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Factors that influence elementary school students' interest in learning about Indonesian language subjects

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Abstract
Learning interest is a key factor in the success of education, particularly at the elementary level. This study aims to identify the internal and external factors influencing elementary school students' interest in learning the Indonesian language. Using a bibliometric approach and a Systematic Literature Review (SLR), the study analyzed 133 articles from Google Scholar published between 2020 and 2024. After screening with the PRISMA protocol, 25 articles were selected as the final dataset. Bibliometric analysis using VOSviewer software revealed that students' learning interest is influenced by internal factors such as intrinsic motivation and self-confidence, as well as external factors like family support, learning environment, and innovation in learning media. Network visualization highlighted main clusters, including the relationship between learning interest, teaching methods, and interactive media. Furthermore, the study found that digital transformation in post-pandemic education presents significant opportunities to enhance learning interest through technology integration. Based on these findings, practical recommendations are proposed, including adaptive learning strategies tailored to students' needs, the use of interactive learning media, and parental support. These findings are expected to serve as a guide for educators in designing innovative and relevant teaching methods and provide insights for policymakers to support more effective elementary education.

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1. INTRODUCTION

Interest in learning is a fundamental element in the learning process, especially at the basic education level such as elementary school. Indonesian language subjects have a strategic role in building literacy, communication and critical thinking skills which are an important foundation for students. However, various studies show that students' low interest in learning Indonesian often becomes an obstacle in achieving optimal learning outcomes. This condition indicates that there are complex educational challenges and requires learning strategies that are more innovative and relevant to students' needs (Amir et al., 2022). Educational trends show that interest in learning determines students' academic success. In the Indonesian context, low student enthusiasm is often caused by a lack of variety in learning methods and limited use of interesting media. In fact, interest in learning can be influenced by various factors, including school environmental conditions, parental support, and innovation in learning media (Laili et al., 2024). Therefore, efforts to increase students' interest in learning Indonesian in elementary school are very relevant, especially in the context of modern education.

Bibliometric methods with the help of software such as VOSviewer are an effective approach to understanding global trends in research related to learning interests. The use of VOSviewer allows visual analysis of keyword networks, collaboration between researchers, and dominant themes emerging in previous studies. In the context of this research, bibliometric analysis helps identify research gaps and provides a clear map of the contribution and relevance of previous research to Indonesian language learning. Apart from bibliometrics, the Systematic Literature Review (SLR) approach is also used to explore in depth the factors that influence elementary school students' interest in learning. With SLR, this research focuses on internal factors such as intrinsic motivation and

external factors such as a supportive learning environment, as well as the effectiveness of using learning media in increasing students' interest in learning Indonesian.

The relevance of this research is increasingly evident in the digital era, where the post-pandemic learning transformation emphasizes the massive use of digital technology. Today's learning process is no longer limited to physical classrooms, but includes various interactive media that can attract students' attention. In this context, this research aims to provide practical recommendations regarding adaptive learning strategies that suit the needs of elementary school students in learning Indonesian. The importance of adapting learning methods to technology not only impacts students, but also provides new insights for educators and policy makers. Through bibliometric and SLR approaches, this research is expected to identify innovative ways to increase students' interest in learning. This approach is also relevant for parents as important partners in supporting their children's educational success.

This research was designed to explore internal and external factors that influence elementary school students' interest in learning Indonesian. By exploring previous findings, this research will provide a holistic picture of how various factors can be integrated into more effective learning strategies. In addition, it is hoped that these findings can serve as a guide for educators in designing learning methods that suit students' needs in the digital era.

2. RESEARCH METHOD

This study used a systematic literature review and bibliometric analysis (Bartolini et al., 2019; Huang et al., 2020). The protocol stages used as a basis or guide are the PRISMA Protocol, which consists of identification, screening, eligibility, and inclusion (Page et al., 2021). The bibliometric analysis procedure starts from determining research objectives, formulating research questions, and formulating search strategies to collect datasets (Huang et al., 2020). This study combines the systematic stages of SLR and bibliometric analysis because they have similar procedures starting from determining research objectives, formulating research questions, developing search strategies for data collection, and conducting analysis. The entire series of activities in this review were carried out systematically, including the dataset search stage.

The entire series of activities during the review of this article were carried out systematically. The flow actions established in the design (planning section) were followed to guide research implementation (Cooper et al., 2018). A decade-long dataset is considered sufficient to track research developments in this area. The dataset collection stage begins chronologically with (1) opening Google Scholar or Google Cendekia; (2) record the search keywords as listed in Table 1 in the title, abstract and keyword search areas.

The keywords used are: interest in learning, elementary school students, factors of interest in learning, interest in learning Indonesian, (3) then, determine the boundaries of the document type area (articles and reviews), and (4) determine the year (between 2020 and 2024), (5) After clicking search, the data obtained are 133 articles and reviews. Data was collected in CSV format and stored in the reference manager, Mendeley. For later bibliometric analysis, data in CSV format must be visualized using Vosviewer software. Meanwhile, the next process is document filtering or extraction by applying the inclusion and exclusion criteria established in the previous identification stage.

