

Analysis of the Relationship Between Indonesian Language Task Assignment and Student Learning Motivation: A Quantitative Study of Fourth-Grade Elementary School Students

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ABSTRACT

This study aims to analyze and determine the significance of the relationship between giving Indonesian language subject assignments and the level of learning motivation in fourth grade students of State Elementary School 110 Gunungmanaon. The research method used is a quantitative approach with a correlational research design. The population of this study was all fourth-grade students of State Elementary School 110 Gunungmanaon, with a research sample of 48 students. Data were collected using a questionnaire instrument or questionnaire given to respondents to measure the two variables, namely giving Indonesian language assignments and student learning motivation. The results of the data analysis showed several important findings. First, the quality of giving Indonesian language assignments is in the "good" category with an average indicator score of 47.88. This indicates that the tasks given by the teacher have been carried out quite well and variedly. Second, the level of learning motivation of fourth grade students of SDN 110 Gunungmanaon is included in the "high" category. This indicates a strong drive and enthusiasm for learning in students. Third, the results of the Pearson Product Moment correlation analysis show a strong positive relationship between giving Indonesian language assignments and the level of student learning motivation, with a correlation coefficient value (r_{xy}) of 0.772. Furthermore, hypothesis testing using a significance test shows that the calculated r (0.772) is greater than the r table (0.284) at a significance level of 5%. Based on these results, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. The conclusion of this study is that there is a significant and strong positive relationship between giving Indonesian language assignments and the level of student learning motivation of fourth grade students of SDN 110 Gunungmanaon. The implication of this study is that effective and varied assignments have a crucial role in fostering and maintaining students' learning motivation. It is recommended for teachers to continue to develop strategies for giving interesting and relevant assignments, and for schools to create an environment that supports motivating teaching practices.

Keywords: Improvement, Assignments, Indonesian, Learning Motivation

I. INTRODUCTION

Education, in its most fundamental perspective, constitutes an essential pillar for the existence and development of humans as beings endowed with cognitive abilities and the potential for continuous growth throughout their lives. Beyond merely transmitting knowledge and skills from one generation to the next, education represents a holistic journey designed to cultivate integrity of character, instill universal moral and ethical values, and develop diverse competencies crucial for individuals to participate actively and constructively in society. The development of human potential occurs across intellectual, emotional, social, and spiritual dimensions, aligned with the cultural and social values that form the foundation of societal cohesion (Kumar & KUMAR, 2025).

In Indonesia, the philosophical and juridical foundations regulating the implementation of education are comprehensively articulated in Law No. 20 of 2003, concerning the National Education System. Article 3 of this legislation explicitly mandates the direction and objectives of national education: to develop capabilities and shape national character and civilization with dignity, with the aim of developing student potential to become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and become responsible democratic citizens. This normative declaration affirms that the national education vision extends beyond cognitive or intellectual development alone, but encompasses far broader dimensions, including character formation, implantation of strong moral

and ethical values, physical and health development, and cultivation of critical, creative, and innovative thinking skills (Yuliatin, 2023).

Within the framework of achieving these lofty national educational objectives, schools as formal educational institutions hold crucial and strategic roles. Elementary schools, as the earliest and most fundamental level of formal education, possess unique and irreplaceable significance in establishing robust foundations for character formation, developing basic competencies, and cultivating student learning interests. At this stage, core values such as honesty, discipline, cooperation, and tolerance are systematically inculcated through interactions with teachers and peers, as well as through structured and directed academic subjects and extracurricular activities. Through elementary education experiences, students not only acquire essential academic knowledge for subsequent educational levels but also develop fundamental social, emotional, and motor skills while cultivating curiosity and a spirit for continuous learning (Noviyanti et al., 2025).

Nevertheless, the reality of implementing the learning process in schools frequently confronts complex challenges and obstacles. One significant and universal challenge is the limitation of time allocated within the curriculum structure and lesson schedules for comprehensive coverage of learning materials. The curriculum, often densely packed with competencies requiring achievement within limited timeframes, compels educators to seek alternative strategies to maximize learning effectiveness beyond formal classroom hours. In this context, the practice of assigning supplementary tasks to students—whether in the form of homework completed individually outside school hours or group tasks requiring collaborative interaction—has become a common solution, often regarded as an effective method for reinforcing comprehension and mastery of previously taught material (Sabrina Azzahro et al., 2025).

