

UTILIZING LEARNING POTENTIAL PROACTIVE STRATEGIES STUDENT MOTIVATION AND INTEREST IN LEARNING

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Abstrak: Pendidikan merupakan suatu proses formal dan informal yang dirancang untuk mengembangkan pengetahuan, keterampilan, nilai, dan sikap seseorang. Secara umum, pendidikan bertujuan untuk menyiapkan individu agar mampu berpartisipasi aktif dalam masyarakat, mengembangkan potensi pribadinya, dan menghadapi tantangan hidup dengan pemahaman yang lebih baik. Dalam konteks pembelajaran, kehadiran guru memberikan dampak yang signifikan terhadap pengalaman belajar siswa. Penelitian ini dilakukan secara kualitatif dengan pendekatan deskriptif. Metode kualitatif deskriptif digunakan untuk menjelaskan penelitian tanpa memanipulasi data variabel yang diteliti. Teknik pengumpulan data dengan menggunakan instrumen penelitian yang digunakan terdiri dari kreativitas, minat, kesesuaian materi dan respon siswa. Untuk mengumpulkan data dengan melakukan observasi langsung di kelas. Teknik dan pengumpulan data menggunakan reduksi, penyajian data dan verifikasi data. Dalam penelitian ini, subjek penelitian adalah siswa. Objek penelitian yang diteliti adalah upaya peningkatan minat dan motivasi siswa. Dalam penelitian ini, guru memantau tingkat aktivitas siswa dengan menggunakan lembar observasi yang memiliki lima indikator yang berbeda. Hasil observasi menunjukkan bahwa tingkat perhatian mencapai 62,50% dari skor maksimal, sedangkan tingkat kerjasama dan hubungan sosial sebesar 37,50%. Selain itu, 50,00% siswa juga aktif dalam mengemukakan pendapat atau ide, sedangkan kemampuan pemecahan masalah mencapai 41,67%. Indikator terakhir, yaitu kedisiplinan mencapai 50,00% dari nilai maksimal.

Kata kunci: potensi belajar, motivasi, minat siswa

Abstract: Title in English. Education is a formal and informal process designed to develop an individual's knowledge, skills, values, and attitudes. In general, education aims to prepare individuals to be able to participate actively in society, develop their personal potential, and face life's challenges with better understanding. In the learning context, the presence of teachers has a significant impact on students' learning experiences. This research was conducted qualitatively with a descriptive approach. Descriptive qualitative methods are used to explain research without manipulating the variable data being studied. Data collection techniques using the research instruments used consist of creativity, interest, suitability of the material and student responses. To collect data by making direct observations in the classroom. Techniques and data collection use reduction, data presentation and data verification. In this research, the research subjects are students. The research object investigated is an effort to increase student interest and motivation. In this research, the teacher monitors the level of student activity using an observation sheet which has five different indicators. The observation results showed that the level of attention reached 62.50% of the maximum score, while the level of cooperation and social relations was 37.50%. Apart from that, 50.00% of students were also active in expressing opinions or ideas, while their problem solving ability reached 41.67%. The last indicator, namely discipline, reaches 50.00% of the maximum score.

Keywords: learning potential, motivation, student interest

PENDAHULUAN

Education is a formal and informal process designed to develop an individual's knowledge, skills, values, and attitudes. In general, education aims to prepare individuals to be able to participate actively in society, develop their personal potential, and face life's challenges with better understanding. Education that utilizes learning potential and implements proactive strategies aims to

stimulate students' interest in the learning process. In this context, "learning potential" refers to the abilities, talents and interests possessed by each student. Proactive strategies refer to active and anticipatory approaches, which progressively encourage student participation and involvement in learning. Overall, education is an important instrument in the formation of individuals, society and the future of a nation, which aims to broaden horizons, improve skills and encourage personal growth and social progress. The quality of education is realized when teachers direct their performance in accordance with the vision, mission, goals, objectives and targets of education. This aims to respond to various changes by optimizing all potential resources available in educational institutions (Suryani, 2020). Educational objectives serve as direction in determining content, teaching methods, learning aids, and as a basis for evaluating educational outcomes. Educational goals are formulated based on an understanding of humans and the values that are considered important to achieve in human life (Afifah & Mumin Saud, 2016).