Next, all articles and reviews were extracted (screened) to determine data suitable for SLR analysis. The selection criteria are presented in Table 1.

Table 1. Selection Criteria

No.	Exclusion Criteria	Exclusion Results
1	Articles written in Indonesian	44 Articles in non-Indonesian
2	Inappropriate articles (No keywords in the title, abstract or keywords)	35 related articles
3	Duplication	4

Data Extraction with the described exclusion criteria resulted in 35 articles. Articles were then assessed for eligibility. Next, the collected data will be evaluated using the following quality assessment question criteria:

a. Whether the paper is published in a journal listed on Google Scholar between 2020 and 2024?
b. Does the journal article cover the concept of influencing elementary school students' interest in learning?
c. Is there anything in the journal article about the factors that influence elementary school students' interest in learning Indonesian language subjects?

Then, for each question above, each article will be marked in the table with the following answer:

- Y= yes (if you follow the question), and
- N= no (if it doesn't follow the question).

There are 25 articles with dominant Y answers as final data.

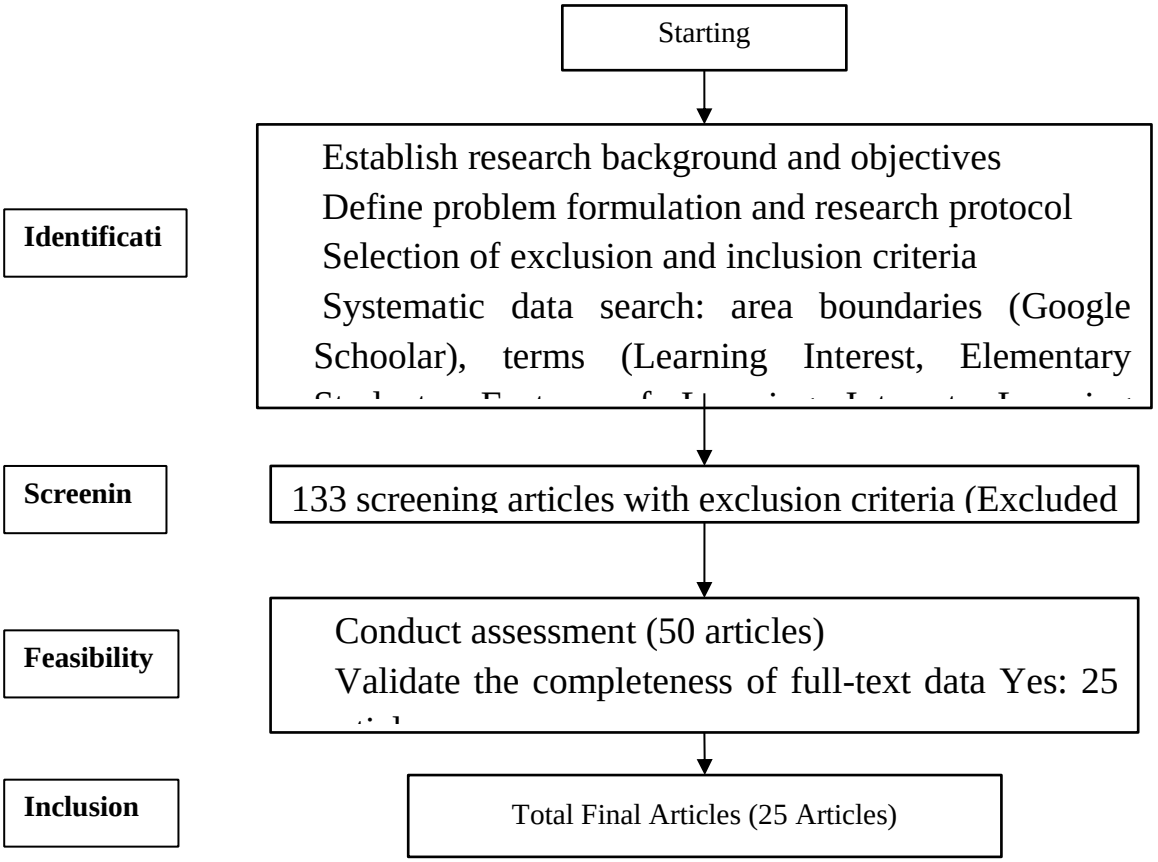


Figure 1. PRISMA Flow Diagram of Systematic Literature Review combined Bibliometric

The flow diagram in Figure 1 carries out the detailed summary process of SLR and bibliometric analysis in the following steps: (1) In identification, first of all, the objectives are explained. Then, it is important to develop a review protocol. This goes on to determine the conceptual boundaries of the study. The next steps were a systematic data search from Google

Scholar, journal articles from 2019 to 2024 (2) in screening, 133 articles were extracted using exclusion criteria. Subsequently, 83 articles were excluded, and 50 articles continued to the next level; then, (3) in eligibility, articles had to be validated and finalized, and (4) finally, inclusion determined 25 full-text articles were eligible for bibliometric analysis using Vos viewer, and their content was manually reviewed. Next, the important phases are reporting and dissemination of results.

