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LEARNING MOTIVATION AMONG CHILDREN WITH MILD INTELLECTUAL DISABILITIES IN AFTER-SCHOOL TUTORING PROGRAMS

Kartika Eki Fortuna[1], Alfiyah Nashirah[2], Risa Safira Ramadhani[3], Naurah Salsabila[4]

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: risa.safira.fip@um.ac.id

Abstract

This study aims to explain the motivations of children with mild intellectual disabilities when participating in after-school tutoring at SLB C Kedungkandang. The study employs a qualitative approach with a descriptive design. The subjects of this study were children with mild intellectual disabilities who actively participated in after-school tutoring activities. Data were collected through interviews and observations of students, parents, and supporting teachers. The results indicate that the learning motivation of children with mild intellectual disabilities is influenced by both intrinsic and extrinsic factors. Intrinsic motivation is evident in their desire to participate in the tutoring sessions, their efforts to complete assignments, and the joy they express while learning. However, these children still face challenges such as getting bored quickly, difficulty concentrating, and being affected by their moods. Meanwhile, external motivation can be derived from parental support, attention from tutors or teachers, a comfortable learning environment, and praise and rewards. Support from a positive learning environment can boost children's enthusiasm and engagement during tutoring sessions. Therefore, it is important for parents and teachers to work together to create a learning environment that suits the personality and needs of children with mild intellectual disabilities, so that the children's motivation to learn can develop properly.

Keywords: motivation to learn, mild intellectual disability, tutoring, children with special needs, after-school learning

1. Introduction

Everyone, including children with special needs, has the right to an education. Children with mild intellectual disabilities are one group of children with special needs who require educational services tailored to their specific characteristics. Because their intellectual abilities are below average, they face difficulties in understanding learning material, responding to instructions, and participating fully in learning activities. However, with proper guidance and instructional strategies, they can still thrive. One key factor influencing a student's success in the educational process is learning motivation. This can encourage children to actively participate in the learning process, maintain the drive to complete tasks, and demonstrate interest in learning activities. Emda (2018) states that learning motivation is crucial for enhancing student engagement and success in learning. For children with mild intellectual disabilities, motivation to learn is often influenced by their surroundings, family support, teaching methods, and the learning environment created by teachers or support staff. Low motivation to learn can cause children to become bored quickly, struggle to focus, and be less active during lessons.

Out-of-class tutoring is one form of support that can increase children's engagement in learning. Tutoring can provide better instructional material while making learning more flexible and intensive for children with mild intellectual disabilities. Through this activity, children can

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receive greater attention during the learning process. It is hoped that this activity will boost children's enthusiasm and desire to learn.

Previous research indicates that children with mild intellectual disabilities face various challenges in the learning process. They often experience delays in responding to instruction, have difficulty understanding instructions, and face limitations in their academic abilities (Ayu & Hijriati, 2022). Another study indicates that using appropriate teaching methods can help improve the engagement and learning abilities of children with mild intellectual disabilities (Sari & Pratiwi, 2020). Additionally, research on learning motivation shows that motivation significantly influences how actively and successfully students engage in the learning process (Rahmawati, 2021). Another study on difficulties in learning mathematics among children with mild intellectual disabilities indicates that numerous internal and external factors significantly influence children's learning abilities. Therefore, it is important to provide support tailored to students' needs (Wulandari, 2021).

Several studies indicate that most research focuses on learning techniques, learning difficulties, and the academic abilities of children with mild intellectual disabilities. On the other hand, few studies specifically address the desire of children with mild intellectual disabilities to participate in after-school tutoring. Therefore, this study focuses on the learning motivation of children with mild intellectual disabilities to participate in after-school tutoring.

2. Method

This study employs a qualitative approach with a descriptive design to understand the learning motivations of children with mild intellectual disabilities in real-life contexts. Data were collected directly through interviews and observations involving students, support teachers, and parents as sources of information for the study.

2.1. Research Approach and Design

This study employs a qualitative methodology designed as a descriptive study. The study aims to comprehensively understand the phenomenon of learning motivation among children with mild intellectual disabilities from the subjects' perspective in real-life settings. Therefore, a qualitative approach was chosen. Sugiyono (2014) argues that qualitative research is a method for conducting research in natural settings. The researcher acts as the primary instrument, data are collected through triangulation, and data analysis is conducted inductively. The research results emphasize meaning rather than generalization. This study employs a descriptive design because its purpose is to describe and explain the phenomenon directly without altering or intervening in the variables under study (Creswell, 2014).

