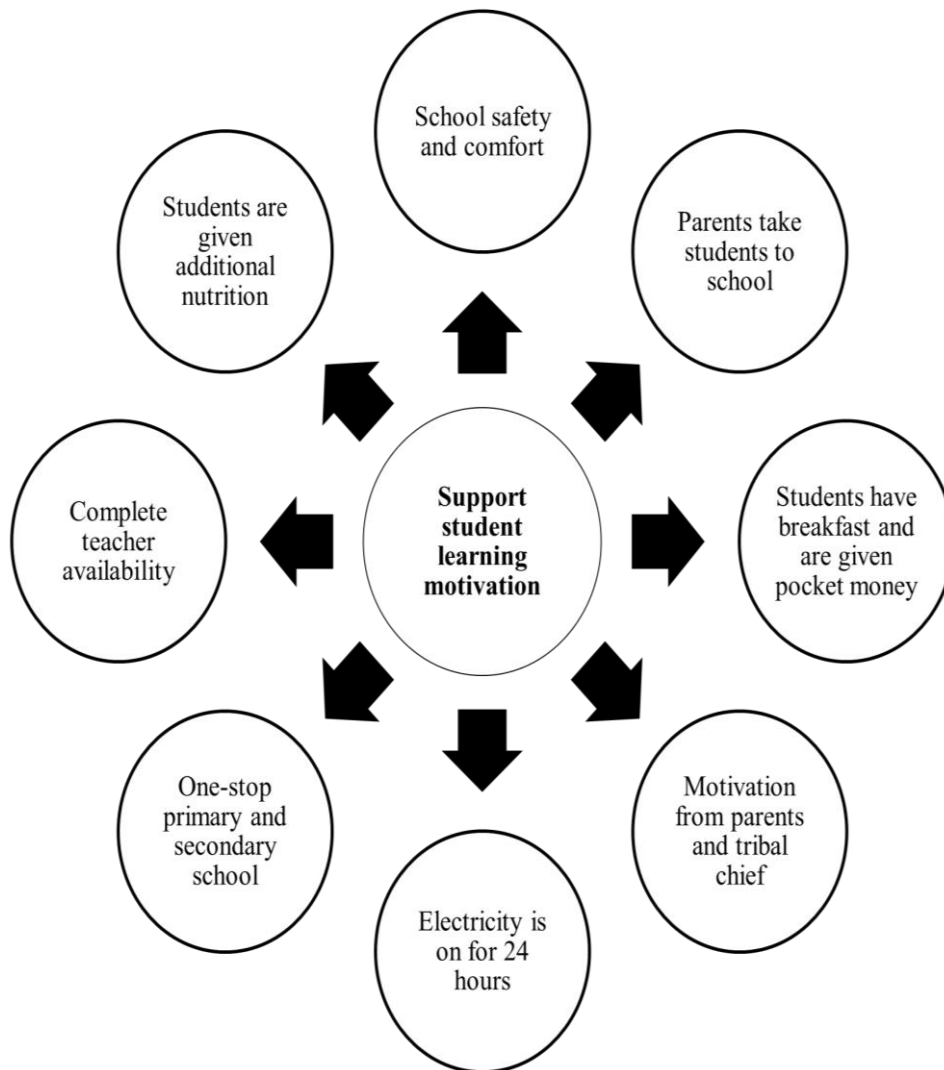
Figure 5. *The external support toward learning motivation of the students*

Figure 5 shows that the external supports to motivate the learning motivation are from the parents and the tribal chief of the village. The external supports received by the students to motivate their learning came from comfortability and the school's environmental security. The parents took the children to school. They provided the children with meals and pocket money. The parents and the tribal chief motivated the children. The village also had 24-hour electricity availability, one-site elementary school and senior high school, and complete teachers. These external supports for the students had the purpose of motivating them to learn at school and home. Thus, the generation of Papua could establish their region and close the gaps with Western Indonesia.

Discussion

The Learning Motivation Portrayal of the Elementary School Students in the Papua

The narration of the students' learning motivation portrays in the Papua has a contextual nature. It is based on the case study of Koya Kaso elementary school, Abepura district, Jayapura, Papua, Indonesia. Motivation is self-actualization from the inner individual power to activate and direct his behavior. It is a realization of the integrated interaction between motif and needs toward the observed situation. It also has the function of reaching the individual's expected objectives in a dynamic process (Dings, 2019). Motivation has an important role. It encourages students to behave actively and to reach academic achievement.

