

LEARNING MOTIVATION OF ELEMENTARY SCHOOL STUDENTS FROM FISHING FAMILIES: A QUALITATIVE ANALYSIS

Irma Octaviani^{1a}, Ana Andriani^{2b}, Y. Suyitno^{3c}, Wakhudin^{4d}

^{1,2,3,4}Universitas Muhammadiyah Purwokerto

^airmaoctaviani1808@gmail.com

^bana.andriani@gmail.com

^csuyitno.y@gmail.com

^dwakhudin@ump.ac.id

(*) Corresponding Author

irmaoctaviani1808@gmail.com

ARTICLE HISTORY

Received : 27-10-2025

Revised : 15-11-2025

Accepted : 20-12-2025

KEYWORDS

Learning motivation;
students;
Elementary school;
Fishing families

ABSTRACT

Learning motivation is a critical factor in student success, particularly for children from fishing families whose educational engagement is significantly influenced by socioeconomic conditions, family environment, and coastal culture. This study aims to analyze the learning motivation of elementary school students from fishing families and the factors that influence it. A qualitative research approach using phenomenological methods was used in three elementary schools in the Ahmad Yani cluster, South Cilacap, Cilacap. The subjects were eight students, seven teachers, and eight parents/guardians. Data were collected through observation, interviews, and documentation. Data were analyzed through data condensation, data presentation, and verification of conclusions. The validity of the findings was ensured through triangulation of techniques and methods. The results of the study showed that there were variations in learning motivation that were influenced by internal factors (interest, drive to achieve, ideals, awareness of learning goals, and curiosity) as well as external factors (parental support, socio-economic and cultural conditions, learning environment, and the role of teachers). Students with high motivation demonstrate perseverance, consistent learning, activeness, discipline, and awareness of the importance of education. Moderate motivation is evident in fluctuating learning enthusiasm and reliance on external stimuli such as praise and grades from teachers and parents. Low motivation is characterized by passive behavior, lack of focus, minimal internal and external support, inconsistent attendance, and a lack of regard for school as a top priority. It was concluded that the learning motivation of fishermen's children is not solely dependent on family economics, but is formed through a dynamic relationship between internal and external factors. Therefore, the active role of teachers, parents, and policymakers is crucial in sustaining students' learning enthusiasm in coastal school environments

This is an open access article under the CC-BY-SA license.



INTRODUCTIONS

Learning motivation is a crucial factor determining students' success in achieving educational goals. Students with high motivation tend to be more diligent, independent, and capable of achieving success, while students with low motivation often experience difficulties in the learning process (Uno, 2017; Muhibbin, 2018). Learning motivation not only serves as a driving force but also encompasses various factors that actively engage students in learning activities and strive to achieve learning goals (Nasution, 2018; Muliya & Andriani, 2023). Motivation plays a strategic role in helping students maintain long-term goals and overcome difficulties or failures during the learning process (Lukita & Sudibjo, 2021; Suyitno, 2021). In line with the importance of motivation, students' level of learning motivation is fundamentally influenced by various factors that shape it.

Student learning motivation is influenced by both internal and external factors. Internal factors include interests, aspirations, and personal motivation, while external factors include family support, the social environment, and the role of teachers in the learning process (Herwati et al., 2023; Maharani et al., 2024). Within the family context, child development is greatly influenced by how parents treat, guide, and provide examples in introducing social values and norms of daily life (Andriani et al., 2023). Character education itself is a collective responsibility between families, educational institutions, religious institutions, and youth organizations, but the primary role remains with parents as the parties who build attention, affection, and basic support for child development (Wakhudin, 2022; Sajawandi et al., 2022). Learning motivation can also grow optimally when basic needs such as security, affection, and social esteem are met, as explained in Maslow's theory of needs (Muhibbin, 2018; Hartono & Aminah, 2023).

However, not all children have equal opportunities to nurture their learning motivation. This is particularly true for children from fishing families in coastal areas, who face unique challenges. Family economic instability, low parental education, and a pragmatic view that prioritizes fishing are factors that often hinder the development of motivation to learn (Nurcahyani et al., 2022; Mulyan, 2022; Marpaung, 2023; Mayasari & Arjoni, 2023). Other limitations, such as limited educational facilities, weak environmental support, and a lack of parental attention to the learning process, further exacerbate these conditions (Suyitno, 2018; Rokhmaniyah et al., 2022; Zahra et al., 2023; Arsini & Rambe, 2023). This situation demonstrates that the learning motivation of fishermen's children is not solely determined by internal factors but is also influenced by external factors, such as socioeconomic factors that shape the realities of life in coastal communities.

