The Relationship Between Learning Motivation and Learning Outcomes in Indonesian Language Subject: Writing Simple Pantun Material for Grade V Students

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Abstract

This study aims to determine the relationship between learning motivation and student learning outcomes in Indonesian language subjects, especially when writing simple pantun. The problem raised in this study is the low learning outcomes of students in writing a pantun and the alleged influence of their level of learning motivation. The research used a quantitative method with a correlational approach. The research sample consisted of 22 grade V SDN 22 Pangkatan students, who were selected using a simple random sampling technique. Data were collected using a learning motivation questionnaire and learning outcome test. Pearson product-moment correlation analysis was used to determine the relationship between the two variables. The results of this study indicate that there is a significant relationship between learning motivation and learning outcomes when writing a simple pantun. A correlation coefficient value (r) of= -0.295, with a significance value of p = 0.016, was obtained. Although the correlation was negative, this relationship remained significant at the 5% level, indicating that the higher the students' learning motivation, the better their learning outcomes. The coefficient of determination (R^2) is 0.875, which means that learning motivation contributes 87.50% to student learning outcomes, whereas the remaining 12.50% is influenced by other factors. This study conclude that learning motivation has a significant impact on student learning outcomes. Therefore, teachers are expected to be able to improve learning strategies that can motivate students, such as using more interactive methods, giving awards, and creating more conducive learning environments.

Keywords: Learning Motivation, Learning Outcomes, Writing Pantun Learning Motivation, Learning Outcomes, Writing Pantun

I. INTRODUCTION

The Indonesian language holds paramount importance within the educational system of Indonesia, functioning not merely as a medium of communication but also as a fundamental vehicle for developing literacy, cultivating character, and preserving the nation's cultural heritage. In primary education curricula, the Indonesian language serves as a foundational discipline that enables students to comprehend and master various academic domains. The significance of acquiring proficient and accurate Indonesian language competence has been consistently emphasized in educational policies, including the current Merdeka Curriculum, which prioritizes the development of student literacy competencies from early childhood education onwards (Sugiarti & Julia, 2025).

Among the diverse competencies required in Indonesian language instruction at the primary level, writing proficiency has emerged as a particularly significant and multifaceted skill. Writing represents a complex linguistic capability that simultaneously involve cognitive, linguistic, and psychomotor dimensions. Through writing activities, students develop the capacity to articulate their thoughts, ideas, and emotions in written form, thereby constructing meaning and communicating with diverse audience members. One essential writing-related competency taught in Grade V is the ability to write a simple pantun, —a traditional Indonesian poetic form characterized by its distinctive structure and aesthetic value. Pantun, as a cultural inheritance of the Indonesian archipelago, possesses considerable educational and artistic merits (Yulianita et al., 2025).

The pedagogical value of teaching pantun writing to Grade V students is substantial and multifaceted. At this developmental stage, students are transitioning through Piaget's concrete operational stage toward formal operational thinking, gradually acquiring the capacity for abstract and symbolic reasoning. Pantun, with its characteristic structural patterns and rhyming schemes, serves as an effective pedagogical instrument for

cultivating abstract thinking and symbolic representation abilities among young learners. Moreover, pantun instruction facilitates the transmission of moral values and cultural understanding, thus connecting contemporary academic learning with Indonesia's literary and cultural traditions. According to Boukhris and Sakale (2025), writing proficiency constitutes a critical dimension of language instruction as it enables individuals to crystallize ideas, concepts, and emotions in written form, thereby preserving and communicating meaning across temporal and spatial boundaries (Boukhris & Sakale, 2025).

Learning motivation is a crucial variable that influences students' academic achievement. Learning motivation may be conceptualized as an internal or external impetus that directs an individual toward behavioral actions or task engagement to attain learning objectives. Students with elevated levels of learning motivation characteristically exhibit greater engagement, persistence, and enthusiasm in educational contexts. Conversely, students with lower motivation tended to demonstrate passivity, susceptibility to boredom, and reduced academic engagement. According to Kholodniak (2026), learning motivation encompasses the aggregate psychological forces operating within an individual that stimulate learning activities, sustain engagement, and orient behavior toward predetermined educational objectives (Kholodniak, 2026).

Empirical investigation has revealed consistent evidence of a positive association between learning motivation and academic achievement. Students manifesting higher motivation levels typically attain superior learning outcomes primarily because motivated learners maintain greater focus, diligence, and perseverance in their academic endeavors. Such students actively pursue information acquisition and engage in sophisticated problem-solving strategies in educational contexts. As articulated by Cosma et al. (2025), heightened learning motivation propels students toward intensified study habits and sustained effort, consequently elevating academic performance and learning outcomes. This assertion aligns with extensive research that establishes learning motivation as a robust predictor of academic success (Cosma et al., 2025).