2.2. Research Subject

The subjects of this study were children with mild intellectual disabilities who were enrolled in and actively participating in an after-school tutoring program at SLB C Kedungkandang. Subjects were selected using purposive sampling, which involves selecting subjects based on specific considerations and characteristics relevant to the research objectives (Merriam, 2009).

2.3. Data Collection Techniques

The data collection methods used in this study were interviews and observation. Both techniques were used to obtain more in-depth information about the learning motivation of children with mild intellectual disabilities while participating in tutoring activities.

2.4. Interview

An interview is a method of data collection that involves direct interaction between the researcher and the participants. The purpose is to gain a deeper understanding of individuals' experiences, views, and perspectives regarding the phenomenon under study (Creswell, 2014). Interviews were conducted with students with mild intellectual disabilities, their support teachers, and the students' parents to gain a better understanding of the learning motivation demonstrated by the children during tutoring sessions.

2.5. Observation

In addition to conducting interviews, this study also used observation as an additional method for collecting data. Qualitative observation involves direct observation of participants and the environment related to the phenomenon under study. In this way, researchers can observe behaviors, interactions, and important real-life situations (Bogdan & Biklen, 2017). Observations in this study were conducted during tutoring sessions. The researcher noted various signs of learning motivation that emerged naturally among children with mild intellectual disabilities, such as how active they were, the perseverance they demonstrated, and how they responded to the tasks assigned.

3. Results and Discussion

3.1. Motivasi Instrinsik

Intrinsic motivation is the drive that arises from within a child to engage in learning activities without external pressure. Findings from the field show that most children are willing to participate in tutoring voluntarily, although some are still influenced by their mood. Children also appear enthusiastic and happy when participating in tutoring sessions, especially when the learning activities align with their interests and preferences, such as coloring, drawing, or using visual learning materials that capture their attention.

Table 1. Intrinsic Motivation of Children with Intellectual Disabilities in Participating in Tutoring Sessions

Aspects of Intrinsic Motivation	Research Findings
Willingness to participate in tutoring	Most children are willing to participate in tutoring sessions, although their participation is sometimes influenced by their mood
Interest in participating in tutoring	Children appear to enjoy participating in tutoring activities, especially when engaging with interesting learning materials
Engagement in learning	Most children are able to complete the learning activities, but some have difficulty maintaining focus

Response to assignments	All children attempt to complete the assignments given by the tutor
Active participation in learning	Some children are able to respond well to the teacher's instructions, while others still face communication barriers
Barriers to learning	Children get bored easily, have difficulty focusing, are distracted by their surroundings, cell phone use, and study sessions that last too long

Based on Table 1, the intrinsic motivation of children with mild intellectual disabilities is evident in their willingness to participate in tutoring sessions and their efforts to complete assignments given by tutors or teachers. Some children even begin working on their assignments immediately upon arriving home, with their parents' assistance. This indicates an inner drive within the children to remain engaged in the learning process. However, some children have also refused to attend tutoring sessions because they felt tired, bored, or distracted by cell phones and other forms of entertainment. Common learning difficulties identified in this study include difficulty understanding numbers and letters, speech delays, difficulty focusing, and being easily distracted. These conditions mean that the children require continuous guidance and repetition of the material in order to understand the lessons well and to the fullest extent possible.

3.2 Extrinsic Motivation

Extrinsic motivation is a drive to learn that originates from outside the child, such as the roles of parents and teachers, the learning environment, and the offering of rewards or praise. Based on the research findings, all parents stated that they always accompany their children while they study at home, while also providing motivation, appreciation, and positive reinforcement to encourage their children to participate more enthusiastically in tutoring sessions.

Table 2. Extrinsic Motivation of Children with Intellectual Disabilities in Participating in Tutoring Sessions

Extrinsic Motivation Factors	**Temuan Penelitian**
Parental support	Parents support their children's learning process at home
Providing motivation and appreciation	Parents offer praise, rewards, and encouragement to boost their children's enthusiasm for learning
The role of tutors/teachers	Children feel more comfortable learning with a tutor or teacher who is patient and gives them individual attention
Learning environment	A quiet learning environment with minimal distractions helps improve children's focus
Positive reinforcement Learning materials	Praise, rewards, and recognition make children more eager to participate in tutoring sessions
Learning materials	Visual aids and engaging learning materials help boost children's motivation to learn

Based on Table 2, giving rewards has proven to be a fairly effective form of motivation for encouraging the learning enthusiasm of children with mild intellectual disabilities. The types of rewards given include snacks, treats, the opportunity to watch YouTube, and verbal praise from

parents and teachers. Most parents reported that their children became more enthusiastic about learning when they received praise or rewards for their academic achievements. In addition, support from parents, tutors, or teachers also has a significant impact on children's motivation to learn. Children tend to feel more comfortable and be more compliant with teachers who are able to provide special attention, remain patient, and create a pleasant learning environment. The use of engaging visual aids has also been shown to help maintain children's attention throughout tutoring sessions.

