Abstract

This study aimed to describe teachers' efforts to foster students' learning motivation at SDN 2 Bone. The study employed a qualitative research design with a phenomenological approach. The research subjects consisted of the principal, teachers of Grades IV-VI, and students of Grades IV-VI. Data were collected through observation, interviews, and documentation, and were subsequently analyzed using the Miles and Huberman model, which comprises data reduction, data display, and conclusion drawing. The findings indicated that teachers' efforts to foster students' learning motivation were implemented through six main strategies: connecting learning materials with students' real-life experiences, demonstrating enthusiasm in teaching, creating an enjoyable and non-threatening learning atmosphere, establishing a psychologically safe and supportive classroom environment, utilizing evaluation as a means of reflection and self-improvement for students, and providing opportunities for students to demonstrate their potential. These efforts were shown to enhance students' motivation, enthusiasm, participation, self-confidence, and learning spirit during the instructional process. Therefore, contextual, humanistic, and student-centered instructional practices play a crucial role in fostering students' motivation to learn in primary schools.

Keywords: *teachers' efforts; learning motivation; instructional strategies; learning environment; primary school*

ndai dengan CamScanner