On the other hand, learning is a main activity in the educational process to consciously change behaviors and attitudes (Oleksenko, 2019). The realization of the educational process requires motivation for the students to learn. Law et al. (2019) found the significance between learning behavior and learning motivation. Learning motivation influences learning success. Students will achieve success if they have the motivation to learn. It is important because it influences the learning outcome (Riswanto & Aryani, 2017). An individual without learning motivation cannot do his learning activity properly. Learning motivation determines objective achievement (Saeid & Eslaminejad, 2017). An individual's motivation becomes the demand and encouragement to realize something (Locke & Schattke, 2019). Every individual has a specific objective to carry out his activity. It goes with the strong motivation the individual has. Motivation levels are useful indicators to determine the learning achievement levels. Children that love certain lessons will follow them joyfully and eagerly. The main influential factors of interest and learning motivation are the teachers' ways of teaching, the teachers' characters, the classroom's comfortable and quiet atmosphere, and the learning facility (Ahmad et al., 2017). It shows that motivation has an essential role in reaching the applied learning objectives. Motivation determines the level of students' academic achievement.

Contextually, the influential factors of motivation, the intrinsic and extrinsic factors at the school, are specified into some parts. The intrinsic factors dealt with the psychology and physiology of the children. In contrast, the extrinsic factors dealt with the family supports, comfortability and security of the school, teacher performance (learning method and model), social and economic conditions of the community, and the environmental and geographical conditions. In the psychological aspect, the personal skills in understanding the lesson, the researchers found that the students paid attention and understood the teachers' explanations. They also participated in a question and answering session. The students had to be joyful and concentrate on following the teachers' explanations. Thus, they could get excellent results. The concentration made the students understood the materials because they focused on something they were interested in (Yang et al., 2021). The following aspect of learning motivation was curiosity. Curiosity always exists in the students. Therefore, teachers must provide opportunities for them to ask (Wu et al., 2018). Curiosity has an important role in students' learning achievement (Sugiyanto et al., 2020). The curiosity makes the students ask questions.

It means the students need to ask questions to lose their stresses and frustrations. It is important to avoid the negative effects on the learning interest and outcomes. Curiosity provides opportunity and space for students' creativity. Curiosity probably makes students afraid of something. Thus, teachers must provide spaces for them to ask questions (Scrivner, 2021). The success and bravery of students to ask questions are correlated to the positive learning environment. The indications are positive interaction between teachers and the students and positive attitudes of the students. The important aspect of this research is also correlated with learning motivation. It is self-directedness. Self-directedness is an important matter to elicit all learned aspects. Some studies explain the significant correlation between self-directed learning and the excellent learning outcomes within the context of online and offline learning (Lamb et al., 2018). The students' self-directedness requires self-confidence to solve certain problems (Al Majali, 2020). The aspects of self-directedness are the responsibility and excellent performance to settle the tasks given by the teachers. The interview and observation results showed the self-directedness of the students had to be improved.

The next discussion deals with the physiological aspect. It influenced the learning motivation in terms of the physical and condition and health of every individual. If a student has energy and can direct his energy to learn, the result will influence his learning motivation (Feliu-Soler et al., 2019). Psychologically, the parents' attentions also influenced the children's psychology to have learning motivation (Loughlin-Presnal & Bierman, 2017). Besides that, the parents' attention also influenced the learning achievements. Intrinsic motivation was correlated with extrinsic motivation. Both must be balanced so that the learning outcomes will be optimal. Students will be successful in learning if they have the intention to learn. The intention influences the learning activities at school. Thus, they will be more active in the class. The research subjects also had a strong intention to reach the achievement with an excellent learning process. It proved that the psychological and physiological aspects of the students influenced learning motivation. Besides that, the subjects also obtained support from their families to go schooling. The supports were financial support and the schooling needs of the students, such as nutrition, health, and concentration while learning. The research found not all students had proper breakfast patterns as suggested by health standards. One of the causes was the financial problems of the families.

Balance and adequate nutrition are important for students' concentrations (Kurdi & Archambault, 2020). The nutrition deficiency at the schooling age wakens children. They will be easily exhausted. This matter influenced their attendance and concentrations. Students need excellent concentration to obtain excellent learning outcomes (Iivari et al., 2020). The health problems, such as anemia, could influence concentration and learning achievement. In the morning, the blood sugar level, the gastrointestinal condition, and the breakfast influence the learning concentration. Thus, the breakfast habit is important for the body because it recovers the blood-sugar levels. This condition shows that the mechanism of the brain, especially to concentrate on learning in the morning, is influenced by the breakfast habit. Hamulka et al. (2018) found the influence between healthy breakfast campaigns toward the changes of knowledge, attitudes, and behaviors of breakfast on elementary school students. The efforts to improve the quality of human resources should be carried out as soon as possible, systematically, and continuously. One of the qualified

human resource indicators is nutritional condition. The adequate nutritional condition is important in terms of quality and quantity. Problems of deficit nutrition may occur in all ranges of ages. A family that lives in an unhealthy settlement tends to have inadequate nutritional fulfillment and an unhealthy sanitary environment. These matters increase the risk of infection in children (Lips et al., 2019). Thus, the stunting care rate influences the learning achievement of students from an unhealthy settlement. In the educational world, concentration is important to work on examinations. It shows the role of the family to pay attention to physiological and psychological aspects is important. It is a part of intrinsic motivation to get better learning outcomes.