The learning environment also influences a child's motivation. Most parents noted that children concentrate better in a quiet room with minimal distractions and comfortable conditions. Conversely, a learning environment that is too noisy or study sessions that are too long cause children to become easily bored and lose concentration. Therefore, a conducive learning environment is a crucial factor in supporting the success of tutoring for children with mild intellectual disabilities. In general, this study shows that the motivation to learn among children with mild intellectual disabilities is shaped by a combination of internal motivation and support from their surroundings.

3.3 Results

The results of the study show that intrinsic and extrinsic motivation influence the desire of children with mild intellectual disabilities to learn outside the classroom. The children's desire to participate in tutoring activities, attempt to complete assignments, and finish them all indicate intrinsic motivation. However, the children's emotional state or mood still significantly influences their participation in the learning process. Children with mild intellectual disabilities often get bored, have difficulty focusing, and are easily distracted by cell phones and their surroundings. These findings align with the views of Ayu and Hijriati (2022), who state that children with mild intellectual disabilities have difficulties with concentration, learning responses, and understanding instructions, so they require learning support tailored to their characteristics.

Children's interest in visual learning media, drawing activities, and coloring indicates that using engaging learning methods can boost their enthusiasm for learning. Children with mild intellectual disabilities typically grasp lessons more quickly when material is presented in a concrete, simple, and enjoyable manner. These findings align with the research by Sari and Pratiwi (2020), which states that using appropriate learning methods and media can increase the learning participation of children with mild intellectual disabilities. Therefore, choosing the right learning media and methods is crucial for maintaining children's attention and enthusiasm for learning during tutoring sessions.

Research findings indicate that, in addition to intrinsic motivation, extrinsic motivation also has a significant influence on the desire to learn among children with mild intellectual disabilities. It has been shown that parents who support, encourage, praise, and reward their children can make them more eager to go to school. Children are motivated to learn when they are rewarded for their efforts. According to Emda (2018), learning motivation plays a crucial role in enhancing student engagement during instruction. Positive reinforcement encourages children to learn more because they feel valued. Teachers or tutors are also key elements in boosting the learning enthusiasm of children with mild intellectual disabilities. Children typically feel more comfortable and are better able to concentrate when learning with a patient

teacher who provides special attention and creates a pleasant learning environment. A good relationship between teacher and student makes students more cooperative during tutoring sessions. Additionally, a quiet learning environment with minimal distractions helps children concentrate better on understanding the material. Conversely, an overly noisy learning environment and excessively long study sessions cause children to lose focus easily and become reluctant to learn. This indicates that the learning environment influences how engaged and focused children with mild intellectual disabilities are while learning.

In general, the findings of the study indicate that the motivation to learn among children with mild intellectual disabilities is influenced not only by internal factors but also by the support provided by their surroundings. Intrinsic (internal) and extrinsic (external) motivation are interrelated in helping children engage in learning outside of school hours. Therefore, collaboration between parents and teachers is necessary to create a learning environment that is comfortable, enjoyable, and tailored to the needs of children with mild intellectual disabilities, so that their motivation to learn can develop effectively.

4. Conclusion

Based on the research conducted, the motivation of children with mild intellectual disabilities to participate in after-school learning is influenced by both internal and external factors. Internal motivation is evident in the children's desire to engage in learning activities, their efforts to complete assignments, and their display of happiness during tutoring sessions. However, mood swings, boredom, and distractions from the surrounding environment remain obstacles to the children's learning process. On the other hand, external motivation stems from parental support, attention from teachers or tutors, a supportive learning environment, and the provision of rewards and praise, all of which can boost children's enthusiasm for learning. Therefore, collaboration between parents and teachers is crucial for creating a learning environment that is appropriate, enjoyable, and tailored to the characteristics of children with mild intellectual disabilities, so that their participation and enthusiasm for learning can flourish to the fullest. For future research, it is hoped that studies can explore more varied and sustainable learning strategies or methods to optimally enhance the learning motivation of children with mild intellectual disabilities.

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