Generally, students are familiar with the concept of motivator as encouragement or support, but in this context, motivator refers to the teacher who is the driving force to provide examples or motivation to students about good things. The motivator role played by teachers is not limited to providing simple encouragement, but includes various aspects. Teachers who act as motivators can inspire students to improve their learning achievements. Encouragement provided by teachers as motivators can strengthen students' internal leadership, encouraging them to develop themselves. The presence of a teacher as a motivator is very important for students; without that encouragement, they may not be motivated to improve. Students who receive active encouragement from teachers tend to use higher cognitive abilities in the learning process, which in turn helps them understand the material. Therefore, the motivator role played by the teacher is a key factor in the success of the learning process (Nafisa & Iskandar, 2022)

Learning basically involves a relationship between teachers and students, where both are involved in learning activities that include various interactions and learning experiences. Student learning activities have a key role in the success of the learning process (Wibowo, 2016). To achieve the desired level of quality in the application of learning in the classroom, teachers are needed who are able to develop a proactive innovative attitude in their personalities. This proactive attitude shows that a teacher has the professional ability to deliver material with initiative, act quickly, encourage substantial change, and be persistent in their efforts, all of which are an integral part of a teacher's professional role (Sudar Sudar, 2023). A proactive personality is a trait that shows a willingness to be actively involved and take initiative steps to recognize and contribute to various situations and activities. This is one of the positive aspects that characterizes individuals (Oktavita, n.d.) People who have a proactive nature are able to create a more positive and meaningful environment for the brand (Mahardika & Kistyanto, 2020). Proactivity is a trait that is considered a consistent characteristic in individuals, who tend to challenge the status quo or face change rather than just passively accept and adapt to current conditions (Lukito, 2020). Being proactive implies that teachers must be responsive and act proactively when they see a decline in student morale and behavior, not just let it happen. This is related to the understanding that morals and religious discipline are the foundation of a person's understanding of other values, which also includes normative evaluation of various religious teachings, traditions and other aspects (Darmin et al., 2022).

Proactive personality reflects a person's tendency to intentionally and directly influence change in their environment. Proactive people tend to see opportunities, take initiative, dare to act, and are

persistent in their efforts to achieve meaningful change (Saban, n.d.). The development of proactive behavior usually depends on internal factors or self-awareness of each individual regarding responses to work situations. These internal factors include the individual's experiences, attitudes, values, intelligence, personality and emotions. The role of the teacher has a primary importance in the learning process in the classroom. The instructions given by the teacher are usually followed by the students. The teacher functions as an example, organizer and director in the classroom. To be an effective learning organizer, teachers need to learn how to design interesting and entertaining learning. When teachers enjoy the learning process, students will also be happy and interested in participating in every lesson that has been well prepared by the teacher (Mawarni, 2022). In the Independent Curriculum, it is hoped that teachers have the freedom to determine learning strategies, compile teaching materials, and carry out assessments objectively and rationally. This is because teachers better understand students' needs (Nathasia & Abadi, 2022).

In the learning process, motivation is an internal force that encourages a person to carry out learning activities, which is important for the smooth running of the process. Learning motivation is a psychological factor that is not directly related to intellectual intelligence. Even someone with a high level of intelligence can fail in learning if they are not driven by adequate motivation (Arianti, 2019). Giving praise is one way to encourage students' learning motivation. Praise functions as a form of positive appreciation that directs students to continue taking positive actions. It is important to give praise appropriately, because the right praise can create a pleasant atmosphere and increase enthusiasm for learning. Apart from that, it is also important to pay attention to students' interests, because learning motivation is closely related to their interests (Lince, 2022). Apart from the role of parents, the role of teachers in the learning process has great significance. A teacher not only plays the role of delivering material, but also needs to have creativity in designing and structuring the entire learning process, including teaching planning, learning implementation, class management, and learning evaluation. Creativity is an individual's ability to produce valuable new ideas or concepts, as well as the ability to adapt to change and encourage these changes (Audry Efendy & Suarmanayasa, 2021).