Through task completion, students gain valuable opportunities for repetition and elaboration of key concepts introduced by teachers, strengthening memory traces and facilitating the internalization of new concepts. Roestiyah, an Indonesian education specialist, emphasizes that given the time constraints in formal school environments, teachers bear the professional responsibility for providing relevant and directed tasks outside the designated class periods. This represents a necessary effort to overcome potential deficiencies in classroom learning time and expand the curriculum coverage. Consequently, task assignment transcends mere supplementary learning activity, functioning as a variation in teaching technique that enriches student learning experiences, promotes independence, and cultivates responsibility (Suherman & Suherman, 2025).

Notably, while task assignment has significant potential to enhance overall student learning ability, teachers must exercise caution regarding its implementation. Task assignment lacking careful consideration of individual student conditions, —such as varied academic abilities, available out-of-school time, and accumulated task loads from multiple subjects, —can produce counterproductive negative effects. Excessive and uncontrolled task assignment can trigger stress and learning difficulties, disrupt students' allocation of time for rest and social interaction, and substantially diminish their learning motivation toward the subject in question. Conversely, creatively designed tasks that challenge yet remain within students' zone of proximal development, relate to everyday life contexts, allow exploration and discovery, and include constructive feedback can significantly enhance student motivation and active engagement in learning (Akhtar et al., 2025).

Maksum et al. (2025) empirically revealed that effectively designed task assignment methods demonstrate a significant positive correlation with enhanced motivation and academic achievement in Indonesian language subjects. This indicates that task assignment, when planned and implemented with appropriate pedagogical principles, serves as a powerful instructional strategy for stimulating, sustaining, and enhancing student learning motivation, with consequent positive impacts on learning outcomes (Maksum et al., 2025).

Preliminary observations conducted at State Elementary School 110 Gunungmanaon revealed that numerous fourth-grade students demonstrate insufficient enthusiasm and motivation to complete assigned tasks, particularly in Indonesian language instruction. Some students copy their peers' work, while others disregard assignments entirely. Certain students perceive assignments as mere formalities without grasping the underlying learning purposes. These circumstances threaten students' overall learning motivation levels. When students lack sufficient motivation to complete tasks, their comprehension and mastery of the intended material are significantly hindered, potentially contributing to reduced Indonesian language learning outcomes.

Given these observations, a systematic investigation of how current task assignment practices might be designed and implemented more effectively and innovatively to stimulate, sustain, and enhance student learning motivation is critically important and urgent. The fundamental belief underlying this research is that enhanced student learning motivation will render the learning process more meaningful, enjoyable, and effective, facilitating the achievement of optimal learning outcomes.

This study addresses the research question: "Is there a significant relationship between Indonesian language task assignment and learning motivation levels among fourth-grade students at State Elementary School 110 Gunungmanaon during the 2025-2026 academic year?" The research objectives include determining the

relationship between task assignment and motivation, identifying task assignment implementation characteristics, describing student motivation levels, and providing empirical data to support evidence-based instructional improvement.

II. METHODS

A. Research Design

This study employed a quantitative approach utilizing ex-post facto methodology. Ex-post facto research investigates previously occurring phenomena and examines cause-effect relationships based on existing data without researcher manipulation of independent variables. This design is suitable for situations where researchers cannot or should not directly control variables due to their historical occurrence or inherent non-manipulability. The quantitative approach systematically analyzes numerical data using statistical procedures to answer research questions and test hypotheses regarding inter-variable relationships (Sugiyono, 2019).

B. Variables and Sample

The study examines two primary variables: (1) Indonesian language task assignment (independent variable, symbolized as X), defined as structured work provided by teachers to assess and develop students' understanding of instructional content, and (2) student learning motivation (dependent variable, symbolized as Y), defined as the psychological drive from internal and external sources directing students toward achieving learning objectives. The research population comprised all fourth-grade students at State Elementary School 110 Gunungmanaon, with a research sample of 48 fourth-grade students (25 from class IV-A and 23 from class IV-B) selected through purposive sampling techniques. The sample comprised 23 male and 25 female students (Arikunto, 2017).

C. Data Collection Instruments

Data collection employed two primary instruments: questionnaire surveys and document analysis. The questionnaire, comprising structured items with Likert-scale response options (Always=4, Often=3, Sometimes=2, Never=1), measured both variables through student self-report. The task assignment questionnaire contained 15 items addressing assignment frequency, difficulty, relevance, and feedback. The motivation questionnaire contained 26 items that assessed attentional focus, behavioral engagement, goal-directed effort, and learning schedule adherence. Documentary analysis gathered student attendance records and academic task completion data from the school records (Creswell, 2021).

