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Fostering Pupils' English Learning Motivation through a Local Wisdom-Integrated Problem-Based Learning Model: A Quasi-Experimental Study

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ABSTRACT

Integrating local wisdom into English instruction is a crucial step in creating meaningful, relevant learning experiences for pupils in the 21st century. The objective of this study, which uses a quantitative method with a Quasi-Experimental Design, is to determine the significance of the local wisdom-based PBL model in increasing primary school pupils' learning motivation in the English subject. Although the PBL model has been widely studied as an effective learning model that can increase pupils' motivation to learn, there remains a significant research gap in the number of studies examining the integration of local wisdom values into the PBL model in the context of English learning in primary schools. A 21-item questionnaire, aligned with learning motivation indicators, was used as the primary instrument to collect primary data in this study. The paired sample t-test and the N-Gain test were used in this study as data analysis techniques. The results of this study indicate that the PBL model significantly increases pupils' motivation to learn in the English subject. The sig illustrates this. value in the experimental class is <0.000, and the N-Gain score of 0.7658 is in the high category. The main contribution of this study is the development of a PBL learning model integrated with Sundanese local wisdom values, which are still relatively new in English subjects in primary schools.

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1. INTRODUCTION

Education is a vital foundation for developing pupils' character and skills in various fields, especially at the primary school level [1]. One of the crucial skills for primary school pupils to master is foreign language skills [2]. Increasingly modern curricula require educators to foster the enthusiasm and motivation of primary school pupils, who are often unstable [3]. Therefore, teachers need to use learning models and approaches that are not only informative but also inspiring so that pupils do not view learning as a tedious routine

and obligation, but rather as a crucial need [4].

This challenge becomes even more complex when viewed through the lens of English language learning. This is because English is considered a foreign language and is rarely used by pupils in everyday interactions [5]. Furthermore, the material in English textbooks is often abstract and draws on contexts and illustrations from foreign cultures, which are relatively difficult for pupils in remote areas to understand. This imbalance in learning contexts ultimately leads to a decline in pupils' motivation to learn and self-confidence [6].

To strengthen the rationale for this study, researchers conducted preliminary research on pupils' learning motivation in English learning in primary schools. Based on the preliminary research conducted by researchers at two primary schools in Bogor Regency, it was found that pupil motivation for learning remains relatively low. The results of a learning motivation questionnaire completed by 104 fifth-grade pupils from two schools showed an average score of only 49.9.

Therefore, a learning model that puts pupils at the center and demands their active participation is urgently needed in education in the current era of digital transformation [7]. Amid the massive tide of globalization, educators face several significant challenges in teaching. These challenges include not only the process of imparting knowledge but also the development of strong motivation to learn in pupils [8]. Motivation to learn is considered one of the main driving forces behind pupil academic success. The process of transferring knowledge will become merely a formality and a boring, meaningless routine without a burning motivation to learn [9].

In contrast, traditional learning models typically rely solely on lectures and memorization of vocabulary. This naturally leads to boredom among pupils [10]. Primary school pupils, who are still children, tend to have a high level of curiosity and a great deal of energy for exploration. If this energy is not channeled wisely through appropriate learning models, the teaching and learning process will be hampered by pupil boredom [11]. Therefore, a transition from traditional models to innovative models that can stimulate critical thinking in pupils from primary school onward is necessary [12].

One innovative learning model that can address these problems is the Problem-Based Learning (PBL) model [13]. This innovative learning model makes pupils the main subjects in the problem-solving process [14]. Furthermore, the PBL model presents problems relevant to real-world contexts that must be solved through group collaboration [15]. The PBL model stimulates emotional and cognitive participation simultaneously [16]. At the primary school level, the PBL model trains pupils to become accustomed to collaborating with their groups, communicating politely, and learning from mistakes through the problem-solving process, which are characteristics of meaningful learning [17].

Based on research by Alghifari et al. (2023), the Problem-Based Learning model has been validated as effective in improving learning outcomes and student motivation. Furthermore, as Wati et al. (2024) explain in their study, implementing the Problem-Based Learning model can improve four aspects of pupil motivation: attention, relevance, confidence, and satisfaction. Furthermore, the study by Restiani et al. (2023) found that

PBL integrated with Balinese local wisdom significantly improves pupils' literacy skills. The findings and results of this study also confirm that a contextual approach based on local wisdom values can serve as a connector between academic theory and reality in daily life, ultimately increasing pupils' scientific literacy skills.

