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The Effectiveness of Learning Design in Increasing Motivation and Interest

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Abstract

This study aims to examine the effectiveness of instructional design in enhancing students' motivation and interest in learning at SMAN 28 Bone. The research was motivated by the crucial role of teachers as instructional designers in creating effective and efficient learning processes. A qualitative descriptive approach was employed, with data collected through observation, interviews, and documentation. The findings indicate that the instructional design at SMAN 28 Bone has been implemented fairly well through the development of modules and structured design stages. However, students' learning motivation is still affected by external factors such as peer influence and inadequate learning facilities. Students tend to show greater interest when teachers apply strategies involving practice and hands-on activities, although the lack of instructional media remains a significant obstacle. Overall, the instructional design implemented at SMAN 28 Bone demonstrates potential to improve students' motivation and interest in learning, but improvements are needed in terms of facilities and a more supportive learning environment.

Keywords: Instructional design, learning motivation, learning interest.

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INTRODUCTION

The success of a learning process is highly dependent on the teacher's ability to design instruction in a structured and purposeful manner. A teacher not only serves as a transmitter of information but also plays a crucial role as a designer, implementer, and evaluator of the learning process to help students achieve optimal outcomes. In this regard, instructional design becomes a key element to ensure the learning process is effective and aligned with students' needs (Arif & Yanawati, 2018).

A well-developed instructional design considers various components such as learning objectives, student characteristics, teaching strategies, instructional media, and assessment methods. Proper planning enhances the quality of the teaching-learning process, particularly in boosting students' motivation and interest. Motivation is an internal or external drive that encourages individuals to take action, while interest refers to a tendency to pay attention to and be engaged in specific activities or subjects (Totong, 2019). These two elements are closely interconnected and crucial to learning success.

However, in practice, many schools still struggle to integrate motivation and interest effectively into their instructional design. Some educational institutions remain fixated on learning outcomes rather than the learning process itself. As a result, students' engagement during lessons often decreases due to irrelevant or unengaging teaching methods (Nasution, 2017). In fact, interactive, inspiring, enjoyable, and student-centered learning is clearly emphasized in national education standards and should be a fundamental part of instructional practices (Government Regulation No. 19 of 2009).

SMAN 28 Bone is one of the schools that has implemented instructional design by preparing learning modules and specific teaching strategies. Nevertheless, preliminary observations reveal that the quality of its implementation still needs improvement. Several challenges, such as limited facilities, inadequate instructional media, and peer influence, hinder efforts to foster students' motivation and interest in learning (Agustina, 2019). These conditions underscore the importance of evaluating how instructional design is applied and whether it truly addresses existing learning challenges.

Based on this context, the present study aims to examine the effectiveness of instructional design in enhancing students' motivation and interest in learning at SMAN 28 Bone. This research is expected to provide a comprehensive understanding of the role of instructional design in real classroom settings and offer insights into more effective, creative, and student-centered teaching strategies.

METHOD

This study employed a qualitative descriptive approach to explore the effectiveness of instructional design in enhancing students' motivation and interest in learning at SMAN 28 Bone. Qualitative research was chosen because it allows for an in-depth understanding of human behavior and social phenomena through direct interaction with participants. The data were collected using three main techniques: observation, interviews, and documentation. These methods provided a comprehensive picture of how instructional design was implemented by teachers and how it influenced students' learning motivation and interest.

The research was conducted at SMAN 28 Bone, located in Bone Regency, South Sulawesi, Indonesia. Data were analyzed using three stages: data reduction, data display, and conclusion drawing. Interviews were conducted with several teachers and staff members, allowing the researcher to understand the planning process of instructional design, as well as its practical application. The use of descriptive analysis helped in identifying patterns and drawing meaningful insights about the relationship between instructional strategies and student engagement in the classroom.

RESULTS AND DISCUSSION

Results

The results of the study indicate that instructional design at SMAN 28 Bone has been implemented through two main components: the use of learning modules and the application of instructional design stages. The learning modules include the formulation of learning objectives, competencies, indicators, student characteristics, learning strategies, messages, learning content, tasks, and evaluations. According to one of the teachers, the design process

must be aligned with students' needs and preferences to increase their motivation and interest in learning. This alignment ensures that teaching is not only structured but also relevant and engaging.

In terms of instructional design stages, teachers at SMAN 28 Bone follow a general sequence consisting of needs analysis, planning, implementation, and evaluation. For instance, teachers begin by identifying the needs of students through syllabi and curriculum indicators, followed by designing appropriate learning materials. The evaluation is conducted either through tests or informal feedback from students. These stages allow educators to continuously improve their strategies and adapt them to the dynamics of the classroom.

However, despite the structured design process, the study found that the motivation of students remains relatively low. Several factors influence this condition, including peer influence, lack of personal initiative, and inadequate encouragement from their environment. One teacher stated that while teachers and parents strive to motivate students, many students are still not willing to study unless they are pushed externally. This highlights the importance of fostering internal motivation alongside external support.

Peer pressure is also seen as a significant factor in lowering students' motivation. Students tend to be influenced by their social environment, which may not always be conducive to learning. This becomes a challenge for teachers who are trying to implement motivational strategies in the classroom. Although instructional design can be a powerful tool, its effectiveness is limited when students are not mentally and emotionally ready to engage with the learning process.