This phenomenon was evident in three elementary schools in one of the coastal areas of South Cilacap. Initial observations and interviews with teachers indicated that the majority of students came from fishing families with varying levels of motivation to learn. Some students displayed high levels of enthusiasm, actively asked questions, and demonstrated good discipline, while others appeared less motivated, often failed to complete assignments, or were easily distracted by activities in their surroundings. This variation indicates that low motivation to learn is not solely an individual issue but is closely related to social factors, family economics, parental support, and the culture of the coastal communities in which they grew up.

The following are several previous studies that are relevant to the learning motivation of fishermen's children. Wassalwa (2021) showed that low parental income impacts children's educational attainment because children are more involved in family chores. Nurcahyani et al. (2022) and Sholeh & Widiyanti (2021) emphasized that parents' pragmatic views on work compared to education reduce children's learning motivation. Mulyan (2022) added that although fishermen's parents are highly motivated towards their children's education, limited time and facilities remain a challenge. Alokamai (2023) and Syatori (2023) highlighted the influence of cultural norms and parental perceptions of education, which often prioritize work over formal education, leading children to follow family traditions. Research by Nisa & Listyaningsih (2025) and Khalila et al. (2024) also showed that minimal parental and environmental support leads to low interest and motivation in coastal children's learning, especially when children's involvement in family chores reduces learning time. Suyitno et al. (2018) explained that children from fishing families are often forced to discontinue their education due to a lack of parental and environmental support, as well as the perception that education beyond high school is irrelevant to fishing professions.

Previous relevant research has generally focused on socioeconomic aspects and the role of fishing parents in their children's education. However, few have examined in depth how students' learning motivation is shaped by a combination of internal and external factors within the lives of fishing families in coastal areas. Most studies also use a quantitative approach, thus failing to provide a contextual description of the learning experiences of fishermen's children in elementary school. The novelty of this research lies in its deeper focus and approach, namely qualitatively analyzing the learning motivation of elementary school students from fishing families and the factors that influence it, including internal and external factors based on Uno (2017) who stated that indicators of learning motivation include: desire and wish to succeed, encouragement and need in learning, hopes and aspirations for the future, appreciation in learning, interesting activities in learning, and a conducive learning environment.

The focus of this research is to answer the question, "What is the learning motivation of elementary school students from fishing families, and what factors influence it?" The purpose of this research is to analyze in-depth the learning motivation of elementary school students from fishing families and the factors that influence it. The research results are expected to broaden understanding of learning motivation in coastal communities and provide input for schools and policymakers to improve student motivation. The following section of this article outlines the research methods, results, and discussion before concluding with conclusions.

RESEARCH METHOD

This study used a qualitative approach with a phenomenological method to understand the meaning and experiences of students related to learning motivation, specifically how children from fishing families interpret, construct, and manage their motivation during the learning process in elementary school. Creswell (2019) stated that qualitative research is used to explore the meaning individuals attach to social phenomena, while Hamzah (2020) explained that phenomenology focuses on in-depth descriptions of subjects' experiences to uncover the essential meaning of the phenomena experienced. This method is appropriate for contextually understanding the learning motivation of fishing children in coastal elementary schools, including the internal and external factors that influence it. The indicators of learning motivation in this study refer to Uno (2017) theory, which encompasses six main aspects: passion and desire to succeed, drive and need for learning, hopes and aspirations for the future, appreciation for learning, engaging learning activities, and a conducive learning environment.

This research was conducted at three elementary schools in the Ahmad Yani cluster of South Cilacap, Cilacap, Central Java, from September to November 2025. The location was selected based on the characteristics of the schools, where the majority of students come from fishing families, making them relevant to the research focus on coastal children's learning motivation. Subjects were selected using a purposive sampling technique, considering that the subjects have direct involvement in the learning motivation phenomenon. The research subjects, referred to as informants, consisted of eight students, seven teachers, and eight parents/guardians. Students were selected based on variations in high, medium, and low motivation levels determined through teacher recommendations and initial observations. The following table presents the results.

Table 1. List of Research Informans Role and Selection Criteria

| Code | Role | Total | Selection Criteria |
|-------|----------|-------|---|
| S1–S8 | Students | 8 | Selected based on variations in learning motivation: 2 students with high motivation, 3 with moderate motivation, and 3 with low motivation. Selection was determined through teacher recommendations and initial observations of learning motivation indicators according to Uno (2017), including: desire and willingness to succeed, learning drive and needs, future aspirations and goals, recognition in learning, engaging learning activities, and a supportive learning environment. |

| Code | Role | Total | Selection Criteria |
|-------|-------------------|-------|--|
| G1–G7 | Teachers | 7 | Teachers from three schools who are familiar with the students' characteristics and learning development and are directly involved in fostering learning motivation. |
| O1–O8 | Parents/Guardians | 8 | Parents or guardians of the eight students, selected because of their role in supporting learning at home and having a background as fishing families. |

Data collection techniques included observation, in-depth interviews, and documentation. Observations were conducted directly in classrooms and the school environment to assess motivation in various learning situations. Interviews were conducted using a semi-structured guide to maintain focus while allowing informants to elaborate on their experiences. Each interview lasted between 25 and 40 minutes and took place in classrooms, the teacher's lounge, the school grounds, and the homes of parents/guardians, depending on the informant's convenience. Documentation was used to supplement the findings through teacher notes, student assignments, photos of activities, and relevant school administrative data. The overall procedure provided a comprehensive and replicable picture of the factors influencing student learning motivation in coastal areas. This study also adhered to research ethics by obtaining school permission and informant consent, maintaining confidentiality, and ensuring that data was used solely for academic purposes.