In the aspect of pleasure and concentration, most students feel happy, and the level of concentration is still low because they do not pay attention to the teacher and are busy with their activities. Furthermore, the low motivation of elementary school students is because they do not focus on the lessons given by the teacher and are busy with their activities (Branigan & Donaldson, 2020). However, some students showed personal ability in understanding the subject. This means that there is an attitude of paying attention to and understanding the teacher's explanation and being active in the question-and-answer process. Based on the results of the study, most showed low curiosity. Therefore, teachers need to create a learning climate that can facilitate this curiosity. This can be facilitated by play and exploration activities (Benedek et al., 2020). Play activities will encourage students to try and at the same time express their curiosity. While exploration activities can encourage students to find new things that can enrich their learning experience.

The External Factors Support for Learning Motivation of Elementary School Students in Papua

The external factors, family support, school environment comfortability and security, learning method and model, and geographical and social community conditions influenced the learning motivation. Within the context of extrinsic factors, family support refers to the correlation with social community conditions. Family supports to learn became the significant factor in establishing the aspiration, although the economic factors also influenced the educational aspiration and social conditions. Family should provide care, adequate facility for students' developments, and acknowledgment for students with achievements (Yigzaw, 2019). Besides that, the positive supports from the peers also had a role in improving the learning motivation. From the perspective of a harmonious family without any potential for divorcement, the supports influenced the schooling interest of the children (Oren & Hadomi, 2020). The school security and environment comfortability significantly influenced the learning motivation (Saputra et al., 2020).

Furthermore, teachers need to apply an attractive learning model as a trigger for students' external motivation (Aguiar-Castillo et al., 2021). Learner-centered learning can also create meaningful experiences and have a positive impact on student motivation (Rosen et al., 2020). Teachers also need to use interesting learning media (Syawaluddin et al., 2020). This, of course, must be supported by the creativity of teachers, keeping in mind that the Papua region is a remote area, so teachers must be able to take advantage of existing facilities in schools and the natural surroundings as much as possible. In addition, words of motivation also need to be given to elementary school students to increase their

enthusiasm. However, the use of motivational words also needs to be controlled and does not need to be excessive. Furthermore, if students are continuously given words of motivation or praise, a mindset will be built that their success in learning or working on questions is only done to get awards (Hargreaves et al., 2021). Though it should be done solely to improve self-ability.

The political and economic conditions influenced domestic life. It meant the political-economic conditions indirectly influenced the family's capability to provide facilities and infrastructure for children to learn and stimulate their learning motivation. The regional political atmosphere influences the social and economic conditions of the local community (Painter & Qiu, 2020). Therefore, the social correlation becomes the benchmark of socio-economic and political conditions. The conducive social condition creates security and comfortability of the children to go schooling. The economic growth in Jayapura is strongly correlated with the policy and local political products (Akhmad et al., 2019). The middle and lower community levels still dominated the informal sectors in the urban areas. It showed that welfare had to be improved. This condition reflected the family's capability to pay the school fee and to provide for the school's needs. The socio-economic of the family, the education level of the parents, the school-settlement distance, age, and the number of children influenced the educational patterns for the children (Xiang et al., 2018). It showed that the socio-economic condition of the parents was important for the children's schooling motivation. This area's economic and political conditions determined the technological development and its uses for the educational sector (Beer et al., 2019). The capability of a family to support the children to use technology as the learning media also influenced the success of the children's schooling, especially their schooling and learning motivations. Therefore, the continuity and the acceleration of educational sector establishment in Papua strongly depended on the local economic and political conditions.

The school's environmental security and comfortability should occur not only inside the class but also in the social and political conditions of the area. These conditions are established from the conducive social condition. However, any violating action against the social values, such as drinking liquor around the school environment, could cause insecurity and unsafeness for the students. The social-environmental adjustment of the school became the benchmark of the students' capacities to adapt to the environmental conditions (Ferreira et al.). The security and comfortability significantly influence the learning interest and motivation of the students. Thus, the institutional policy was important to improve the learning security and comfortability of the students. Child protection became the consideration to apply the school safety zone. This zone is created in front of schools as the safe zone for students (Macintyre et al., 2018). Besides that, the security and comfortability of children while going to schools must be protected. One of them is by providing playground control to minimize the negative effects of the playground and the facilities. It is also important to ensure the community about the original function of the playground, to protect the security and comfortability (Sámano-Ríos et al., 2019).