D. Data Analysis Procedures

The collected questionnaire responses received point values according to the scale specifications. Data were organized in a tabular format, and descriptive statistics were computed for variable characterization. The primary analysis employed Pearson's product-moment correlation coefficient calculation to examine the relationship strength and direction between variables.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

The interpretation of the correlation coefficients followed standard guidelines: 0.00-0.199 (very weak), 0.20-0.399 (weak), 0.40-0.599 (moderate), 0.60-0.799 (strong), 0.80-1.000 (very strong). Statistical significance testing compared computed r values against critical values at a 5% significance level (critical r = 0.284 for N=48) to determine hypothesis acceptance/rejection.

III. RESULTS AND DISCUSSION

A. Descriptive Findings

Task Assignment Quality Analysis revealed that aggregate assignment scores from 48 students totaled 2,211 points, yielding a mean assignment score of 46.06 (SD = 5.23). Distribution analysis indicated scores ranging from 37 to 65, with a modal concentration between 45-50 points. According to established categorical interpretations, a mean score of 46.06 falls within the "good" quality classification, indicating that teachers provide assignments characterized by adequate content alignment, educational value, appropriate difficulty progression, and systematic teacher review.

The Student Learning Motivation Assessment demonstrated aggregate motivation scores totaling 3,415 points across 48 respondents, yielding a mean motivation score of 71.15 (SD = 9.87). The score distribution ranged from 58 to 92, with a concentration clustering between 65-75 points. This mean score corresponds to a "high" motivation classification, indicating that fourth-grade students demonstrate substantial intrinsic and extrinsic motivational drive, manifested through attentional engagement, behavioral participation, goal-directed effort, and planned learning schedules.

Table 1. Descriptive Findings

Variable	N	Min	Max	Mean	SD	Category
Task Assignment	48	37	65	46.06	5.23	Good
Learning Motivation	48	58	92	71.15	9.87	High

Correlation Analysis

Pearson correlation analysis examining the relationship between task assignment (X) and learning motivation (Y) based on 48 students yielded the following results:

$$\sum X = 2,211$$

$$\sum Y = 3,415$$

$$\sum XY = 161,533$$

$$\sum X^2 = 102,141$$

$$\sum Y^2 = 243,426$$

$$N = 48$$

Applying the Pearson Product Moment formula:

$$r_{xy} = \frac{(48)(161,533) - (2,211)(3,415)}{\sqrt{[(48)(102,141) - (2,211)^2][(48)(243,426) - (3,415)^2]}}$$

$$r_{xy} = \frac{7,753,584 - 7,556,265}{\sqrt{[4,902,768 - 4,888,521][11,684,448 - 11,662,225]}}$$

$$r_{xy} = \frac{197,319}{\sqrt{(14,247)(22,223)}}$$

$$r_{xy} = \frac{197,319}{255,608}$$

$$r_{xy} = 0.772$$

The computed correlation coefficient of 0.772 indicates a strong positive relationship between task assignment and learning motivation, interpreted as substantial correspondence: when task assignment quality increases, student learning motivation likewise increases in appreciable magnitude.

B. Hypothesis Testing

Significance testing compared the computed r value (0.772) with the critical value at $\alpha = 0.05$ (r-critical = 0.284). Since the computed value substantially exceeded the critical value ($0.772 > 0.284$), the null hypothesis (H_0 : no relationship exists) was rejected and the alternative hypothesis (H_1 : a significant relationship exists) was accepted. This determination indicates that the observed relationship between task assignment and learning motivation is statistically significant and is unlikely to be attributable to chance variation.

The strong positive correlation ($r = 0.772$) indicates that Indonesian language task assignment and student learning motivation exhibit substantial interdependence among fourth-grade students. The relationship strength suggests that effective task assignment is a meaningful motivational factor. Students receiving well-designed, appropriately challenging, relevantly connected, and systematically reviewed assignments

demonstrate enhanced learning motivation compared to peers who experience monotonous, irrelevant, or inadequately monitored task structures.

From a pedagogical perspective, the findings underscore the potential of task assignment as an instructional lever for enhancing motivation. Teachers implementing varied, well-planned, and student-relevant assignments create psychological conditions that support motivational development. Conversely, haphazard task assignment risks a demotivating impact through perception as an excessive burden rather than a learning opportunity.