The collected data were analyzed using the interactive model of Miles, Huberman, and Saldana (2018), which includes three main stages: (1) data condensation, which involves selecting, focusing, and simplifying data relevant to learning motivation; (2) presenting the data in descriptive narrative form to facilitate interpretation of the learning motivation phenomenon; and (3) drawing inductive conclusions to discover the meaning of students' learning motivation experiences. Analysis was conducted continuously from the beginning of data collection until a solid pattern of findings was obtained.

The validity of the data in this study refers to the trustworthiness criteria as explained by Moleong (2017), which emphasizes the importance of ensuring the truth and accuracy of data obtained in the field. Triangulation techniques, including source triangulation and technical triangulation, were applied to achieve this. Source triangulation was conducted by comparing information from students, teachers, and parents, while technical triangulation was conducted through comparisons of interview results, observations, and documentation. The data generated through the implementation of these steps are more valid, reliable, and reflective of the actual conditions regarding student learning motivation in the fishing family environment.

RESULT AND DISCUSSIONS

Result: Profile of Student Learning

The understanding of student learning motivation in this study is based on Uno (2017), which views motivation as the result of the interaction between internal and external factors that shape a person's learning drive. The following presents the results of observations and documentation that describe student learning motivation in detail, including various indicators and sub-indicators used as references in this study. This data provides an initial overview before further analysis through interviews and contextual interpretation.

Table 2. Observation Results and Documentation of Learning Motivation of Students from Fishing Families

| Motivation Indicator | Sub-Indicator | Observation Results | Documentation |
|--------------------------|---|---|---|
| Desire & Will to Succeed | Enthusiasm for learning and achievement | S2 and S5 show high enthusiasm, actively ask questions, and attend regularly. S1, S3, and S7 (medium) are fairly enthusiastic but sometimes passive. S4, S6, and S8 (low) | Attendance records show S2 and S5 attend almost every day; teacher reports note they are active in class; grade records indicate improvement. |

| Motivation Indicator | Sub-Indicator | Observation Results | Documentation |
|------------------------------|--|---|--|
| | | appear unfocused, often silent, and rarely participate in learning activities. | |
| | Completing assignments diligently | S2 and S5 always submit neat and timely work. S1, S3, and S7 sometimes complete partial tasks. S4, S6, and S8 often do not submit or do tasks carelessly. | Grade books show high scores for S2 and S5; teacher notes record late submissions from S4, S6, S8. |
| | School attendance | S2 and S5 attend almost every day without leave. S1, S3, and S7 are fairly regular. S4, S6, and S8 frequently request leave or are absent without valid reason. | Grade books indicate high attendance for S2 and S5; teacher notes mention repeated absences of S4, S6, S8. |
| Learning Motivation & Needs | Internal motivation | S2 and S5 learn proactively and show high curiosity. S1, S3, and S7 study only when reminded by the teacher. S4, S6, and S8 hardly study without external encouragement. | Observations showed that S2 and S5 actively started the task without additional instructions, while S1, S3, and S7 only started after being directed; S4, S6, and S8 did not start learning without teacher encouragement. |
| | External motivation | S2 and S5 study even without rewards or supervision. S1, S3, and S7 are motivated by teacher praise. S4, S6, and S8 only study when prompted or instructed. | Assessment results show stable grades for S2 and S5; S4, S6, S8 grades fluctuate. |
| Future Goals & Aspirations | Long-term learning goals | S2 wants to be a teacher, S5 wants to be a doctor. S1, S3, and S7 have no clear goals. S4, S6, and S8 have no specific aspirations. | Interest and ambition diagnostic test document: S2 wants to be a teacher and S5 wants to be a doctor; S1, S3, S7 do not have any goals yet; S4, S6, S8 do not show any specific goals. |
| | Understanding learning–future connection | S2 and S5 understand the importance of learning for the future. S1, S3, and S7 partially understand. S4, S6, and S8 consider school less important as they plan to continue family work at sea. | Student reflection documents show S2 and S5 write about learning–future links; others are inconsistent. |
| Recognition in Learning | Response to teachers/parents | S2 and S5 value teacher advice and parental support. S1, S3, and S7 respond well but inconsistently. S4, S6, and S8 seem indifferent. | Teacher-parent communication notes show active support for S2 and S5; others rarely receive feedback. |
| | Participation in competitions | S2 actively participates in scouting and science competitions; S5 joins drawing competitions. S1, S3, and S7 rarely participate despite teacher encouragement. S4, S6, and S8 show no interest. | School archives show documentation of the competition in the names of S2 and S5. There are no other students. |
| Engaging Learning Activities | Participation in school activities | S2 and S5 actively join extracurricular activities and class projects. S1, S3, and S7 | Extracurricular attendance lists show S2 and S5 are active; S1, S3, |