As explained previously, to bridge the school world with pupils' home environments, it is necessary to integrate local wisdom into the PBL model. Incorporating local wisdom values, specifically Sundanese wisdom, such as traditional culinary delights, into the English subject makes pupils feel more connected to the learning material. As a result, pupils become more enthusiastic and engaged as they discuss topics closely related to the local wisdom values they encounter in their daily lives [21].

Integrating local wisdom into English serves as a filter for foreign cultures. When pupils learn a foreign language, they are also guided to understand better and appreciate their native culture [22]. This integration of local wisdom naturally triggers a strong intrinsic motivation in pupils to learn English. In this way, pupils will use English to promote their cultural identity or local wisdom values to the wider world. Primary school pupils will psychologically more easily absorb knowledge or information that is correlated with their daily experiences [23]. Teachers who present issues related to local wisdom in English encourage pupils to find the right vocabulary to express their opinions.

There has certainly been extensive research on the PBL model, as explained before. However, after conducting a literature review, the researchers identified a gap: the study of the PBL model integrated with Sundanese local wisdom in the context of English language learning at the primary school level and its impact on the growth of learning motivation remains scarce. Therefore, the researchers see this gap as an opportunity for new research to enrich the information on English language learning in primary schools.

Based on the context of the problem presented, the researchers see the need for an in-depth, comprehensive, and systematic study to test the effectiveness of the PBL model oriented towards Sundanese local wisdom. Therefore, the researchers attempted to conduct an in-depth study of the Local Wisdom-Based PBL Model to Increase Primary School Pupils' English Learning Motivation. The research questions raised in this study are: (1) Does local wisdom-based PBL significantly enhance pupils' learning motivation? Furthermore, (2) How effective is local wisdom-based PBL compared to standard PBL in enhancing the learning motivation of primary school pupils in the English subject?

2. METHOD

13 This quantitative study employed a quasi-experimental design, specifically a Non-Equivalent Control Group Design. This design was chosen because the researcher did not randomly select subjects. Therefore, the existing groups at the research site were used as they were. The researcher provided a PBL intervention integrated with local wisdom in 19 class V-A, the experimental class. Meanwhile, class V-B, the control class, used only the PBL model. This was done to determine significant differences in pupil motivation for learning at the end of fifth-grade English instruction. The subject of this study was English, with material on the Different Tastes of Foods and Drinks.

This study involved 45 fifth-grade pupils at a primary school. These subjects comprised 20 pupils in the control class and 25 in the experimental class. The main research instrument in this study was a learning motivation questionnaire comprising 21 statements, designed according to learning motivation indicators. The learning motivation questionnaire was previously calibrated to determine its validity and reliability. After calibration, 21 of the 25 statements in the research instrument were found to be valid and reliable, with a reliability coefficient of 0.747.

The intervention is delivered in a single session of learning or over 2 hours of lessons. The first step of the study was a pre-test to assess fifth-grade pupils' learning motivation before the intervention in both the control and experimental classes. Afterward, the teaching and learning process was conducted in the experimental class using a PBL model grounded in local wisdom, and in the control class using only PBL. After the teaching and learning process was completed, the researchers administered a post-test to assess pupils' learning motivation following the intervention. The collected data were then processed using IBM SPSS version 27.

Normality and homogeneity tests are prerequisites for testing hypotheses. Normality tests are conducted to ensure that the data are normally distributed [24]. Homogeneity tests are conducted to confirm that the collected data originate from equal and identical variances [24]. Subsequently, parametric statistical tests, such as paired-samples t-tests, were conducted to determine whether there was a significant increase in fifth-grade pupils' learning motivation in the English subject, focusing on "Different Tastes of Foods and Drinks," between the experimental and control groups. The N-Gain test was also conducted to demonstrate the effectiveness of each learning model.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Normality Test

As explained in the methods section, the data from the English pupil motivation questionnaire were tested for normality as a prerequisite for the paired-samples t-test. The researcher conducted a normality test to ensure that the data distributions in the control and experimental classes were normal both before and after the intervention. The researcher used the Shapiro-Wilk normality test. The Shapiro-Wilk test was used because the number of research subjects was less than 50 pupils [25]. The following table shows the results of the normality test.

Table 1. Normality Test Result

		Tests of Normality					
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest_Control	.149	20	.200*	.914	20	**.077**
	Posttest_Control	.148	20	.200*	.936	20	**.198**
	Pretest_Experiment	.100	25	.200*	.976	25	**.790**
	Posttest_Experiment	.150	25	.153	.926	25	**.070**

Based on the table above, it can be seen that the sig. The pre-test value for the control class is 0.077. Furthermore, the sig. value for the post-test data for the control class is 0.198. Similarly, the sig. value for the pre-test data for the experimental class is 0.79. Finally, the post-test data for the experimental class is 0.070. All sig. values are > 0.005, indicating that the data are normally distributed.