The software used in this research uses VOSviewer Online version 1.6.17 (Visualization of Similarities) used to map and analyze data, which can be downloaded from http://www.vosviewer.com. Primarily, this software was developed by Leiden University, CWTS (Centre for Science and Technology Studies). VosViewer online is software that is useful for visualizing bibliometric networks or metadata in the bibliographic realm, namely title, author, journal, abstract and keywords. The latest online version of VosViewer is equipped with a sharing menu that helps readers explore visualization results independently and interactively.

3. RESEARCH RESULTS AND DISCUSSION

Network Visualization

Network visualization in bibliometric analysis using VOSviewer is a method for mapping and visualizing the relationship between bibliometric elements such as keywords, authors, or journals based on their frequency and association (Yuda & Suyono, 2023). In VOSviewer, the data generated through bibliometric analysis will be presented in the form of a network map, where the nodes represent the analyzed elements, and the edges or lines connecting them indicate the strength or frequency of the relationships between those elements. This technique helps in identifying research trends, collaborations between authors, as well as dominant topic groups in a particular field. The network visualization results that emerged in research related to factors influencing elementary school students' learning interest in Indonesian language subjects are presented as follows.

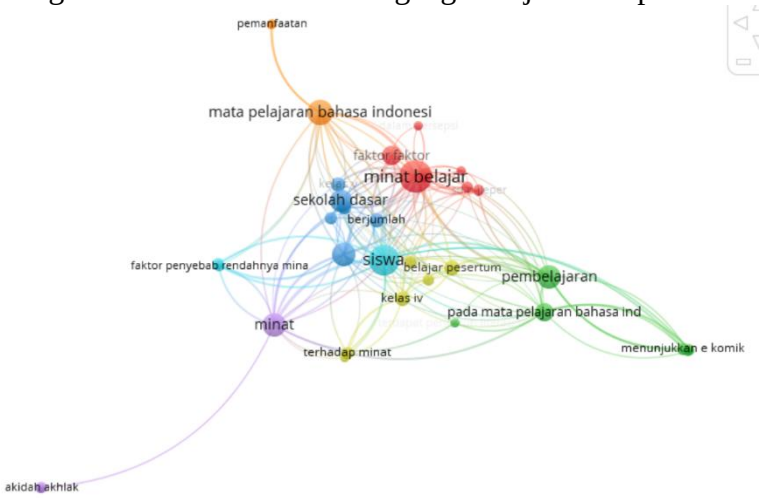


Figure 2. Appearance *Network Visualization*

The network visualization in the picture shows the relationship between words related to elementary school students' learning interest factors in Indonesian language subjects. There are several main clusters identified by color, each reflecting relationships between terms that frequently appear together:

1. Cluster 1 (Red): Focus on interest in learning. These clusters include terms such as “learning interest,” “factors,” “amount,” and “class.” This cluster shows internal and external factors that influence students' interest in learning, including the classroom environment and teacher influence.

2. Cluster 2 (Green): Centered on Indonesian language learning and subjects. Terms in this cluster include "learning," "in Indonesian language subjects," "showing e-comics," and "class IV." This cluster illustrates how learning methods and the use of media such as e-comics can influence students' interest in subjects.
3. Cluster 3 (Blue): Describes the relationship between students, elementary school, and factors of low interest. Words such as “student,” “elementary school,” and “factors causing low interest” were in this cluster. This cluster highlights the role of elementary schools and challenges in increasing students' interest in learning.
4. Cluster 4 (Purple): Focuses on aspects of interest and moral beliefs. This cluster includes terms such as “interests” and “moral beliefs.” This relationship indicates that spiritual factors or moral values can also be an element that influences student interest.
5. Cluster 5 (Orange): Connecting Indonesian language subjects with utilization. This cluster shows how the use of media or other resources can influence students' interest in Indonesian language subjects.

Each cluster shows the relationship between various factors such as the learning environment, learning methods, moral values, and learning media with students' interest in Indonesian language subjects. The relationship between these clusters emphasizes that increasing students' interest in learning requires a holistic approach that includes technical, emotional and moral aspects.

Overlay Visualization

Overlay visualization in bibliometric analysis with VOSviewer is used to visualize data by adding additional information to existing network maps, such as year of publication or citation rate. In overlay visualization, colors on nodes or edges indicate changes in certain variables over time, such as developments in research topics or citation trends (Muhammad & Triansyah, 2023). This allows users to identify the evolution of research findings and see how a topic or author has developed over a certain period. As for the results, overlay *visualization* that emerged in research related to factors that influence elementary school students' learning interest in Indonesian language subjects are presented as follows.