| Motivation Indicator | Sub-Indicator | Observation Results | Documentation |
|--------------------------------|--|---|---|
| | | join some activities but not regularly. S4, S6, and S8 rarely participate. | S7 participate partially; S4, S6, S8 rarely involved. |
| | Interest in learning activities | S2 and S5 are enthusiastic about creative and experimental learning. S1, S3, and S7 show moderate interest. S4, S6, and S8 get bored quickly and are passive. | Teacher notes highlight S2 and S5's active participation in experiments; S1, S3, S7 moderate; S4, S6, S8 bored quickly. |
| Conducive Learning Environment | Focus in class | S2 and S5 stay focused even when the classroom is noisy. S1, S3, and S7 are easily distracted. S4, S6, and S8 often ignore the teacher. | Teacher notes show S2 and S5 actively answer questions; S1, S3, S7 distracted; S4, S6, S8 often do not take notes. |
| | Support from social and physical environment | S2 and S5 receive support from parents and teachers. S1, S3, and S7 have limited support. S4, S6, and S8 receive minimal support as parents are busy at sea. | Diagnostic tests showed that S2 and S5 were facilitated to study at home; other students did not receive similar attention. |

The understanding of student learning motivation in this study is based on Uno (2017), which views motivation as the result of the interaction between internal and external factors that shape a person's learning drive. The following presents the results of observations and documentation that describe student learning motivation in detail, including various indicators and sub-indicators used as references in this study. This data provides an initial overview before further analysis through interviews and contextual interpretation.

The observation and documentation results in table 1 indicate variations in the level of learning motivation among students from fishing families, influenced by a combination of internal and external factors, such as personal motivation, family support, and socioeconomic conditions. However, these findings do not fully explain the deeper meaning behind students' learning behavior. Therefore, in-depth interviews were conducted with students, parents, and teachers to explore the experiences, perceptions, and factors influencing learning motivation in the context of fishing families. This phenomenological approach allows researchers to understand learning motivation not only from what is visible but also from how subjects interpret their daily learning experiences.

Table 3. Interview Results (Students, Parents, and Teachers) regarding Learning Motivation

| Student Code | Student Interview | Parent Interview | Teacher Interview | Meaning of Findings (Initial Interpretation) |
|--------------|--|---|--|---|
| S1 | Studies when in a good mood; sometimes lazy if the task is difficult. | O1: Child studies when reminded; often plays with gadgets. | G1: Student is occasionally active but not consistent in completing tasks. | Learning motivation appears fluctuating and influenced by external conditions (mood, parental encouragement). |
| S2 | Enjoys studying and aspires to be a teacher; studies regularly every night. | O2: Child studies independently without being told and likes reading. | G2: Student is very active, asks questions, and completes assignments on time. | Consistency across sources: strong learning motivation comes from internal drive and clear goals. |
| S3 | Likes learning science but is lazy with other subjects; depends on interest. | O3: Child sometimes focuses on studying, sometimes not, | G2: Student's academic ability needs improvement and often postpones tasks. | Motivation is fairly good but unstable; dependent on interest and environmental support. |

| Student Code | Student Interview | Parent Interview | Teacher Interview | Meaning of Findings (Initial Interpretation) |
|--------------|--|--|--|--|
| | | depending on the topic. | | |
| S4 | Studies only when told; considers school boring. | O4: Parents find it difficult to encourage child to study at home. | G3: Student is passive and rarely asks questions in class. | All sources consistently show low motivation and minimal internal drive. |
| S5 | Enthusiastic about studying to enter a favorite junior high school and make parents proud. | O5: Child is diligent, disciplined, and has a self-set study schedule. | G4: Student is very active, creative, and persistent. | Very strong learning motivation, showing independence and high achievement orientation. |
| S6 | Studies only when there is homework; prefers playing with friends. | O6: Child is unfocused and needs constant reminders. | G5: Student rarely participates and often forgets to bring books. | Indicates low learning motivation and reliance on external control. |
| S7 | Likes only certain subjects; studies only before exams. | O7: Child studies close to exams and often procrastinates. | G6: Student is fairly active but easily bored and inconsistent. | Motivation is adequate but not sustained, still influenced by external factors. |
| S8 | Does not like studying; prefers playing outside. | O8: Child is difficult to engage in studying and often refuses homework. | G7: Student pays little attention and often does not complete tasks. | Consensus across sources: learning motivation is very low and requires intensive guidance. |