The secure and comfortable sites of a school are the classrooms. They must accommodate the number of students and teachers. Classrooms should also have tables and chairs for both teachers and students. The arrangement of tables and chairs should

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involve both teachers and students. A school also must have separate toilets for boys and girls. It must also have the separated dustbins. A good school should also have a field, sports facility, sinks with clean and flowing water, praying room, healthy canteen, care unit, and garden outside the school zone (Zaenuri et al., 2017). It showed the security and comfortability of school environments both inside and outside of the school because they influenced the learning motivation. The geographical and environmental conditions, for example, the distance from the school until the settlement, also influenced the learning motivation. The accessibility to school also influenced the students' disciplines to attend punctually. When the geographical conditions hinder the access, for example, long-distance and terrain contours, students' learning motivation will be influenced. The distance to school also influenced the learning interest and motivation (Mavilidi et al., 2017). It even influenced the dropout rates.

The security and comfortability of the transportation mode access also influenced the schooling interest. Moreno-Monroy et al. (2018) also found the influence of transportation mode access toward learning and schooling motivations. Raes et al. (2020) found the access roads to school could improve learning interest and motivation. However, the differences in the distances did not determine the learning achievements. Aliyyah et al. (2020) also found the geographical condition influenced schooling and learning motivations. Thus, geographical conditions, such as distance, influenced learning motivation. This research found the intrinsic and extrinsic factors toward the learning motivation of the students. The intrinsic factors were psychology and physiology. The extrinsic factors were family, school environment, and social condition. In the left area, the dominance of extrinsic factors influenced the intrinsic factor within an educational context. Therefore, the human development in Papua should create a policy that can improve learning motivation at the elementary school's early educational age. The influences of socio-cultural, economic-political, and environmental aspects toward education should be managed institutionally. The policy should also proportionally manage the susceptible context of learning motivation from the intrinsic and extrinsic factors.

Heretofore, the educational improvement by the government does not meet the satisfaction. It is because the understanding of education in the left area has not been developed optimally. Therefore, the government and schools must struggle to improve their roles to optimize education quality improvement. The hindering factors of this area to access education was the low perception about the importance of education, the distance to cover, the low interest of students to go schooling, and the students' roles in supporting the main family needs in the field. Lack of facility and infrastructure, low government involvement, and low non-government organization involvement in education influenced the learning motivation (Dey & Bandyopadhyay, 2019). It showed that the synergy of the interests and the educational sector establishment became the solution to improve the education quality in the left area.

Conclusion, limitations, and recommendations

The learning motivation of elementary school students arises because of several factors that influence it. One of the main factors that affect the learning motivation of elementary school students is because elementary school students are still in the stage of factual

development and are still easily stunned by new things they know. The learning motivation of elementary school students is also influenced by external factors such as the family or school environment. Family and school environments that provide role models and can guide students appropriately can certainly strengthen students' learning motivation. The daily condition of students also affects the learning motivation of elementary school students. Moreover, students are in remote areas and already have mediocre learning motivation, then the development of education in elementary schools will be hampered.

Various interesting synergy challenges to optimize the formation of elementary school students' learning motivation include motivation in students, guidance and role models from families and schools, local cultural contexts, geographical contexts, access, supporting accommodation, educational facilities, and infrastructure, social, economic, and social conditions. political. These challenges are influenced by internal and external factors that indirectly affect students' learning motivation. The context of education in remote and underdeveloped areas has its challenges from the dominance of external factors on learning motivation. Thus, lowering students' learning motivation at the elementary school level. This also affects the development of human resources in remote and underdeveloped areas.

The study has several limitations that can be addressed by further researchers or policymakers. This research is still limited to elementary schools in Papua. Considering that Papua is one of the regions in Indonesia that is still developing, there may be several non-formal nature schools that require more attention. This research also has not shown clear differences regarding primary schools in villages or Papua cities. Given the vast territory of Indonesia and consisting of several provinces, it is necessary to conduct a similar study by comparing the learning motivation of elementary school students for the regions of West Indonesia, Central Indonesia, and East Indonesia. This is done to help equalize the quality of education in Indonesia that is just. Not only photographing the learning motivation of elementary school students, but further researchers need to develop and implement supporting facilities that strengthen the learning motivation of elementary school students.

The study recommends that more policies are needed to overcome problems related to family support, school environment, and social conditions of the community that affect the psychology and physiology of children at the elementary school level. The researcher recommends an education development policy for basic education in remote areas. It is a green school for children who continuously increase their learning motivation. Further researchers also need to conduct experiments using local wisdom that is around the daily life of elementary school students so that their learning motivation increases. Teachers also need to be more aware and caring to create a more pleasant learning atmosphere, so that elementary school students feel pleasure and not tension in the learning process. Stakeholders also need to pay more attention to facilities and infrastructure to support learning in remote areas so that the quality of education is the same as education in urban areas. Indeed, synergy and solid collaboration are needed in strengthening the learning motivation of elementary school students.

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