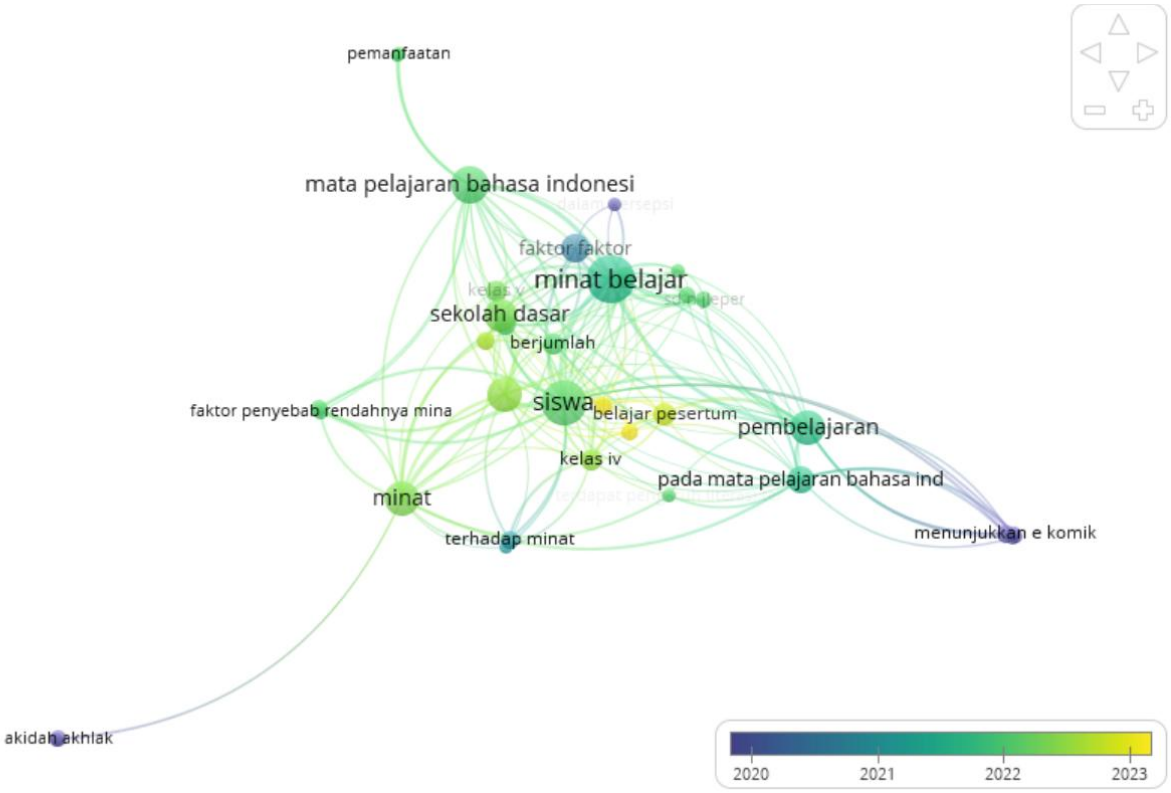


Figure 3. Appearance *Overlay Visualization*

This overlay visualization shows the relationship between keywords in research related to factors that influence elementary school students' interest in learning Indonesian language subjects. The keyword "interest in learning" acts as a central hub connected to various terms such as "Indonesian language subjects," "students," "primary school," and "learning," indicating that research in this field has largely discussed various factors that influence interest. learning, both from the aspect of students, subject matter, and the school environment. The color of the nodes and lines indicates the publication period. Yellow indicates newer research (2023), while blue and purple indicate older research (2020-2022). For example, the terms “showing e-comics” and “moral beliefs” are in darker areas, indicating that these topics have been discussed since an earlier period, while the lighter-colored term “interest in learning” indicates recent research trends. this becomes the focus. This keyword cluster illustrates the research focus on a holistic approach that includes technical elements such as learning methods, use of media (such as e-comics), and moral values in an effort to increase elementary school students' interest in learning about Indonesian language subjects. In addition, the total frequency of articles by year is presented by researchers as follows.

Table 2. Total Frequency of Articles by Year

Year	Article Frequency	Percentage
2020	4	16%
2021	3	12%
2022	12	48%
2023	5	20%
2024	1	4%
Total	**25**	**100%**

Based on Table 2, the distribution of articles shows a significant increasing trend in the number of studies related to elementary school students' interest in learning Indonesian language subjects in 2022, with 12 articles or 48% of the total publications. This period shows the peak of researchers' attention to this topic, compared to previous years, such as 2020 and 2021 which only produced 4 (16%) and 3 (12%) articles respectively. 2023 shows a slight decline, with 5 articles (20%), but remains higher than earlier years. Interestingly, in 2024 there was only 1 article (4%), which may indicate a shift in research focus towards other themes. This distribution illustrates that research on interest in learning in Indonesian subjects' peaks in 2022 and begins to decline thereafter.

