

Teacher Learning Innovation to Increase Student Learning Motivation at Muhammadiyah Middle School in Sorong City

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Article Info

Article history:

Received: 10 Juni 2026

Publish: 26 Juni 2026

Kata kunci:

blended learning;
learning innovation;
learning motivation;
learning technology;
teacher strategy.

Abstrak

This study aims to analyze teachers' learning innovations in improving students' learning motivation at SMP Muhammadiyah Kota Sorong. The research employed a qualitative descriptive method with a library research approach. Data were collected from journals, scientific articles, and relevant references discussing innovative learning models, technology-based learning media, and teachers' strategies in building students' learning motivation. The findings revealed that the implementation of learning models such as Blended Learning, Project-Based Learning (PjBL), and Flipped Classroom was able to create more active, flexible, and student-centered learning. In addition, the use of interactive media such as Quizizz and animation media made learning more engaging and easier to understand. Humanistic teacher strategies through creating a comfortable classroom atmosphere, providing appreciation, and explaining learning objectives also positively influenced students' learning motivation.

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1. INTRODUCTION

Education is the primary foundation for developing quality human resources, with the teaching and learning process at the heart of transforming knowledge and character. However, in practice, the effectiveness of this process is often hampered by low student motivation. Motivation is not simply a drive to attend class, but rather an internal driving force that transforms a person's energy into concrete activities to achieve specific learning goals. High motivation plays a crucial role because, without a student's desire to learn, achieving optimal learning outcomes will be difficult. At the junior high school (SMP) level, including at SMP Muhammadiyah in Sorong City, efforts to maintain student enthusiasm for learning have become increasingly complex challenges, especially after the transition from online to face-to-face learning methods. Symptoms of declining motivation often arise from boredom or a lack of variety in the delivery of learning materials. In this regard, teachers, as professional educators, hold a significant responsibility not only to convey knowledge but also to act as class managers, supervisors, and, most importantly, as motivators for their students. Therefore, the role of teachers in increasing learning motivation is an inseparable part and must be present in every learning activity (Hamda, Nurhasanah, & Tasia, 2021; Izmala et al., 2025).

To address these challenges, learning innovation is crucial. Teachers are required to be creative in designing strategies relevant to the characteristics of today's digital generation. One approach that has proven effective is the implementation of the learning model *Blended Learning*, which is able to combine technological flexibility with the depth of face-to-face interaction to significantly increase student engagement (Yantoro et al., 2021). In addition, the use of technology-based media, such as the application *Quizizz*. The use of animated media can create a more engaging, interactive, and enjoyable learning environment. This modern media serves to increase extrinsic motivation through engaging visual features and a competitive, instant feedback system. The implementation of this innovation aligns with the spirit of the Independent Curriculum, which emphasizes flexible, adaptive, and student-centered education. Through strategies such as *Project-Based Learning*, collaborative learning, and gamification, teachers can encourage critical thinking skills while maintaining students' enthusiasm for learning (Cholily, Eriyanti, & Masduki, 2022; Nurvianti, Hairani, & Hanifah, 2025). Therefore, this article aims to examine in more depth how various learning innovations implemented by teachers can be a strategic solution in increasing student learning motivation, particularly in the Muhammadiyah Junior High School environment in Sorong City, to create a generation that is not only intellectually intelligent but also enthusiastic in undergoing the educational process.

2. METHOD

This research uses a qualitative descriptive method with a literature study research type (*library research*). This method was chosen based on the research objective, which is to describe and analyze in depth various forms of learning innovation implemented by teachers to increase student learning motivation, particularly in the Muhammadiyah Junior High School environment in Sorong City. A qualitative approach was chosen because it can provide a broader understanding of educational phenomena through the interpretation of textual, conceptual, and theoretical data. With this approach, researchers can examine various theories, research results, and educational concepts related to innovative learning strategies and student learning motivation. Literature research was conducted by collecting various relevant scientific references to obtain a comprehensive picture of the transformation of learning methods in the digital era (Hamda, Nurhasanah, & Tasia, 2021; Nurvianti, Hairani, & Hanifah, 2025).