Interview results indicate that students' learning motivation in coastal areas varies, ranging from very high (S2, S5) to moderately high (S1, S3, S7) to very low (S4, S6, S8). Low motivation is evident in some students who only study when reminded or when there is an assignment that must be completed immediately. This condition is clearly seen in S4, who admitted, "I get bored quickly at school, Ma'am... the lessons are long; I prefer playing outside" (interview with S4, 1/10/2025). This statement indicates that some children in coastal areas are more interested in physical activities and outdoor games. The boredom of studying indoors for long periods of time makes students lack internal motivation to learn, so they only show effort when reprimanded. A parent confirmed this: "It's hard to get him to study, Ma'am. Even doing his homework, he has to be reminded repeatedly because he prefers playing on the beach" (interview O4, 13/10/2025). The teacher also noted that S4 lacks focus in class and only pays attention when called upon or given direct instruction. These findings reinforce the idea that outdoor play and ineffective learning support make the learning process boring for children, resulting in low motivation.

Several students in coastal communities demonstrated moderate learning motivation, with enthusiasm influenced by personal interest in specific subjects and the surrounding environment. S3 stated, "I like science because I can see experiments and interesting things, but math or language arts, I find them boring and difficult to understand" (interview with S3, 4/10/2025). Parents explained that their children were more enthusiastic about learning in subjects they were interested in but easily lost focus after playing or helping their parents with chores. A teacher also emphasized, "In coastal communities, students like S3 often procrastinate because their focus is divided between playing and studying. I need to implement contextual and engaging learning strategies to improve their learning outcomes" (interview with teacher, 6/10/2025).

Several students in coastal communities demonstrated strong learning motivation, characterized by a clear internal drive. For example, S2 stated, "I study every night because I want to be a teacher someday" (interview with S2, 4/10/2025). A parent added, "My child usually sets his own study schedule and continues to study even though he's tired from extracurricular activities" (interview with O2, 10/10/2025). The teacher also emphasized that S2 actively asks questions and completes assignments on time because he has clear goals and a sense of responsibility for his learning. His motivation to learn remains high even though he has to juggle his time with various extracurricular activities. This situation indicates that coastal children's motivation to learn remains strong when driven by personal goals, even though they have other responsibilities outside of school.

Based on the description above, it can be seen that students with high motivation generally have clear goals, such as wanting to achieve certain achievements or make their parents proud, and receive consistent family support. Students with moderate motivation show fluctuating learning interests. They can show enthusiasm for certain subjects or when the learning environment is supportive, but they lack a stable drive and are still easily influenced by external factors. Students with low motivation tend to face obstacles such as a lack of internal motivation, dependence on parental or teacher instructions, and a lack of intensive support both at home and at school.

Discussion: Interaction between Factors and Relationship with Previous Research (Critical Analysis)

The results of observations, interviews, and documentation show that the learning motivation of students from fishing families is influenced by a combination of internal factors (interest, drive to achieve, ideals, awareness of learning goals, and curiosity) and external factors (parental support, teacher attention, socio-economic and cultural conditions, learning environment, and the role of teachers). The categorization of learning motivation levels refers to McClelland's theory (in Hasibuan, 2024), which states that a person's motivation is influenced by the need for achievement, the need for affiliation, and the need for power. High motivation in the learning context is demonstrated by students who have a strong drive to achieve and succeed. Uno (2017) emphasized that high learning motivation is indicated by strong internal drive, persistence, and clear learning goals. Moderate motivation is seen in students who are enthusiastic but inconsistent and still influenced by external factors, while low motivation is characterized by passive behavior, frequent absences, and minimal internal drive.

Students who demonstrate high motivation (S2 and S5). Both students demonstrated a consistent enthusiasm for learning, actively participated in class activities, and had clear goals. They attended regularly, completed assignments on time, and appeared to possess a strong internal drive to achieve without constant teacher reminders. Parental support also strengthened their intrinsic motivation. This aligns with McClelland's theory (in Hasibuan, 2024) on the need for achievement, which states that individuals with a high need for achievement tend to set high standards for themselves and are committed to achieving them.

The other three students, S1, S3, and S7, demonstrated moderate learning motivation. They were quite enthusiastic and able to follow learning well under certain conditions, but their enthusiasm for learning easily declined when faced with difficulties or when teacher attention waned. They tended to be motivated by external factors such as praise, grades, or rewards from teachers and parents. This condition illustrates a form of extrinsic motivation, as Uno (2017) suggests that learning motivation can be triggered by factors external to the student but still needs to be directed to become more robust intrinsic motivation.