The temporal trends in this table are in line with the overlay visualization results. Relevant keywords such as "learning interest," "students," and "learning" are displayed in lighter colors, indicating increased research intensity during 2022 and 2023. More recent research tends to explore innovative approaches, such as the use of "e-comics," which appear in nodes with light colors. In contrast, nodes with darker colors such as "moral beliefs" indicate topics of interest in previous years, such as 2020-2021. The relationship between this table and visualization strengthens the interpretation that at the peak of the research trend (2022), the main focus will be directed at exploring learning strategies that utilize creative media to increase students' interest in learning, in line with the increase in the frequency of articles in that period.

Density Visualization

Density visualization in bibliometric analysis with VOSviewer is used to show the concentration of analyzed elements, such as keywords or authors, based on the intensity or density of relationships in the network map. In this visualization, areas with high concentration will be given a darker color, indicating the presence of groups or subtopics that are more concentrated and more interconnected (Fakhri et al., 2024). This helps to identify areas that are more developed or have a stronger research focus in a particular field. The density visualization results that emerged in research related to the role of audio-visual design in creating atmosphere and emotions in feature film production are presented as follows.

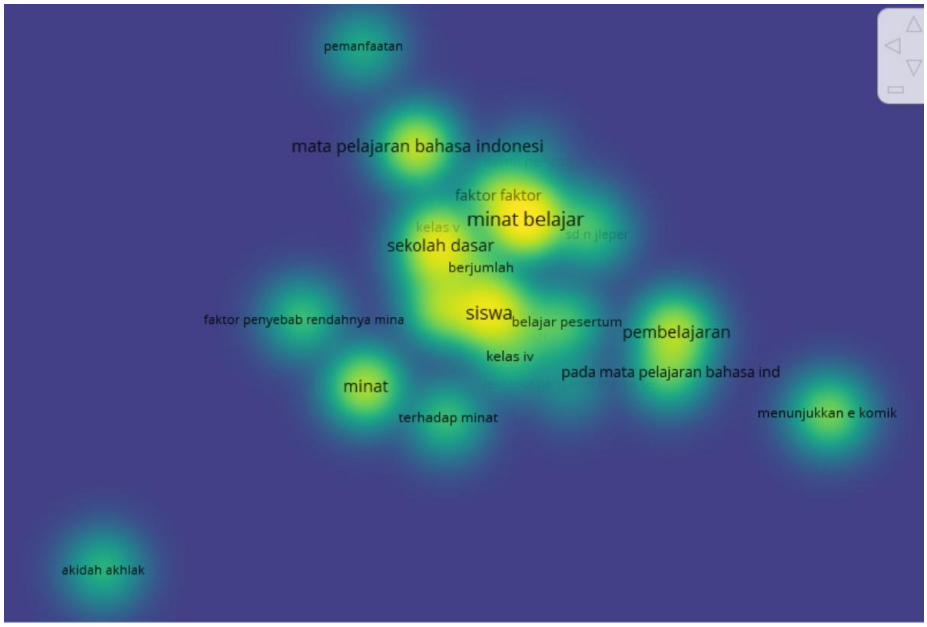


Figure 4. Appearance *Density Visualization*

The density visualization image from VosViewer depicts the density of keywords related to factors that influence elementary school students' interest in learning Indonesian language subjects. The keywords "interest in learning," "students," "learning," and "Indonesian subjects" are in the center and have a bright yellow color, indicating that these terms appear very often in research and are the main focus of related studies. These keywords are also closely related to phrases such as "elementary school," "grade IV," and "grade V," indicating that the dominant research subjects were elementary school students at a particular level. Additionally, some areas in green highlight more specific topics, such as "factors causing low interest" and "e-comics," indicating interest in innovative approaches to increasing interest in learning. On the other hand, the keyword "moral beliefs" is located far from the center, with a darker color, indicating that this topic has low relevance to the main focus of the study. This visualization as a whole reflects that research on this topic explores more creative learning methods and factors that can increase student engagement in learning Indonesian.

After bibliometric analysis using VosViewer was carried out by reviewing the display results *Network Visualization, Overlay Visualization,* And *Density Visualization*, to determine the role of audio-visual design in building atmosphere and emotions in feature film production. The researcher describes the results of previous studies which are presented in table 2 as follows.