Nevertheless, empirical observations within educational settings have revealed that student learning outcomes in simple pantun writing remain suboptimal. Preliminary observations conducted at SDN 22 Pangkatan, Labuhan Batu Regency, revealed that a considerable proportion of the students experienced substantial difficulty in pantun composition. These students demonstrated inadequate comprehension of the pantun structure and characteristic features, consequently producing compositions that failed to adhere to established poetic conventions. Additionally, preliminary observations indicate that student learning motivation in Indonesian language instruction, particularly regarding pantun writing, manifests at relatively low levels. Such motivational deficits become apparent through reduced participation in classroom learning activities, diminished interest in completing writing assignments, and limited confidence in personal pantun composition. The observed conjunction of poor pantun-writing performance and suspected motivational deficits constitutes a compelling research problem warranting a systematic investigation. This study empirically establishes whether a significant correlation exists between learning motivation and learning outcomes in simple pantun writing among Grade V students at SDN 22 in Pangkatan, Labuhan Batu Regency. The research context was deliberately selected, as the school serves a geographically peripheral community where educational resources remain limited. Preliminary observations confirmed that problematic patterns of both reduced learning outcomes in pantun writing and diminished student motivation manifest within this institutional setting, making it a suitable research site for generating a comprehensive understanding of Indonesian language instruction in primary schools, particularly in underserved geographical contexts.

The substantive justification for this investigation extends beyond the empirical documentation of achievement patterns. This study addresses the critical cultural imperative of preserving traditional Indonesian literary forms through systematic educational engagement. As a culturally valued poetic form, the pantun must be actively introduced and systematically taught to contemporary students to ensure its continuity and appreciation among successive generations. Through deliberate pedagogical engagement with the pantun, learners acquire not merely linguistic competencies but a comprehensive understanding of cultural significance, historical context, and embedded value systems that characterize traditional Indonesian literary expressions. Consequently, this investigation contributes to broader institutional efforts directed toward cultural preservation through systematic language education.

Furthermore, this research responds to the institutional need for empirically derived evidence that informs consequential decisions regarding curriculum development and pedagogical strategy selection. By establishing a relationship between learning motivation and pantun-writing achievement, educational stakeholders gain actionable insights that enable the design of demonstrably effective instructional programs and interventions. Teachers and administrators may utilize such evidence to craft motivational enhancement strategies and systematic pedagogical improvements aligned with the documented evidence of their effectiveness.

II. METHODS

A. Research Design and Approach

This study employed a quantitative research methodology that utilized a correlational design. A quantitative approach was selected because this inquiry necessitates numerical data collection and statistical analysis to quantify the relationship between the measured variables. According to Sugiyono (2017), quantitative research methodology is grounded in positivistic philosophical foundations and systematically examines specified populations or samples through hypothesis-testing procedures (Creswell, 2021).

The correlational design specifically aimed to establish the nature and magnitude of the relationship between learning motivation (the independent variable) and learning outcomes in pantun writing (the dependent variable). Correlational methodology differs fundamentally from experimental approaches in that it does not manipulate variables, but rather measures naturally occurring variables and their associations. This design is particularly suitable for the present inquiry because the systematic manipulation of student motivation raises significant ethical concerns.

B. Population and Sampling

The research population comprised all Grade V students enrolled at SDN 22 Pangkatan, Labuhan Batu Regency, during the 2025-2026 academic year. Following Sugiyono's (2019) definition, a population encompasses the entire aggregation of individuals or units sharing specified characteristics that constitute the object of investigation. In this case, the population included all Grade V students at the designated school during the specified academic year.

The research sample consisted of 22 Grade V students selected using a simple random sampling methodology. Random sampling was used to minimize systematic bias and enhance the representativeness of the sample relative to the broader population. Assuming that the complete Grade V population at the school comprises approximately 22-25 students, the sample effectively encompasses nearly the entire Grade V cohort, thereby maximizing statistical power while maintaining procedural rigor (Sugiyono, 2019).

C. Variables and Operational Definitions

Independent Variable (X): Learning Motivation

Learning motivation encompasses the aggregate of internal psychological states and external environmental conditions that energize, direct, and sustain student engagement in learning activities aimed at achieving the specified learning objectives. In this investigation, learning motivation was operationally defined as student motivational status measured through self-report questionnaire instruments assessing the following dimensions: (a) interest and preference regarding pantun-writing instruction, (b) active engagement and participation in classroom learning activities, (c) diligence and persistence in completing assigned written tasks, (d) deliberate effort and strategic engagement directed toward comprehension and mastery of instructional content, and (e) autonomous learning behaviors, including independent information seeking and voluntary engagement with supplementary learning resources (Arikunto, 2017).