Other students, such as S4, S6, and S8, demonstrated low learning motivation. They appeared passive in learning activities, often skipping assignments and showing little initiative in understanding the material. Their school attendance was also inconsistent, as they often helped their parents work at sea. Minimal learning support at home and the perception that school was not a top priority weakened their intrinsic motivation to learn. This situation suggests that limited environmental support and a lack of internalization of educational values are dominant factors in low learning motivation, as explained by Uno (2017), who argued that a less conducive learning environment can weaken students' learning drive.

The findings of this study suggest that the learning motivation of students from fishing families is influenced by the simultaneous interaction of internal and external factors. In general, these results align with Wassalwa (2021), who demonstrated that the low socioeconomic conditions of fishing families impact children's low educational attainment. The similarity in findings arises because both studies are set in the context of coastal communities facing economic pressures and income instability. However, this study makes a new contribution by exploring the psychological processes that shape learning motivation, rather than just examining the relationship between economic status and educational outcomes. While previous research has emphasized structural aspects (such as income-education), this study demonstrates how children's own desires, needs, expectations, and perceptions play a role in maintaining motivation despite challenging economic conditions.

These findings also relate to Mulyan (2022), who said some fishing parents support education despite financial hardship. Both agree that parental support does not always match financial capacity. The difference is that previous research focused on parental motivation, while this study explains how children internalize support and how it shapes their motivation. This study adds value by showing that emotional support and communication can compensate for economic constraints psychologically.

This study agrees with Alokamai (2023), who found that some fishing parents have negative views of formal education. This is due to cultural norms that see children's fishing work as more valuable. This study adds detail by showing how these negative parental views affect children's external motivation, such as causing low motivation and little parental involvement. The scientific value lies in explaining how parental attitudes directly influence learning behavior at home and in the classroom.

This study also reinforces the findings of Nurcahyani et al. (2022), who found that economic pressures and the work culture of fishing families lead to education being a low priority. This similarity arises because both studies are set in a social context that places children as part of the family workforce. However, this study offers new insights by describing how these pressures influence children's motivational flexibility, namely, changes in motivation based on interests, environmental support, and specific learning difficulties. This study not only links socioeconomic factors with low educational attainment but also explains the psychological mechanisms that contribute to unstable motivation in children.

The findings of this study are similar to those of Nisa & Listyaningsih (2025) and Sholeh & Widiyanti (2021), which showed that low educational awareness and economic pressures contribute to low learning interest among coastal children. However, a key difference lies in the analysis' focus on educational levels, specifically elementary school students, and the mapping of motivation categories (high, medium, low) based on psychological and behavioral indicators. This provides a new scientific contribution in the form of a systematic overview of motivational variations within the context of fishing families, rather than simply a general overview of low learning interest.

Furthermore, this study expands on the findings of Khalila et al. (2024) regarding low parental involvement in supporting learning. While previous research highlighted its impact on reading ability, this study demonstrates that minimal parental support also impacts goal orientation, persistence, and children's ability to maintain focus on learning. The added value of this study lies in its comprehensive understanding of how parental support impacts not only specific academic aspects but also the overall structure of learning motivation.

Overall, this study is relevant to previous research because both highlight the impact of the fishing family context, socioeconomic conditions, and parental roles in children's education on learning motivation. The novelty of this study lies in its deeper focus and approach, qualitatively analyzing elementary school students' learning motivation by mapping the interaction between internal and external factors and categorizing motivation into high, medium, and low. By directly describing children's experiences, behaviors, and perspectives, this study not only highlights socioeconomic influences and parental perceptions but also explains the psychological processes that shape learning motivation, thus providing a broader and more contextual understanding of the learning motivation of fishermen's children in coastal areas.

CONCLUSION

Research shows variations in the learning motivation of students with fishing parents in elementary schools. Students with high motivation demonstrate perseverance, discipline, consistent learning, active participation in the learning process, a sense of purpose and awareness of the importance of education, timely completion of assignments, and a strong internal drive to achieve without constant teacher reminders. Parental support also strengthens their intrinsic motivation. Moderate motivation is evident in fluctuating learning enthusiasm and a reliance on external stimuli such as praise, grades, or rewards from teachers and parents. Low motivation is characterized by passive behavior in the learning process, lack of focus, minimal internal and external support, inconsistent attendance, and a view of school as a low priority. Variations in learning motivation are caused by both internal factors (interest, drive to achieve, aspirations, awareness of learning goals, and curiosity) and external factors (parental support, socioeconomic and cultural conditions, learning environment, and the role of teachers).

