

Strategies to Increase Students' Learning Motivation through Active Learning Approaches

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ABSTRACT

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Learning motivation is one of the key factors that affect the success of students in achieving learning goals. Low motivation to learn often has an impact on declining student participation, learning outcomes, and the overall quality of the learning process. This article aims to examine and describe strategies to increase students' learning motivation through the application of an active learning approach. The method used in writing this article is a literature study by analyzing various scientific sources in the form of national and international journals, reference books, and relevant education policy documents. The results of the study show that active learning approaches, such as group discussions, problem-based learning, cooperative learning, and the use of interactive media, are able to increase student engagement cognitively, affectively, and psychomotorly. The application of active learning strategies also encourages students to be more independent, confident, and responsible for their learning process. Thus, active learning can be one of the effective solutions in increasing the learning motivation of students at various levels of education.

Keywords: Learning motivation, active learning, learning strategies

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INTRODUCTION

Education represents a fundamental process in shaping the quality of human resources who are competent, possess strong character, and are capable of responding to the dynamic challenges of contemporary society. Through education, learners are not only equipped with academic knowledge but are also encouraged to develop their cognitive, affective, and psychomotor potentials in a balanced and integrated manner. The success of educational processes is strongly influenced by the quality of learning experiences that occur within classroom settings. Effective learning is not solely determined by curriculum content or instructional materials but also by the extent to which learning activities promote students'

active engagement and meaningful participation in the learning process (Darling-Hammond et al., 2020).

One of the key factors influencing learning effectiveness is student learning motivation. Learning motivation refers to the internal and external driving forces that initiate, direct, and sustain learners' engagement in learning activities in order to achieve specific educational goals. Students with high levels of learning motivation tend to demonstrate enthusiasm, persistence, and a strong desire to understand learning materials, whereas students with low motivation often display passive behavior, limited attention, and unsatisfactory learning outcomes (Schunk & DiBenedetto, 2020).

In educational practice across different levels, low learning motivation remains a recurring challenge. Many students experience disengagement and boredom during learning activities due to instructional methods that are monotonous and predominantly teacher-centered. Traditional instructional models position teachers as the primary source of knowledge, while students function merely as passive recipients of information. Such conditions can inhibit the development of critical thinking, creativity, and learner autonomy, which are essential components of meaningful learning in contemporary education (Hattie, 2020).

Learning motivation is also influenced by the degree of relevance between instructional content and students' real-life experiences. When students fail to perceive the usefulness or applicability of learning materials, their motivation to engage in learning activities tends to decline. Research in educational psychology suggests that motivation increases when learners perceive learning as meaningful, contextual, and aligned with their personal needs and experiences. Consequently, instructional approaches that promote contextual and meaningful learning experiences are required to enhance student motivation (Ryan & Deci, 2020).

Active learning has emerged as a promising instructional approach to address the issue of low student motivation. Active learning emphasizes students' direct involvement in the learning process through activities such as thinking, discussing, problem-solving, and reflecting. Within this approach, students are encouraged to assume an active role as constructors of knowledge rather than passive recipients of information, thereby fostering deeper engagement and intrinsic motivation (Freeman et al., 2020).

The active learning approach is grounded in constructivist learning theory, which posits that knowledge is actively constructed by learners through interaction with their environment and learning experiences. In active learning environments, teachers function as facilitators who design supportive learning conditions, provide meaningful stimuli, and guide students in exploring and constructing new understanding. As a result, active learning focuses not only on learning outcomes but also on the learning process itself, emphasizing engagement, reflection, and conceptual development (Hmelo-Silver & Jeong, 2021).

A wide range of active learning strategies has been developed and implemented in educational contexts, including group discussions, cooperative learning, problem-based learning, project-based learning, and the integration of interactive media and digital technologies. These strategies create opportunities for students to participate actively, collaborate with peers, and develop higher-order thinking skills. Active participation in learning activities enhances students' sense of ownership and responsibility, which in turn contributes positively to learning motivation (Prince et al., 2020).

Empirical evidence consistently demonstrates that active learning has a positive impact on students' motivation and learning outcomes. Research indicates that active learning approaches improve conceptual understanding, increase engagement, and foster positive attitudes toward learning when compared to traditional lecture-based instruction. These outcomes are attributed to the interactive and student-centered nature of active learning, which

encourages learners to apply knowledge in meaningful and authentic contexts (Deslauriers et al., 2019; Freeman et al., 2020).