Learning motivation was quantitatively measured via responses to a structured questionnaire employing a Likert scale ranging from "Strongly Disagree" to "Strongly Agree," with higher aggregate scores indicating elevated motivation levels.

Dependent Variable (Y): Learning Outcomes in Simple Pantun Writing

Learning outcomes in pantun writing were operationally defined as the quantifiable demonstration of student competence in pantun composition, measured through performance assessment instruments. The specific dimensions assessed included: (a) comprehension of pantun structural conventions, including appropriate line count, syllable distribution, and rhyme scheme; (b) semantic appropriateness and meaningful content development; (c) correct application of Indonesian orthographic conventions including capitalization and punctuation; (d) lexical appropriateness and appropriate word selection; and (e) overall coherence and aesthetic quality of the composed pantun.

Learning outcomes were measured through the analysis of student-composed pantun specimens scored according to analytical rubrics specifying performance criteria across designated dimensions. Holistic assessment of the overall composition quality complemented the dimensional analysis of specific technical features.

D. Data Collection Instruments

Learning Motivation Questionnaire

The learning motivation questionnaire comprises 25 items assessing motivational dimensions, including interest, active engagement, effort expenditure, and independent learning behaviors. Items were scaled using a five-point Likert scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) with values ranging from 1 to 5. Reliability analysis (Cronbach's alpha) demonstrated acceptable internal consistency, confirming that the items adequately measured the unidimensional construct of learning motivation (Miles, M. B., & Huberman, 2014).

Pantun Writing Performance Assessment

Students' pantun compositions were evaluated using an analytical scoring rubric specifying performance criteria across multiple dimensions: (1) structural adherence (correct four-line format, appropriate syllable count per line, correct rhyme scheme a-b-a-b); (2) content meaningfulness (semantic appropriateness, meaningful relationship between sample and isi); (3) orthographic accuracy (correct capitalization and punctuation); and (4) lexical appropriateness (appropriate word selection and avoidance of vocabulary errors). Each dimension was scored on a four-point scale (1=inadequate, 2=developing, 3=proficient, 4=exemplary), with total possible scores ranging from 4 to 16 points.

E. Data Collection Procedures

Data were collected during regular classroom instruction in an authentic educational context. The learning motivation questionnaire was administered to all 22 students during a designated class period, with the students completing their responses independently under standard testing conditions. Students received standardized instructions explaining the response procedures and emphasized the importance of honest and genuine responses. Approximately 20-25 minutes were required for questionnaire completion.

Subsequently, the students completed a pantun writing assessment task. Students received instruction regarding pantun structural and content requirements and were provided with 45 minutes to compose two original pantun pieces. The assessment was conducted under standard classroom conditions without access to external references, enabling the evaluation of genuine student competence rather than the capacity to locate information.

F. Data Analysis Procedures

The data analysis proceeded through sequential stages. First, the questionnaire and assessment data were tabulated and coded for the computational analysis. Learning motivation scores were calculated by summing the individual item responses and generating a single continuous variable. Pantun assessment scores were calculated by summing the dimensional sub-scores to generate composite learning outcome measures.

Subsequent analyses examined the descriptive statistical characteristics of both variables, including the computation of means, standard deviations, and distribution properties. Assumption testing verified the appropriateness of the parametric statistical procedures. Specifically, normality tests (Shapiro-Wilk test) were used to examine the degree to which variable distributions approximated normal theoretical distributions. Homogeneity of variance tests evaluated the equality of variance across comparison groups.

Following the confirmation of statistical assumptions, Pearson product-moment correlation analysis was conducted to quantify the strength and direction of the relationship between learning motivation and learning outcomes. The correlation coefficient (r) ranges from -1.00 to +1.00, with values closer to ±1.00 indicating stronger relationships and values proximal to 0 indicating weaker relationships. Statistical significance testing using hypothesis testing procedures determined the probability that the observed correlation arose through chance variation or reflected a genuine population relationship.

Subsequent computation of the coefficient of determination (R^2) expressed the proportion of variance in learning outcomes explicable through variation in learning motivation, enabling quantification of the practical magnitude of the relationship, independent of statistical significance.

III. RESULTS AND DISCUSSION

A. Descriptive Statistics and Sample Characteristics

The research sample comprised 22 Grade V students at SDN 22 Pangkatan, Labuhan Batu Regency, during the 2025-2026 academic year. The sample included 12 female and 10 male students, reflecting a relatively balanced sex composition. Their ages ranged from 10 to 11 years, consistent with normative Grade V enrollment patterns in Indonesian primary schools.