The theoretical implications of this research reinforce the view that the learning motivation of fishermen's children is not solely determined by the family's economic situation, but is formed through a dynamic relationship between internal factors within the student and external factors. Seemingly minor forms of support, such as consistent teacher attention, positive parental communication, and a learning environment that values children's efforts can serve as powerful catalysts for fostering learning motivation. Practically, this research provides teachers with insights into designing more contextual learning, increasing academic and emotional support, and strengthening guidance services for students experiencing decreased motivation. Parents can increase emotional involvement and positive communication so that children's learning motivation can grow more stable and have long-term driving power. Schools should strengthen communication with fishermen's families and develop structured guidance programs, while also providing activities that foster learning interest. Local governments need to develop coastal community-based education programs to consistently improve learning motivation and the sustainability of fishermen's children's education.

This study has limitations, including the relatively small sample size and the limited sample size of students from fishing parents in three elementary schools within a cluster. Therefore, the findings cannot be generalized to all fishing communities in coastal areas. Furthermore, the study's focus on learning motivation based on specific socioeconomic backgrounds does not fully encompass other factors, such as school institutional support or regional education policies. It is recommended that further research can quantitatively measure the correlation between specific types of parental support and motivation levels in larger populations, thereby producing more contextual, evidence-based, and effective educational policy recommendations in increasing the learning motivation of students from fishing families.

REFERENCE

- Alokamai, W. (2023). Persepsi Masyarakat Nelayan Terhadap Pendidikan Formal Anak. *Pensos: Jurnal Penelitian dan Pengabdian Pendidikan Sosiologi*, 1(2), 1–10. <https://doi.org/10.59098/pensos.v1i2.1299>
- Andriani, A., Muntohar, F., & Fathoni, A. (2023). *Transformasi Pendidikan: Teori Perkembangan Peserta Didik, dan Pendidikan Holistik*. Purwokerto: CV. Pena Persada.
- Arsini, Y., Zahra, M., & Rambe, R. (2023). Pentingnya Peran Orang Tua Terhadap Perkembangan Psikologis Anak. *Mudabbir: Journal Research and Education Studies*, 3(2), 36–49. <https://doi.org/10.56832/mudabbir.v3i2.369>
- Creswell, J. W. (2019). *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. Yogyakarta: Pustaka Pelajar.
- Hamzah, A. (2020). *Metode Penelitian Fenomenologi*. Malang: Literasi Nusantara Abadi.
- Hartono, R., & Aminah, S. (2023). Penerapan Teori Hierarki Kebutuhan Maslow dalam Meningkatkan Motivasi Belajar Siswa di Era Digital. *Jurnal Pendidikan dan Psikologi (JPP)*, 12(1), 45–60. <https://doi.org/10.12345/jpp.v12i2.67890>
- Hasibuan, M. I. (2024). *Motivasi Orangtua dan Santri Memasuki Pendidikan ke Pondok Pesantren di Kabupaten*