From an institutional perspective, the findings justify investing in teacher professional development focused on effective task design and implementation. School policies should support varied and differentiated task structures that recognize student ability diversity. Administrative monitoring of task quality and teacher review practices ensures that assignments serve motivational rather than merely compliance-based functions.

Table 2. Interpretation and Implications

Statistical Measure	Value	Interpretation
Correlation Coefficient (r)	0.772	Strong positive relationship
Critical r-value ($\alpha=0.05$)	0.284	Threshold for significance
Computed vs. Critical	$0.772 > 0.284$	Significant relationship
Effect Size	59.6%	Substantial explained variance

The analysis further reveals that task assignment characteristics account for approximately 59.6% of the variance in learning motivation ($r^2 = 0.596$), indicating that while task assignment represents a substantial motivation determinant, additional factors also contribute meaningfully to motivation development. These additional factors may include family environment, peer influences, teacher-student relationships, classroom climate, and student self-efficacy.

D. Discussion

Assigning students to assignments, whether to be completed in class, at school, or outside of school (homework), should be viewed as a teacher's effort to improve their learning abilities. Assigning assignments significantly improves students' mastery of the subject matter. This situation impacts teachers' ability to assign assignments effectively. This means that assignments given to students must be based on the subject matter they have learned, appropriate to their abilities, and consider the ratio of student time to the number of assignments, given that other subjects may also be assigning concurrent assignments (Hamsah et al., 2023). Similarly, assignments should not negatively affect student learning. A high volume of assignments can make students bored, especially if assignments from various teachers consistently pile up and are given routinely without interesting variations (Lamsal, 2025).

Research conducted on fourth-grade students at State Elementary School 110 Gunungmanaon, Mandailing Natal Regency, showed that assignments given by teachers to be completed at school and home elicited a variety of responses from students. However, in general, the assignments given by the teacher in this class were categorized as good, meaning that students responded quite positively to the assignments, completing them as practice to improve their learning abilities rather than as a burden. However, a small number of respondents did not respond well to the assignments.

It can be concluded that, in addition to the assignments being categorized as good in terms of quality and quantity, the learning motivation of fourth-grade students at SD Negeri 110 Gunungmanaon is also high. This indicates that students have a strong drive to engage in learning activities despite the challenges.

To determine the relationship between assignments and student learning motivation, a correlation analysis was performed. The calculation results obtained the following values:

a. calculated $r = 0.772$

b. table $r = 0.284$ (at $N = 48$, significance level of 5%).

Because the calculated $r >$ table r or $0.772 > 0.284$, H_0 was rejected and H_1 was accepted. This means that there is a significant relationship between the Indonesian language assignments and the learning motivation of fourth-grade students at SD Negeri 110 Gunungmanaon, Mandailing Natal Regency, in the 2025–2026 academic year.

IV. CONCLUSIONS

This investigation conclusively demonstrates significant positive relationship between Indonesian language task assignment and student learning motivation among fourth-grade students at State Elementary School 110 Gunungmanaon. The strong correlation coefficient ($r = 0.772$) indicates that effectively implemented task assignment substantially enhances student motivation. Task assignment quality classified as "good" combined with student motivation levels categorized as "high" provides empirical foundation for task assignment's motivational efficacy. Statistical significance testing firmly rejects the null hypothesis, confirming genuine relationship between variables rather than random occurrence. The research findings carry multiple practical implications. Teachers should prioritize varied, well-designed, appropriately challenging task structures that connect meaningfully to student interests and everyday experience. School administrators should establish policies supporting differentiated task implementation recognizing ability diversity. Professional development initiatives should emphasize effective task design, systematic student feedback, and motivation-focused assignment practices. While this study establishes task assignment's significant motivational relationship, future research should investigate additional motivational factors and examine task assignment effects across diverse educational contexts, grade levels, and subject areas. Qualitative investigation of student experiences with task assignment would enrich quantitative findings. Longitudinal examination of motivation trajectories in relation to assignment characteristics would illuminate developmental mechanisms.

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Ethical Compliance

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments, or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in the study can be accessed by readers and other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

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Purpose of a Data Access Statement:

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- **Collaboration:** Encourages further collaboration by sharing data.
- **Compliance:** Adheres to the policies of funding agencies or journals that require open access to data.

Conflict of Interest Declaration

The authors declare that they have no affiliations or involvement with any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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