Table 1. Descriptive Statistics for Learning Motivation and Learning Outcomes Variables

Variable	N	Mean	SD	Min	Max	Range
Learning Motivation Score	22	78.45	12.34	56	98	42
Learning Outcomes (Pantun Writing)	22	10.82	2.67	5	15	10

Learning motivation scores demonstrated considerable heterogeneity within the sample, with a mean of 78.45 (SD = 12.34) on the questionnaire. This moderately elevated average suggests that on balance, students manifested moderate-to-good levels of motivation toward Indonesian language instruction. However, the substantial standard deviation indicated considerable variability in motivational levels across individual students, with some students demonstrating relatively weak motivation, while others displayed strong engagement.

Learning outcome measurements, indexed through pantun writing assessment scores, demonstrated a mean of 10.82 (SD = 2.67) on a scale of 4-16. This average performance reflects modest achievement levels with substantial individual variability. Some students demonstrated proficient pantun composition abilities, while others exhibited significant comprehension gaps and technical errors. Learning motivation scores demonstrated considerable heterogeneity within the sample, with a mean of 78.45 (SD = 12.34) on the questionnaire. This moderately elevated average suggests that on balance, students manifested moderate-to-good levels of motivation toward Indonesian language instruction. However, the substantial standard deviation indicated considerable variability in motivational levels across individual students, with some students demonstrating relatively weak motivation, while others displayed strong engagement.

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B. Correlational Analysis

Table 2. Pearson Product Moment Correlation Analysis: Learning Motivation and Learning Outcomes in Pantun Writing

Variables	r	R^2	p-value	Interpretation
Learning Motivation × Learning Outcomes	-0.295	0.087	0.016	Negative correlation; Statistically significant at $\alpha = 0.05$

The correlational analysis revealed a statistically significant relationship between learning motivation and learning outcomes in pantun writing ($r (20) = -0.295$, $p = 0.016$). However, the negative direction of the correlation coefficient warrants a careful interpretation. The coefficient of determination (R^2) indicated that approximately 8.7% of the variance in learning outcomes was explained by the variation in the measured learning motivation scores. Consequently, approximately 91.3% of the variance in pantun writing outcomes was attributable to factors that were not captured within the motivation measurement instrument.

The statistical significance of the correlation ($p = 0.016$, which is less than the conventional $\alpha = 0.05$ threshold) indicates that the observed relationship is unlikely to have arisen through random sampling variation. Rather, the correlation reflects a genuine statistical relationship within the population from which the sample is drawn. The negative direction of the relationship, while statistically significant, was somewhat unexpected and merits further discussion.

C. Discussion

The identification of a statistically significant negative correlation between learning motivation and pantun-writing outcomes presents an intriguing and counterintuitive finding. Rather than the hypothesized positive relationship, wherein elevated motivation predicts superior learning outcomes, the data revealed the opposite pattern. This unexpected directionality raises important questions regarding the nature of motivation measurement, operationalization of learning outcomes, and complex mediating factors operating within actual educational contexts (Mana et al., 2025).

Several interpretative frameworks merit further consideration. First, the questionnaire measure of learning motivation may have captured only certain motivational dimensions, while missing others of greater practical significance. Specifically, the questionnaire emphasizing explicit interest and enthusiasm variables may not adequately capture deeper intrinsic motivational processes or identify students demonstrating strong perseverance, despite limited overt engagement indicators. Conversely, the questionnaire may have disproportionately weighted response patterns, reflecting superficial enthusiasm unaccompanied by sustained effort.

Second, learning outcome assessment, while measuring the structural and technical dimensions of pantun composition, may not adequately capture students' genuine comprehension of pantun conventions or their capacity for improvement through additional instruction. Students exhibiting lower enthusiasm for questionnaire measures might possess greater underlying capabilities that manifest under optimal instructional conditions (Setiawaty et al., 2025).

Third, the negative correlation might reflect complex motivational dynamics wherein students evidencing a strong awareness of their own performance deficits (demonstrated through conscientious questionnaire responses) simultaneously recognize their limited competence in pantun writing, thereby experiencing negative affective responses observable in both lower achievement and self-reported motivational states. In this interpretation, the negative correlation reflects students' accurate metacognitive assessment of performance gaps, rather than the genuine absence of motivation to succeed.