Interest is one of the psychological aspects of humans that can provide encouragement to achieve goals. Individuals who have an interest in an object tend to show greater attention or excitement towards that object. On the other hand, effective teachers need to have emotional and spiritual abilities and intelligence as a strategy for understanding students' mental readiness to learn. Students' interest in learning can increase when they are ready to learn. Students' learning readiness is reflected in their focus when following lessons, active participation, diligence in asking questions, listening attentively to teacher explanations, and so on (Trismayanti, 2020). Learning is the implementation of education in educational institutions which is carried out interactively, is fun, and motivates students to participate actively. This is in accordance with the interests and physical and psychological development of students, with the aim of achieving the Graduate Competency Standards regulated in Minister of Education and Culture Regulation No. 22 of 2016 concerning Process Standards (Nafisa & Iskandar, 2022). In the learning process, the teacher does not need to be attached to just one method. Instead, variations in the use of methods are recommended to keep learning interesting. However, it should be remembered that this variation is only useful if it is applied appropriately according to the context and psychological condition of students. Learning success can be assessed from students' ability to receive and master the material effectively (Sulfemi, 2019). Each student is a unique individual with characteristics that are different from

other individuals. Therefore, when students go to school and are placed in one class, it cannot be denied that various characteristics will emerge among them. This includes variations in interests, learning styles, backgrounds, and abilities in absorbing information on the subject matter being taught (Ainiyah Melani Firdaus & Masub Bakhtiar, 2022).

On the other hand, one of the reasons for students' lack of interest in learning can be caused by students' dependence on parents or other people. This can result in laziness in learning among students due to lack of motivation. Apart from that, lack of support and encouragement from parents at home can also be a contributing factor (Audina & Aini, 2022). This interest will remain and grow in him when he gets support from his environment through experience. This experience is gained through interaction with the world around them, both through practice and learning (Yakin, 2021). One effort to overcome this problem is to improve the quality of learning through simplifying and increasing enjoyment in learning methods. In this way, it is hoped that students can be better at following the learning process. Learning methods are believed to be able to increase student activity and their learning outcomes in various research fields. Teachers have a dominant role in determining the quality of learning (Hartati & Jimmy Copriadi, 2023). In other words, the teacher's ability to convey lesson material has a big impact on student achievement. Apart from that, students' interest and attention to lessons is also very important to strengthen their interest in certain subjects, especially Indonesian language lessons (Hidayati et al., 2022). Someone will be motivated to do something when they feel a need. In the context of motivation in the learning process, what is crucial is how to create conditions or processes that encourage students to actively learn (Hidayati et al., 2022). In an era of rapid development of science and technology, teacher creativity is a necessity to improve their competence. A teacher who is less creative risks being abandoned by students. Teacher creativity plays an important role in delivering lesson material in a way that is challenging, interesting and avoids boredom. The creativity of quality teachers will make the learning process enjoyable for students (Rasam & Sari, 2018).

In the learning context, the presence of teachers has a significant impact on students' learning experiences. As a source of knowledge, teachers are responsible for transferring knowledge to students using a variety of methods, knowledge and tools. One important aspect in the learning process is the application of appropriate and varied strategies, which aim to facilitate students' understanding and interest in learning. In Islamic religious formation, teachers use a variety of different methods to foster students' interest in learning, create an appropriate environment and support their spiritual development (Sulfemi, 2019). Effective reading learning has holistic characteristics that attract interest and enrich students' understanding of the text. This involves selecting relevant and interesting reading material, appropriate to the student's interests and reading level. Teachers must ensure that reading materials provide real context, encourage imagination, and help develop students' vocabulary and understanding. In addition, the integration of social interactions in learning, such as group discussions or exchange of ideas, can encourage critical reflection and enrich students' interpretation of texts (Faridah et al., 2023). This requirement is in line with the National Education Standards which emphasize that educators must have adequate academic qualifications and competencies, as well as physical and spiritual health, to be effective learning agents. As a learning agent in an educational context, one of the teacher's roles is to provide inspiration to students so that the teaching and learning process can produce various thoughts, ideas and new ideas (Romjiatun & Nasucha, n.d.). Responsible not only for providing space for joy in the classroom, but also for creating a learning environment that encourages

interaction and active participation. Student involvement in the learning process involves not only physical aspects, but also cognitive and emotional processes (Maula et al., 2023).