In regard to student interest, the study found that teaching strategies played an essential role. Teachers at SMAN 28 Bone commonly use lectures, presentations, discussions, exercises, and practical activities. Among these, practice-based learning is the most effective in capturing students' interest, as it encourages active involvement and reinforces understanding through application. Students reportedly enjoy learning through exercises and hands-on activities more than through passive methods.

As for instructional media, the school faces several limitations due to a lack of complete facilities and learning tools. Teachers must rely on available resources and often use basic media to support learning. One teacher mentioned that despite these limitations, students respond more positively to learning sessions that involve practice or direct application. This suggests that creativity in using existing media is essential to maintaining student interest in the absence of modern technological tools.

In conclusion, the findings reveal that instructional design at SMAN 28 Bone does contribute to improved student motivation and interest, but its effectiveness is still constrained by infrastructural shortcomings and external influences on students. Teachers have shown awareness of the need for structured instructional planning and appropriate strategies, but more support is needed in terms of facilities, training, and student mindset development to fully optimize the learning process.

Discussion

The findings of this study indicate that the instructional design implemented at SMAN 28 Bone has a foundational structure that aligns with theoretical models of effective teaching. The use of learning modules that incorporate objectives, competencies, indicators, and evaluations demonstrates an effort to follow a systematic instructional approach. This reflects the concept proposed by Rothwell and Kazanas (2008), who emphasized that instructional design must address human performance problems through analysis, planning, and the implementation of tailored solutions.

Nevertheless, despite having a relatively good framework, the effectiveness of instructional design in enhancing student motivation remains limited. Motivation is a key driver in learning, as it affects students' willingness to engage and persevere through academic tasks (Totong, 2019). The study reveals that student motivation at SMAN 28 Bone is still highly influenced by external factors such as peers and family, and less by intrinsic factors. This confirms findings by Deci and Ryan (2000) who suggested that motivation is most effective when it is internally generated rather than externally imposed.

Teachers at SMAN 28 Bone recognize the importance of designing lessons that meet the diverse needs of students. However, in practice, they face limitations in resources and infrastructure, which affect their ability to implement innovative and engaging learning strategies. According to Yaumi (2018), the availability and use of educational technology and media play a significant role in supporting an effective learning environment. The lack of sufficient facilities at the school forces teachers to rely on simple strategies, which may not always capture students' attention or sustain their interest.

Student interest, which is closely tied to motivation, also emerged as a key challenge. Teachers reported that students are more engaged when practical activities and exercises are used, as opposed to lecture-based methods. This supports the experiential learning theory by Kolb (1984), which states that learning is most effective when students are actively involved in a concrete experience. The preference for hands-on activities at SMAN 28 Bone suggests a need to shift from traditional approaches to more student-centered and interactive methods.

In terms of media use, the study found that instructional media are underutilized due to limited school resources. This limitation affects not only student interest but also the overall effectiveness of the instructional design. According to Jannah (2009), the use of diverse and appealing media is crucial in maintaining students' focus and enthusiasm for learning. Therefore, creative utilization of available materials and low-tech media becomes essential in schools with minimal infrastructure.

Another critical point is the role of peer influence on student behavior and motivation. While instructional design focuses on curriculum and pedagogy, social factors such as peer dynamics cannot be ignored. As noted by Slavin (2006), cooperative learning environments that leverage peer interaction can enhance motivation when properly structured. However, at SMAN 28 Bone, peer influence sometimes has a negative effect, which highlights the need for social-emotional interventions in parallel with instructional strategies.

In conclusion, while the instructional design at SMAN 28 Bone has been structured with good intentions and aligns with pedagogical theory, its impact on motivation and interest is moderated by practical limitations. Improvements in school infrastructure,

targeted training for teachers, and support for students' emotional and social needs are required to optimize the outcomes of instructional efforts. Future studies should explore integrative approaches that combine instructional planning with psychological and environmental support to foster a more holistic learning experience.

CONCLUSION

This study concludes that the instructional design implemented at SMAN 28 Bone has shown a foundational effort to improve the quality of teaching and learning, particularly through structured learning modules and defined instructional stages. These efforts reflect a basic understanding of how systematic planning can support student engagement. However, while the instructional framework appears sound, its execution remains limited by several contextual challenges.

The motivation of students to learn is still significantly influenced by external factors such as peer pressure and parental support, rather than intrinsic drive. Despite the teachers' commitment and strategies to enhance motivation, the desired learning behaviors are not always achieved due to students' own lack of initiative. This condition emphasizes the importance of addressing both psychological and environmental factors in future instructional improvements. In terms of student interest, the study finds that practical, exercise-based learning is the most engaging strategy for students at SMAN 28 Bone. However, the limited availability of instructional media and infrastructure hampers the full realization of interactive learning. Teachers have made creative efforts with available resources, but the effectiveness of the instructional design would be significantly enhanced with better facilities.

Overall, the instructional design at SMAN 28 Bone contributes positively to learning motivation and interest, yet its full potential remains unrealized. Greater investment in educational infrastructure, increased teacher training in innovative teaching strategies, and stronger student-centered approaches are needed to create a more effective and motivating learning environment. Future programs should also integrate social and emotional learning to support students' holistic development.

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