Table 2. Results of Previous Research Studies

No.	Author Name (Year)	Research purposes	Research methods	Sample	Research result
1	Sarah et al. (2021)	Describe the factors that influence students' interest in learning mathematics in class V.	Descriptive qualitative	37 fifth grade students in two elementary schools (purposive sampling)	Internal factors include curiosity, motivation, and physicality. External factors include parental attention, teacher strategies, relationships between students, facilities and infrastructure, mass media, and the community environment.
2	Korompot et al. (2020)	Identify factors that influence low student interest in learning based on student perceptions.	Descriptive quantitative	Not mentioned	The dominant factor in students' perceptions is the physical aspect (84%), followed by the psychological aspect (78%), society (75%), family (72%), and school (69%).
3	Salsabila & Puspitasari (2020)	Describe the factors that influence elementary school students' learning	Descriptive	32 class IV students in three elementary schools	Learning achievement is influenced by internal factors (physical and psychological) such as health, interests,

		achievement and learning outcomes.			talents, as well as external factors such as curriculum, teaching methods, infrastructure and school discipline.
4	Agustin et al. (2021)	Assessing the role of animated interactive media on fourth grade students' interest in learning Indonesian.	Descriptive quantitative	Not mentioned	Animated interactive media effectively increases students' interest in learning (the overall percentage of interest in learning reaches 80%).
5	Lestari & Apoko (2022)	Finding the effectiveness of animated videos via YouTube on elementary school students' interest in learning Indonesian.	Quasi-experiment	Second grade elementary school student in West Jakarta	The use of animated videos via YouTube is effective in increasing interest in learning Indonesian compared to conventional learning methods.
6	Yuliana et al. (2022)	Increasing interest in learning Indonesian for class III students through a project-based learning model.	Classroom Action Research (PTK)	Class III students at Singopuran 03 State Elementary School	Interest in learning increased from 13.54% (pre-cycle) to 74.25% (cycle 1) and 88.78% (cycle 2).
7	Sari et al. (2023)	Measuring the influence of reading interest on elementary school students' Indonesian language learning outcomes.	Quantitative survey	197 high class students	Interest in reading has a positive and significant influence on Indonesian language learning outcomes. Students' reading interest is in the medium category (43.66%) and learning outcomes are in the good category (62.95%).
8	Rizkiyana & Kodr (2023)	Knowing the role of parents in the interest in learning Indonesian for class V students	Qualitative descriptive	6 parents of students	The role of parents is very important in supporting children's interest in learning through support, guidance and attention.

		at SDN Kapuk 08 Petang.			
9	Hajar et al. (2023)	To determine the influence of using the Canva application on interest in learning Indonesian for class V students at SDN Warugunung 1 Surabaya.	Experiment	VA class (purposive sampling)	The use of Canva media significantly increases students' interest in learning compared to conventional learning.
10	Fitriani & Huda (2022)	To find out the factors causing students' low interest in writing poetry in Indonesian language subjects at SDN Banjarmasin.	Qualitative descriptive	22 students	Internal factors: motivation, interest. External factors: motivation of parents, teachers, environment, reading materials. Low student attention and conventional learning methods also influence this.
11	Nisa et al. (2022)	Describe students' learning interests and learning outcomes in Indonesian online learning during the pandemic, as well as the relationship between the two.	Descriptive quantitative, correlation	121 respondents	Interest and learning outcomes are in the medium category. There is a significant relationship between learning interest and student learning outcomes in online learning.
12	Nurbaeti et al. (2022)	Knowing the application of the storytelling method in increasing children's literacy in Indonesian language subjects.	Qualitative descriptive	Data from interviews and observations	The storytelling method improves students' verbal abilities, creativity and critical thinking, and supports increased literacy.
13	Adnyana & Yudaparmita (2023)	Knowing the increase in interest in learning science and science through the use of	Descriptive	Elementary School Students	Image media can increase students' attention, enthusiasm and participation in science learning.

		image media in elementary school students.			
14	Nailufar et al. (2022)	Knowing the influence of literacy on students' reading interest in Indonesian language subjects.	Quasi-experiment	Fourth grade student at Keboanano Elementary School	Literacy for 15 minutes before learning has a significant influence on increasing students' reading interest in Indonesian language subjects, proven through t-test analysis.
15	Hadi et al. (2022)	Describes the effectiveness of character education based on innovative learning using Cooperative Learning and Project-Based Learning methods to meet the needs of the student community and the world of work.	Literature review	Not mentioned	The cooperative learning model encourages students to be active, creative and independent and able to think multi-sourcely.
16	Sunarti et al. (2022)	Knowing the influence of the Information Search learning strategy on the interests and learning outcomes of fifth grade elementary school students.	Studies experiment with a Pretest-Posttest Control Group design	Class V students of SDN No. 39 Palleko Center (48 students)	There was a significant increase in the interest and learning outcomes of experimental class students compared to the control class.
17	Rusniasa et al. (2021)	To determine the influence of the School Literacy Movement (GLS) on reading interest and Indonesian language learning outcomes for fourth grade	Quasi-experiment with Posttest-Only Control-Group design	Fourth grade students at SD Negeri I Penatih (64 students)	GLS has a significant effect on students' reading interest and Indonesian language learning outcomes.