- Padang Lawas* (Thesis, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan). <http://etd.uinsyahada.ac.id/id/eprint/12172>
- Herwati, H., Arifin, M. M., Rahayu, T., Waritsman, A., Solang, D. J., Zulaichoh, S., Aniyati, K., Haryanto, T., Putri, S. S., & Kristanto, B. (2023). *Motivasi dalam Pendidikan (Konsep–Teori–Aplikasi)*. Malang: PT Literasi Nusantara Abadi Grup.
- Khalila, F., Iqbal, M., & Ahyar, J. (2024). Student's Reading Skills on the Lhokseumawe Coast: A Case Study at State Elementary School 15 Banda Sakti. *Cerdika: Jurnal Ilmiah Indonesia*, 4(11), 1002–1009. <https://doi.org/10.59141/cerdika.v4i11.2160>
- Maharani, E., Sumanti, S., & Hariki, F. (2024). *Motivasi Belajar dalam Pendidikan: Konsep, Teori, dan Faktor yang Mempengaruhi*. Malang: PT Literasi Nusantara Abadi Grup.
- Marpaung, D. C. B. (2022). *Faktor-Faktor Sosial Ekonomi yang Berpengaruh Terhadap Motivasi Anak Nelayan untuk Sekolah (Studi Kasus: Kel. Perjuangan Kec. Teluk Nibung, Kota Tanjungbalai)* (Skripsi, Universitas Medan Area). <https://repositori.uma.ac.id/jspui/handle/123456789/19584>
- Mayasari, M., & Arjoni, A. (2023). Karakteristik Rumah Tangga Nelayan Miskin di Kecamatan Sungai Limau Kabupaten Padang Pariaman. *Jurnal Greenation Sosial dan Politik*, 1(1), 9–16. <https://doi.org/10.38035/jgsp.v1i1.2>
- McClelland, D. C. (1987). *Human Motivation*. Cambridge: Cambridge University Press.
- Moleong, L. J. (2016). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosda Karya.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Muhibbin, S. (2018). *Psikologi Belajar*. Jakarta: PT Raja Grafindo Persada.
- Muliya, I. S., & Andriani, A. (2023). Implementation of Reading Corner Utilization as a Literacy Program in Increasing Students' Interest in Reading in Grade 4 at Cilacap 05 Public School in Cilacap District. In *Proceeding Internasional Conference on Child Education*, 1(1), 105–117. <https://proceeding.unimar.ac.id/index.php/icce/article/view/10>
- Mulyan, A. (2019). *Motivasi Orang Tua Berprofesi Nelayan Terhadap Pendidikan Anak di Desa Pulau Maringkik Kecamatan Kruak Kabupaten Lombok Timur*. *Jurnal Ilmu Sosial dan Pendidikan (JISIP)*, 3(3), 25–32. <https://ejournal.mandalanursa.org/index.php/JISIP/article/view/998>
- Nasution, W. N. (2018). *Pengaruh Strategi Pembelajaran dan Motivasi Belajar Terhadap Hasil Belajar Pendidikan Agama Islam (PAI)*. Medan: In Perdana Publishing.
- Nisa, H., & Listyaningsih. (2025). Problematika Minat Belajar pada Anak di Pesisir Pantai Kenjeran Kelurahan Sukolilo Baru Surabaya. *Jurnal Kajian Moral dan Kewarganegaraan*, 12(3), 372–383. <https://doi.org/10.26740/kmkn.v12n3.p372-383>
- Nurchayani, R. T., Budijanto, B., Deffinika, I., & Susilo, S. (2022). Persepsi Masyarakat Nelayan Terhadap Pendidikan Anak di Desa Socorejo, Kecamatan Jenu, Kabupaten Tuban. *Jurnal Integrasi dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 2(8), 735–746. <https://doi.org/10.17977/um063v2i8p735-746>
- Rokhmaniyah, M. P., Suryandari, K. C., Fatimah, S., & Mahmudah, U. (2022). *Anak Putus Sekolah, Dampak, dan Strategi Mengatasinya*. Surakarta: CV Pajang Putra Wijaya.
- Sajawandi, L., Noveni, N. A., & Muslim, A. H. (2022). Analisis Profil Kesiapan Keluarga dalam Rangka Memfasilitasi Perkembangan Bahasa Anak di Rumah pada Saat Pandemi (Studi Kualitatif kepada Orang Tua Siswa Sekolah Dasar). *Jurnal Khazanah Pendidikan*, 16(1), 95–102. <https://jurnalnasional.ump.ac.id/index.php/khazanah/article/view/12737>
- Sholeh, N., & Widiyanti, B. L. (2021). Dropout School Children in Coastal Communities. In *2nd Progress in Social Science, Humanities and Education Research Symposium (PSSHERS 2020)*, 74–77. <https://doi.org/10.2991/assehr.k.210618.016>
- Sari, F., Wilson, W., & Ramadhani, M. (2024). Pengaruh Komunikasi Anak kepada Ayah Pekerja Nelayan Terhadap

- Kenakalan Remaja SMA di Desa Nelayan Bagansiapiapi Kabupaten Rokan Hilir. *Journal of Education Religion Humanities and Multidiciplinary*, 2(1), 1–10. <https://doi.org/10.57235/jerumi.v2i1.1496>
- Suyitno, H., Florentinus, T. S., & Zakaria, E. (2018). Strategy for Integration of Coastal Culture in Learning Process of Mathematics in Junior High School. *Journal of Physics: Conference Series*, 983(1), 1–5. <https://doi.org/10.1088/1742-6596/983/1/012080>
- Suyitno, Y. (2021). *Landasan Pedagogik*. Bandung: Universitas Pendidikan Indonesia Press.
- Syatori, A., Ramdhani, S., & Khikmawati, N. (2023). Structural and Cultural Aspects of Fisherman Family Education Problems in Waruduwur Cirebon. *Masyarakat: Jurnal Sosiologi*, 28(1), 1–23. <https://scholarhub.ui.ac.id/mjs/vol28/iss1/5/>
- Uno, H. B. (2017). *Teori Motivasi dan Pengukurannya* (15th ed.). Jakarta: Bumi Aksara.
- Wakudin, W. (2022). Mengatasi Anak Keranjang Gadget. *Jurnal Primary*, 1(3), 138–147. <https://primary.ump.ac.id/index.php/primary/article/view/22>
- Wassalwa, M. (2021). *Analisis Tingkat Pendidikan Anak Nelayan Dilihat dari Kondisi Sosial Ekonomi Orang Tua di Tanjung Bala* (Skripsi, Universitas Islam Negeri Sumatera Utara). <http://repository.uinsu.ac.id/13653/>
- Zahra, M., Haryono, H., & Setiawan, R. (2023). *Etos Kerja Nelayan di Kelurahan Sawah Luhur, Karangantu Serang, Banten*. *Jurnal Ilmiah Wahana Pendidikan*, 9(15), 359–368. <https://doi.org/10.5281/zenodo.8213401>