The data sources in this study come entirely from secondary sources, in the form of scientific documents related to the research topic. Data were obtained through a review of various educational journals, scientific articles, reference books, and previous research discussing innovative learning models, technology-based learning media, the implementation of the Independent Curriculum, and the role of teachers in increasing student learning motivation. The literature used includes discussions on the implementation of *Blended Learning*, *Project-Based Learning* (PjBL), *Flipped Classroom*, application usage, *Quizizz*, animated media, and teacher strategies in creating a fun and interactive learning environment (Yantoro et al., 2021; Cholily, Eriyanti, & Masduki, 2022). The selection of these sources was carried out selectively to ensure the data used had high relevance and credibility to the research focus. The data collection technique used the documentation method, namely searching, collecting, reading, and reviewing various literature relevant to the research theme. After the data was collected, the analysis process was carried out through several stages: data reduction, data presentation, and conclusion. The data reduction stage was carried out by filtering important

information from various sources so that the discussion was more focused on learning innovation and student learning motivation. Next, the data were presented systematically according to the discussion framework to facilitate the analysis process. The final stage was concluding, namely synthesizing various findings from literature sources to gain an understanding of the effectiveness of learning innovation in increasing student learning motivation. Through this procedure, this study is expected to provide an objective, systematic, and in-depth analysis of the importance of learning innovation as a solution to address educational challenges in the digital era (Izmala et al., 2025).

3. RESULTS AND DISCUSSION

Based on the discussion, it is clear that the implementation of innovative learning models, the use of technology-based interactive media, and appropriate teacher strategies can increase student learning motivation at Muhammadiyah Junior High School in Sorong City. Learning models such as Blended Learning, Project-Based Learning (PjBL), and Flipped Classroom help create more active learning.

Table 1.1 Results of the Application of Learning Innovations to Student Learning Motivation

No	Learning Innovation	Results Obtained	Impact on Motivation
1	Blended Learning	Learning is more flexible and interactive	Students are more active and enthusiastic about learning
2	Project-Based Learning (PjBL)	Students learn through projects and group work.	Increase self-confidence and responsibility
3	Flipped Classroom	Students study the material before class, learning	Increase independence and critical thinking
4	Using Quizizz	Learning evaluation is more interesting and fun	Cultivating students' enthusiasm for learning
5	Animation Media	Material is easier to understand through visualization	Increase interest and focus in learning
6	Humanist Teacher Strategy	The teacher creates a comfortable classroom atmosphere and gives appreciation.	Students feel appreciated and motivated to learn

Based on the table above, it can be seen that the implementation of learning innovations has a positive impact on student motivation at Muhammadiyah Junior High School in Sorong City. Innovative learning models and the use of technology-based media create a more active, enjoyable, and interactive learning environment. Furthermore, the teacher's humanistic strategies also help boost students' self-confidence and enthusiasm for learning throughout the learning process.

4. CLOSING

Contains conclusions and recommendations. The conclusion contains answers to the research questions. The recommendations refer to the research findings and take the form of practical actions. State who the recommendations are for and what they are intended for. They should be written in essay format, not numerically.

5. ACKNOWLEDGEMENT

The author would like to express his gratitude to Allah SWT for His grace, guidance, and blessings so that this article could be completed well. The author also expresses his appreciation and gratitude to the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Sorong, for providing academic support during the process of compiling this article. Acknowledges are also extended to the supervisor and all parties who have provided input, direction, and support in the completion of this research. The contributions of various parties are very helpful in developing studies on teacher learning innovations to increase student learning motivation. Hopefully, the results of this research can provide benefits for the development of educational science and become a reference for practitioners and researchers in the field of learning.

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