Beyond its influence on learning motivation, active learning also contributes to the development of twenty-first-century skills, including critical thinking, communication, collaboration, and creativity. These competencies are increasingly essential for navigating global challenges and adapting to rapidly changing work environments. Therefore, the implementation of active learning is not only relevant for enhancing motivation but also for preparing students to become lifelong learners capable of continuous learning and adaptation.

Despite its numerous advantages, the implementation of active learning in educational practice faces several challenges. Teachers may encounter difficulties in designing active learning activities due to time constraints, limited professional training, and diverse student characteristics. Additionally, entrenched instructional cultures that favor lecture-based teaching can impede the transition toward more student-centered learning paradigms. These challenges highlight the need for a comprehensive understanding of active learning strategies and their role in enhancing student motivation (Darling-Hammond et al., 2020).

Based on this discussion, it can be concluded that learning motivation is a critical determinant of learning success, and active learning approaches possess significant potential to enhance students' motivation. Accordingly, this article aims to examine strategies for increasing student learning motivation through the implementation of active learning approaches based on a systematic review of relevant literature. The findings of this study are expected to contribute both theoretically and practically by providing insights for educators in designing more effective, innovative, and student-oriented learning experiences.

METHODS

This study uses a qualitative approach with a literature study method (library research) which aims to examine in depth the concepts, strategies, and effectiveness of the active learning approach in increasing students' learning motivation. Literature studies were chosen because they allow researchers to gain a comprehensive understanding through the analysis of various research results and theoretical studies that have been conducted previously. The data sources in this study come from national and international scientific journals, educational textbooks, and education policy documents relevant to the topic of learning motivation and active learning.

The data collection process was carried out through literature search using keywords such as "learning motivation", "active learning", "active learning", and "learning strategy" in various online journal databases. The selected literature is limited to the last ten years of publication to ensure the relevance and novelty of the information. In addition, a selection of literature sources was made based on the criteria of authorial credibility, publisher reputation, and suitability of substance with the focus of the research. Literature that is irrelevant or of low methodological quality is not included in the analysis.

Data analysis was carried out using descriptive-qualitative analysis techniques. Each selected literature source was reviewed to identify the main concepts, research findings, and implications of the application of active learning on students' learning motivation. The data obtained are then categorized based on the type of active learning strategy, factors that affect learning motivation, and the impact of its application in the learning process. Furthermore, the researcher synthesizes data by comparing and integrating various findings from the existing literature to obtain a complete and systematic picture.

To maintain the validity of the data, this study applied the source triangulation technique by comparing the results of the study from various different references. In addition, the researcher also cross-checked similar concepts and findings to ensure the consistency and validity of the information. The results of the analysis are then presented narratively and

systematically in the form of descriptive descriptions, so that they can provide a clear understanding of active learning strategies that are effective in increasing students' learning motivation. This research method is expected to be able to provide a strong theoretical foundation for the development of innovative learning practices and oriented towards improving the quality of education.

RESULT AND DISCUSSION

The results of the literature review show that the active learning approach has a significant role in increasing the learning motivation of students at various levels of education. Learning motivation arises as a response to a learning environment that provides space for involvement, participation, and active interaction between students and teachers and fellow students. Active learning is able to create a dynamic and challenging learning atmosphere, so that students are encouraged to engage more deeply in the learning process. This is in line with the view of Sardiman (2018) who states that learning motivation will increase when students feel involved and valued in learning activities.

One of the main findings in this study is the effectiveness of group discussion strategies in increasing learning motivation. Group discussions allow students to exchange ideas, express opinions, and work together in completing learning tasks. Through this social interaction, students not only gain a better understanding of the material, but also feel that they have an important role in the learning process. This active involvement fosters confidence and responsibility for learning, which ultimately positively impacts learning motivation. Slavin (2015) emphasized that cooperative learning is able to increase intrinsic motivation because students feel that learning is a common need, not a mere individual obligation.