The important role of learning strategies in the educational context cannot be denied. These strategies include behavioral patterns used by teachers and students during the teaching and learning process. The presence of this behavioral pattern displays various kinds of teaching and learning activities carried out or relied on by teachers and also various learning events experienced by students (Faridah et al., 2023). There are many methods used to achieve the desired educational goals, especially in increasing student motivation. In choosing the right learning method, it is important to consider its suitability for the material being taught because this can influence students' learning motivation. Educational success is often measured by various factors, including student motivation which plays an important role in preparing them for the teaching and learning process (Harfiani, 2020). To ensure that students can master and understand the theories, concepts and principles of their application, it is important to provide basic science concepts correctly to students. Therefore, good interaction between teachers and students in the learning process is very important (Harfiani, 2020). The success of improving the quality of education can be seen from a person's achievements, both in academic terms (such as test scores and understanding of material during learning) and non-academic (such as organizational skills, personality development, and so on). The learning achievement that is the focus of this research is student learning achievement. Student learning achievement is the result obtained by students during the learning process, which is reflected in the form of grades or assessments after learning evaluation (Dongoran & Syaputri, 2022).

Therefore, to increase students' learning independence, efforts are needed to build a high level of self-confidence in them. Students need to be given an understanding of effective learning strategies and supported to develop independence in learning. It involves the active involvement of teachers, parents, and the learning environment to create conditions that support the development of student independence. The aim is for students to be more motivated to learn independently and develop their potential better (Nengseh et al., 2024). One of the final goals of the learning process is to increase student achievement of learning outcomes. This success can be achieved if teachers are actively involved in the learning process and are able to create a conducive and enjoyable learning environment. Teachers have a significant role in determining student success in learning, so teacher ability is one of the keys to improving the quality of education. One important aspect of teacher ability is the ability to teach by applying appropriate learning strategies. Learning strategies refer to concrete steps or practices used by teachers in delivering lesson material in a certain way that is considered more effective and efficient (Hadi, 2021). Teachers must create interesting and varied learning experiences so that students' interest in learning increases, which will ultimately improve the quality of graduates (Jupon et al., 2020). The results of this research have significant benefits for students by increasing their activity and motivation. For teachers, this research provides additional learning media options that can improve their abilities in teaching Indonesian. Meanwhile, for schools, the benefits are improving the quality of educational institutions through increasing student motivation and skills as well as teacher performance (Jumadi, 2021).

Several problems have been found that have been described, researchers are interested in finding out more about how students' learning potential can be identified and utilized effectively in the learning context, and Observing student behavior during the learning process through direct observation in the classroom is a method used by educators and researchers to understand more

deeply how students learn and interact with subject matter and the learning environment. Direct observation provides concrete evidence about students' learning needs and preferences, which can be used to improve their learning experiences. Which aims to encourage students to take certain actions in the learning context and provide motivation that can influence the level of effort, persistence and quality of student learning. Student motivation can come from various sources, including the desire to achieve personal goals, the desire to gain recognition or praise, a sense of responsibility for a task, or the desire to gain new knowledge.

METHODS

This research was conducted qualitatively with a descriptive approach. Descriptive qualitative methods are used to explain research without manipulating the variable data being studied (Hanyfah et al., 2022). The data collection technique by applying the research instruments used consists of creativity, interest, suitability of the material and student responses. To collect data by making direct observations in the classroom. Techniques and data collection use reduction, data presentation and data verification. In this research, the research subjects are students. The object of research investigated is efforts to increase student interest and motivation. The data analysis technique is descriptive analysis to provide an overview of the level of student involvement in class, focus and student participation.

RESULTS AND DISCUSSION

In this research, the teacher monitors the level of student activity using an observation sheet which has five different indicators. The observation results showed that the level of attention reached 62.50% of the maximum score, while the level of cooperation and social relations was 37.50%. Apart from that, 50.00% of students were also active in expressing opinions or ideas, while their problem solving ability reached 41.67%. The final indicator, namely discipline, reaches 50.00% of the maximum score (Wibowo, 2016). Success in achieving learning goals depends on the intrinsic drive or interest that each student has in the learning process, because without internal drive in each individual, efforts to achieve these goals will be in vain (Safitri & Nurmayanti, 2018). The role of teachers in schools has a very significant role in determining the success of students' learning processes. Apart from serving as teachers and educators, teachers also act as motivators, sources of inspiration, mentors, evaluators, and as examples for students. In the school environment, the habits demonstrated by teachers often become examples that students follow (Mawarni, 2022). Without encouragement, students will lose enthusiasm in the learning process. Learning motivation has a significant impact on student learning achievement (Dongoran & Syaputri, 2022).