		elementary school students.			
18	Angga et al. (2020)	Developing educational e-comic media to shape character and improve the learning outcomes of fifth grade students in Indonesian language lessons.	ADDIE development method	2 subject experts, 1 design expert, 1 media expert, 3 individual test students, 6 small group test students	Educational e-comics are valid to apply and can increase student motivation and learning outcomes.
19	Rahmawati et al. (2022)	Knowing the interest in learning and the factors that influence interest in learning of fourth grade elementary school students.	Qualitative with a case study approach	Class IV students of SDN Panularan 06 Surakarta	Student interest in learning is quite high in limited face-to-face learning; very environmental factors influence interest in learning.
20	Setiawan & Oktavianti (2022)	Analyzing the learning interest of fourth grade elementary school students in learning Indonesian during offline learning.	Qualitative descriptive	Fourth grade students at SDN Jleper 1	Low student interest in learning; More support from teachers and parents is needed to increase student motivation.
21	Maqdis, N. N., Tati, A. D. R., & Rahmawati, R. (2024).	Increasing fourth grade students' interest in learning through the Culturally Responsive Teaching (CRT) approach to Indonesian language lessons.	Classroom Action Research (PTK)	Fourth grade students at UPT SPF SD Inpres Monginsidi (30 students)	CRT increased students' interest in learning from 27% in pre-action to 87% in cycle II.
22	Audina, F., & Aini, P. R. (2022)	Knowing students' interest in learning Indonesian language subjects.	Qualitative	Middle school students	As many as 59.2% of students enjoyed taking Indonesian language lessons, while 40.8% of students had little interest in these lessons.

23	Dewi, M. I., & Hasanudin, C. (2022)	Find out how much the TikTok application is used to increase interest in learning Indonesian language subjects.	Secondary data analysis	Data from books, articles and journals	The TikTok application can be used as a medium to increase interest in learning Indonesian through certain steps. Questionnaires are used to measure increases in student interest.
24	Azizan, N., Lubis, M. A., & Muvid, M. B. (2020)	Seeing the importance of using YouTube media in studying the subject of Aqidah Akhlak.	Qualitative	Madrasah Ibtidaiyah (MI) Students	YouTube media is a solution to increase interest in learning Aqidah Akhlak because it provides varied explanations. However, monitoring from parents and special videos from teachers is needed so that student learning is directed.
25	Mariani, R., Novita, R., & Sari, S. M. (2023)	Analyzing the benefits of using comics as a medium for learning Indonesian to increase student motivation and learning outcomes.	Literature review	Relevant studies of the last 10 years	Comic media in Indonesian language learning significantly increases student motivation and learning outcomes because of its imaginative, creative and innovative nature, which encourages students to be more independent.

Students' interest in learning Indonesian language subjects is an important aspect that influences the success of learning at the elementary school (SD) level. Previous studies show that internal factors, such as curiosity, intrinsic motivation, and physical condition, play a significant role in shaping students' interest in learning. Sarah et al. (2021) and Korompot et al. (2020) emphasized the importance of good physical condition and psychological motivation in influencing student engagement in class. Psychological factors, such as self-confidence and interest in material, have also been proven to be important drivers, as stated by Fitriani and Huda (2022). Apart from that, the interest in reading has a direct influence on Indonesian language learning outcomes, as described by Sari et al. (2023), which shows a significant relationship between reading interest and students' academic achievement.

External factors also play a big role in increasing interest in learning Indonesian. The role of parents, teacher support, and the school environment are important elements in creating a conducive learning atmosphere. Rizkiyana and Kodr (2023) revealed that parents' active involvement in accompanying children to study at home increases students' motivation to study.

Furthermore, a supportive school environment, such as the availability of learning facilities and innovative learning approaches, is a significant supporting element as explained by Salsabila and Puspitasari (2020). Rahmawati et al. (2022) highlighted that environmental factors greatly influence students' interest in learning, especially in limited face-to-face learning after the pandemic.

The use of interactive learning media is an effective strategy for increasing student interest. A study by Agustin et al. (2021) and Lestari & Apoko (2022) show that YouTube-based animation and video media have a positive impact on Indonesian language students' interest in learning. This media provides a more interesting and interactive learning experience compared to conventional learning methods. In addition, the use of the Canva application, as reported by Hajar et al. (2023), increases student involvement in learning through a creative visual approach. Technology-based learning media not only stimulates interest in learning but also helps students understand the material in more depth.

Project-based learning models and other interactive methods also make a significant contribution to students' learning interest. Yuliana et al. (2022) found that project-based learning increases students' interest gradually through direct involvement in creative tasks. Sunarti et al. (2022) shows that the Information Search strategy helps students be more active and enthusiastic during the learning process. Apart from that, the storytelling method applied by Nurbaeti et al. (2022) is proven to increase students' verbal abilities and creativity, as well as supporting their increased literacy.