In addition to group discussions, problem-based learning also showed positive results in increasing students' motivation to learn. In this approach, students are faced with real problems that are relevant to daily life, so that learning becomes more contextual and meaningful. The problem-solving process encourages students to think critically, seek information independently, and integrate their knowledge. This condition gives rise to curiosity and intellectual challenges that can increase motivation to learn. Prince (2004) stated that problem-based learning not only improves concept understanding, but also students' positive attitude towards learning.

The results of the study also show that the use of interactive learning media is an important supporting factor in active learning. Media such as learning videos, simulations, and digital technology can attract students' attention and facilitate the understanding of abstract material. Interactive media provides a more varied and enjoyable learning experience, thereby reducing saturation in learning. Uno (2016) explained that variations in the presentation of learning can be an effective external stimulus in increasing students' learning motivation. Thus, the appropriate use of media in active learning can strengthen learning motivation while improving the quality of learning.

Active learning also contributes to meeting the psychological needs of students, such as the need for autonomy, competence, and social connectedness. When learners are given the opportunity to express their opinions, choose learning strategies, and work together with peers, they feel valued and recognized as individuals with potential. This strengthens the intrinsic motivation of students to learn. Arends (2012) stated that learning that provides opportunities for students to control their learning process tends to result in higher engagement and motivation to learn.

From the perspective of the role of teachers, the results of the study show that the success of active learning is greatly influenced by teachers' competence in designing and managing learning. Teachers are required to be able to create a conducive learning environment, provide

clear instructions, and provide constructive feedback. In active learning, teachers no longer play the role of information centers, but rather as facilitators who guide and support the learning process of students. This change in role requires teachers' readiness and understanding of various active learning strategies so that they can be implemented effectively.

Although active learning has many advantages, the results of the study also identified several challenges in its implementation. One of the main challenges is the difference in the characteristics of students, such as academic ability, learning style, and confidence level. Not all direct learners are able to actively participate in learning, especially those who are familiar with conventional learning methods. Therefore, teachers need to implement inclusive strategies and provide additional support for students in need. Dimiyati and Mudjiono (2015) emphasized the importance of teachers' attention to individual differences of students in the learning process.

In addition, limited time and facilities are also obstacles in the implementation of active learning. Active learning often takes longer for discussion, exploration, and reflection. On the other hand, the demands of a dense curriculum can limit the space for teachers to implement active learning strategies optimally. Therefore, careful learning planning is needed so that active learning can be integrated with the curriculum without sacrificing the achievement of the set competencies.

The discussion of the results of this study shows that active learning not only has an impact on increasing learning motivation, but also on the quality of the learning process as a whole. Students become more active, critical, and independent in learning, while the classroom atmosphere becomes more interactive and collaborative. This condition supports the creation of meaningful learning that is oriented towards developing students' competencies holistically. Hamalik (2014) stated that meaningful learning will be easier for students to remember and apply in their daily lives.

Thus, the strategy of increasing learning motivation through an active learning approach needs to be seen as an integral part of efforts to improve the quality of education. The consistent and continuous application of active learning can help students develop a positive attitude towards learning and improve academic achievement. However, the success of this strategy requires support from various parties, including teachers, schools, and education policymakers. Training and mentoring for teachers in implementing active learning is an important step to ensure that this strategy can be implemented effectively and sustainably.

CONCLUSION

Based on the results of the study and discussion that has been described, it can be concluded that students' learning motivation is a crucial factor in determining the success of the learning process. The active learning approach has been proven to have a significant role in increasing learning motivation because it is able to involve students directly in learning activities. Through strategies such as group discussions, problem-based learning, cooperative learning, and the use of interactive learning media, students are encouraged to actively participate, think critically, and build knowledge independently. This engagement creates a learning experience that is more meaningful and relevant to the needs and lives of students.

The application of active learning also has a positive impact on a more dynamic, interactive, and collaborative classroom atmosphere. Students not only play the role of recipients of information, but also as learning subjects who have responsibility for the learning process. In addition, active learning is able to meet the psychological needs of learners, such as confidence, autonomy, and social connectedness, which ultimately strengthens the intrinsic motivation to learn. However, the success of implementing this approach is highly dependent on the readiness and competence of teachers in designing and managing learning effectively.

Therefore, continuous support in the form of training and professional development is needed for teachers to be able to implement active learning optimally. With planned and consistent implementation, the active learning approach can be an effective strategy in increasing students' learning motivation while contributing to improving the overall quality of education.

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