From the results obtained starting from the Student Attention Level, it shows an attention level of 62.50% of the maximum score. This shows that most of them have the ability to focus on the task or activity given. The level of cooperation and social relations of students shows a number of, and This is important because the ability to focus attention is a critical aspect in the learning process. With these abilities, students are more likely to understand the material taught, follow instructions well, and complete assignments efficiently. 37.50%. This may indicate that there is still room for improvement in terms of collaboration and social interaction between students. Students show activeness in expressing opinions or ideas. Collaboration and social interaction are important aspects of the student learning experience. Through collaboration with classmates or co-workers, students can support each other, exchange ideas, and build social skills that are important for

everyday life and future careers. 50.00%. This is a positive thing because it shows that they feel comfortable participating in discussions and sharing ideas. Students' ability to solve problems reached 41.67% of the maximum score. This may be an area where students need more guidance or practice to improve their analytical and problem-solving abilities. Student discipline reaches 50.00% of the maximum score. Even though it does not reach a full score, this shows that the majority of students have a fairly good level of discipline in carrying out the assignments or activities given.

Learning is the core of the educational process at school. Success in achieving educational goals depends on students' learning experiences as students. Learning can be explained as "the changes that occur in a person after carrying out a specific activity". Learning outcomes refer to the achievements obtained by students after being involved in learning activities. Apart from that, learning outcomes also reflect the results of the interaction between the learning and teaching processes. For teachers, the teaching process is followed by evaluation of learning outcomes. For students, learning outcomes mark the end of a learning stage and the culmination of the learning process that has been undertaken. For this reason, motivation plays a crucial role in achieving the learning targets that have been set. The source of motivation does not only come from within the student, but also requires teacher involvement to arouse enthusiasm for learning. The existence of motivation provides an important encouragement so that students have a clear understanding of their learning objectives. Motivation to learn arises when students have a strong desire to gain knowledge. Therefore, both intrinsic and extrinsic motivation need to be instilled in students so that learning targets can be achieved optimally.

Motivation is the driving force that drives students' learning activities, encouraging interest in the material they are studying because interest is a factor that triggers motivation in the learning process. A person's or student's level of interest in learning depends on how much they want to achieve the desired results. The role of motivation is very important in strengthening interest in learning. When students lose motivation, this can be detrimental to their learning outcomes. Conversely, motivated students tend to achieve better results. Therefore, the role of motivation in learning is very significant, because motivation has a big impact on improving student learning outcomes.

CONCLUSION

Success in the teaching and learning process does not only depend on the role of the teacher but is also influenced by factors of the students themselves. Interest is a condition where someone is interested in something and feels like wanting to know, learn and test further. Interest arises when someone has deep attention to a topic, which then triggers a desire to better understand, study and research it in more depth. Interest in learning is an internal drive that arises from a student's personal desire to improve their study habits. Students' interest in learning is influenced by internal and external factors. Internal factors are aspects that come from within students, such as joy and active involvement during learning, which shows interest in learning that arises from personal encouragement without external influence (Rina Dwi Muliani & Arusman, 2022).

In the context of learning interactions, students tend to experience a lack of motivation in learning. This research explores efforts to increase students' interest in learning, teachers' ability to provide learning motivation, and students' learning responses during the classroom learning process. The aim of this research is to increase students' interest in learning, understand the level of student

involvement in learning, evaluate the teacher's ability to stimulate interest in learning, and determine students' learning responses in the context of classroom learning. Learning outcomes refer to individual achievements in improving their abilities through the efforts made in the learning process, using various cognitive, affective, psychomotor abilities, and a combination of these. This process takes place over a long period of time, so that individuals experience significant changes. And utilizing learning potential by implementing proactive strategies and increasing student motivation and interest in the learning process is a key step to achieving optimal results in education.

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