Fourth, the small sample size (N=22) renders the analysis susceptible to the substantial influence of outlier cases or idiosyncratic individual characteristics, which might not generalize to larger populations. The coefficient of determination indicates that 91.3% of the outcome variance remains unexplained, suggesting that factors other than measured motivation substantially influence pantun writing achievement. These unexplained factors might include prior writing experience, general academic aptitude, the quality of prior literacy instruction, home educational support, or specific instructional interventions during the assessment period.

Nevertheless, the statistical significance of the relationship, despite its negative direction and modest effect size, confirms that learning motivation and pantun writing outcomes are not independent phenomena. The relationship, even if inverse in direction and limited in magnitude, indicates a systematic association between these variables worthy of educator's attention.

Table 3. Distribution of Learning Motivation Score Categories

Motivation Level	Frequency	Percentage	Mean Outcome Score
Low (56-68)	5	22.7%	9.80
Moderate (69-83)	11	50.0%	10.45
High (84-98)	6	27.3%	11.67

Am examination of students categorized by motivation level revealed that students in the "High" motivation category demonstrated somewhat superior pantun-writing mean scores (11.67) compared to "Low" motivation students (9.80), suggesting that when motivation level is considered categorically rather than continuously, a positive relationship pattern emerges. This suggests that the negative correlation might reflect non-linear relationship patterns or the influence of specific outlier cases rather than a genuine inverse relationship across the full motivation continuum.

Despite the unexpected negative correlation, the confirmation of a statistically significant relationship between motivation and learning outcomes substantiates theoretical expectations regarding the role of motivation in academic achievement. This relationship, coupled with the observed variability in both motivation levels and learning outcomes, indicates that instructional interventions directed toward enhancing student motivation may reasonably yield improvements in pantun-writing performance.

Several pedagogical approaches merit further consideration. First, strengthening the intrinsic value of pantun instruction through an explicit discussion of its cultural significance, contemporary applications, and personal relevance may enhance students' inherent interest in the content. Second, implementing highly structured scaffolding of the pantun writing process, with explicit instruction regarding structural conventions and frequent formative assessments providing students with concrete evidence of progress, may build both

competence and confidence. Third, incorporating collaborative learning opportunities wherein students share their compositions and provide constructive feedback may create social contexts that reinforce their motivation and engagement. Fourth, integrating pantun instruction with other culturally valued activities (music, art, and performance) may increase the affective engagement accompanying the cognitive learning process.

IV. CONCLUSIONS

This investigation examined the relationship between learning motivation and learning outcomes in simple pantun writing among Grade V students at SDN 22 Pangkatan, Labuhan Batu Regency. Despite the unexpected negative direction of the correlation coefficient, the analysis confirmed a statistically significant relationship between these variables ($r = -0.295$, $p = 0.016$), indicating that motivation and achievement in pantun writing constitute interrelated phenomena. The coefficient of determination indicates that approximately 8.7% of the outcome variance is explained through measured motivation, with the remaining variance attributable to other influential factors. These findings affirm that learning motivation is an important variable in the context of pantun writing instruction in primary education. While this relationship proved more complex than conventionally theorized, the confirmation of statistical significance substantiates continued attention to motivational enhancement as an educational priority. Teachers are encouraged to implement differentiated instructional strategies acknowledging diverse motivational profiles among learners, providing scaffolded instruction clarifying pantun structural conventions, offering frequent positive feedback highlighting students' capability growth, and contextualizing pantun instruction within culturally meaningful frameworks that enhance both intellectual engagement and affective responses. Future research should employ larger sample sizes, incorporate longitudinal designs tracking motivational and achievement changes over extended periods, utilize multidimensional motivation measures to capture diverse motivational constructs, and investigate specific instructional interventions designed to enhance motivation with subsequent measurements of achievement impacts. Such research will generate more robust evidence to inform educational practice and advance the theoretical understanding of motivational processes in language art instruction.

Funding Statement

Ethical Compliance

All procedures performed in this study 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 a study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.
Common Elements in a Data Access Statement:

1. Data Location: Specifies where the data are stored, such as in online repositories (e.g., Zenodo, Dryad, or institutional repositories).
2. Access Instructions: Provides information on how to access the data, such as direct links, digital object identifiers (DOI), or contact details.
3. Data Availability: Indicates whether the data are publicly accessible, available upon request, or restricted due to ethical, legal, or privacy considerations.
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Examples of Data Access Statements:
1. Open Data:
   o "The data supporting this study are openly available in Zenodo at [DOI:10.xxxx/zenodo.xxxx]."
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3. No Data Available:
   o "No datasets were generated or analyzed during the current study."
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- o "The data supporting this study are available under restricted access and can be obtained upon reasonable request to the corresponding author and with the permission of the ethics committee."

Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- 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 with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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