Literacy has an important role in building interest in learning Indonesian. Nailufar et al. (2022) and Rusniasa et al. (2021) emphasizes that literacy programs, such as reading 15 minutes before class and the School Literacy Movement, have a significant influence on increasing students' interest in reading. By increasing student engagement through literacy, Indonesian language learning becomes more meaningful and relevant. In the same context, Maqdis et al. (2024) shows that a culture-based learning approach (Culturally Responsive Teaching) is able to attract students' interest by linking lesson material to their daily lives.

The use of creative media, such as e-comics and the TikTok application, is also a promising innovation in learning Indonesian. Angga et al. (2020) and Mariani et al. (2023) found that comic-based media can increase student motivation and learning outcomes by presenting material in imaginative and interesting forms. Apart from that, Dewi & Hasanudin (2022) revealed that the TikTok application can be used as an interactive learning tool to increase students' interest in Indonesian language lessons, provided there is proper guidance and supervision.

On the other hand, online learning during the pandemic brings challenges as well as opportunities to increase interest in learning. Nisa et al. (2022) found that even though students' learning interest was in the medium category, there was a significant relationship between learning interest and learning outcomes in online learning. Innovative use of digital media during online learning provides opportunities to increase student engagement, although technical challenges such as internet access remain obstacles that must be overcome. Overall, the factors that influence elementary school students' interest in learning Indonesian language subjects are multidimensional. The combination of environmental support, innovative learning approaches, and the use of creative media can significantly increase interest in learning. These studies provide in-depth insights for educators and policy makers to design learning strategies that are more effective, relevant, and appropriate to students' needs in this digital era. Based on the explanation above, the factors that influence elementary school students' interest in learning are summarized in the table below.

Table 3. Factors that Influence Elementary School Students' Interest in Learning in Indonesian Language Subjects

No	Aspect	Information	Source
Internal			
1	**Intrinsic Motivation**	Students' internal drives, such as curiosity and the desire to achieve.	Sarah et al. (2021), Fitriani & Huda (2022)
2	**Physical Condition**	Physical conditions that support students to learn optimally.	Korompot et al. (2020)
3	**Interest in Reading**	The relationship between reading habits and students' academic achievement.	Sari et al. (2023)
External			
1	**The Role of Parents**	Parental support in accompanying and motivating children to learn.	Rizkiyana & Kodr (2023)
2	**School environment**	Adequate learning facilities and a conducive learning atmosphere.	Salsabila & Puspitasari (2020), Rahmawati et al. (2022)
3	**Interactive Media**	Use of media such as animation, video and Canva to increase student engagement.	Agustin et al. (2021), Lestari & Apoko (2022), Hajar et al. (2023)
Learning model			
1	**Project Based Learning (PBL)**	A project-based learning approach that actively involves students.	Yuliana et al. (2022)
2	**Information Search Methods**	Strategies that help students actively seek information during learning.	Sunarti et al. (2022)
3	**Storytelling Method**	Storytelling techniques to improve students' verbal abilities and creativity.	Nurbaeti et al. (2022)
4	**Literacy**	Literacy programs such as reading before lessons to increase interest in reading.	Nailufar et al. (2022), Rusniasa et al. (2021)
5	**Local Culture**	A culture-based approach to making lessons more relevant to students.	Maqdis et al. (2024)
6	**E-Funny**	Comic-based learning media to convey material imaginatively.	Angga et al. (2020)
7	**TikTok App**	Use of TikTok as an interactive learning tool.	Dewi & Hasanudin (2022)
8	**Online Learning**	Opportunities and challenges in online learning during the pandemic.	Nisa et al. (2022)

4. CONCLUSION

The research results show that elementary school students' interest in learning Indonesian language subjects is influenced by various internal and external factors. Internal factors include intrinsic motivation, supportive physical conditions, and interest in reading, which have been proven to have a significant relationship with student learning outcomes. External factors, such as the role of parents, teacher support, and a conducive school environment, are also important determinants. The study also highlights the importance of interactive learning media, such as animation, video, e-

comics, and technology-based applications, which can increase student engagement and interest in the material.

The implication of these findings is the need for collaborative efforts between educators, parents, and educational institutions to create a supportive learning environment. Innovative learning approaches, such as Project-Based Learning (PBL), information retrieval methods, and literacy programs, must be integrated into the curriculum to increase students' active participation. Apart from that, the use of technology in learning can be an effective strategy in bridging the gap in learning interest, especially in this digital era. However, the use of technology-based media needs to be accompanied by supervision so that it is in accordance with learning objectives.

As a suggestion, educators are advised to continue to develop learning approaches that are creative and relevant to students' needs, including utilizing modern technology such as learning applications and well-supervised social media. Parents need to be more involved in their children's learning process by providing adequate moral and material support. The government and educational institutions also need to provide adequate learning facilities and training for teachers to implement innovative teaching strategies. These steps are expected to increase students' interest in learning on an ongoing basis.

5. BIBLIOGRAPHY

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