3.1.2. Homogeneity Test

Next, the homogeneity test for the pre-test scores is an essential prerequisite to ensure that the data in the control and experimental classes come from the same variance before the intervention. The results of the homogeneity test for the pre-test data are summarised in the following table.

Table 2. Pre-test Homogeneity Test Results

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.138	1	43	**.292**
	Based on Median	.660	1	43	.421
	Based on Median and with adjusted df	.660	1	37.802	.422
	Based on the trimmed mean	1.046	1	43	.312

Based on the calculation results in the table above, the sig. (based on the mean) value of the pre-test data is 0.292. This value is greater than 0.05. This value indicates that there was no difference in variance between the control and experimental classes before the intervention. In other words, both the control and experimental classes had identical levels of learning motivation before the implementation of the local wisdom-based PBL model in the experimental class and the PBL model in the control class.

In addition, it is also important to conduct a homogeneity test on the post-test data. This is intended to strengthen the objectivity of the research results and to ensure that the learning motivation data for pupils in the control and experimental classes remains within the same range. The detailed results of the homogeneity test are illustrated in the following table.

Table 3. Post-test Homogeneity Test Results

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.903	1	43	.175
	Based on Median	2.033	1	43	.161
	Based on Median and with adjusted df	2.033	1	34.732	.163
	Based on trimmed mean	1.975	1	43	.167

The table above shows a sig. value of 0.175, which is >0.05. This indicates that the post-test data from the control and experimental classes still exhibit a single, identical, or homogeneous variance.

3.1.3. Paired Sample t-test

The normality and homogeneity of the data indicate that the researcher can conduct parametric statistical tests, including a paired-samples t-test and an N-Gain test, in both the control and experimental classes. The following is the result of the paired sample t-test.

Table 4. Paired Sample t-test Result

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest_Control - Posttest_Control	**-29.600**	14.837	3.318	-36.544	-22.656	-8.922	19	**.000**
Pair 2	Pretest_Experiment - Posttetst_Experiment	**-35.480**	9.093	1.819	-39.233	-31.727	-19.510	24	**.000**

Based on the table above, both the control and experimental classes have a significance value of 0.000 or less than 0.05. This indicates that both the local wisdom-based PBL model and the PBL model alone can significantly increase pupil learning motivation in English. However, a closer look at the mean column reveals a striking difference between the experimental and control classes. The experimental class has a larger mean difference compared to the control class. This indicates that the experimental class experienced a greater increase in learning motivation compared to the control class.

3.1.4. N-Gain Test

Next, the N-Gain test was used to evaluate the effectiveness of the local wisdom-based PBL model in increasing pupil motivation. The N-Gain test is crucial because it allows researchers to determine the magnitude of the increase in pupil learning motivation in both the control and experimental classes. The results of the N-Gain test in the control and experimental classes are presented in detail in the following table.

Table 5. N-GainTest Result

Class	N-Gain Score	N-Gain Percent	Category	Effectivity Level
Control	0,5632	56,32%	Medium	Quite Effective
Experiment	0,7658	76,58%	High	Effective

Referring to the data presented in the table, it can be seen that the N-Gain score of the control class was 0.5632, or in the "medium" category, and the effectiveness level was "quite effective," while the N-Gain score of the experimental class was 0.7658, or in the "high" category, and the effectiveness level was "effective." These results show that the N-Gain value in the experimental class was much greater than in the control class. These results indicate that although learning motivation increased in the control class, it did not reach the maximum or effective level.

3.2. Discussion

The implementation of a PBL model grounded in local wisdom has been empirically shown to increase primary school pupils' motivation to learn English. Research results show that pupils in the experimental class not only experienced a quantitative increase in learning motivation, as indicated by questionnaire scores, but also demonstrated more positive behavioral changes during the learning process. This can occur because the problem context presented in the learning is familiar to everyday life and aligns with the local wisdom values developed in the pupils' environment.

Based on research by [26], integrating local wisdom into English-learning activities can reduce pupils' anxiety when speaking English and encourage them to communicate more actively in English. Furthermore, integrating local wisdom can also provide pupils with a more meaningful learning experience and strengthen their character. The PBL model encourages pupils to practice their critical thinking skills through its syntax, from problem orientation to evaluation [27]. The learning process using the PBL model will be more lively in the experimental class because it integrates local wisdom values. The values of local wisdom, familiar to pupils' daily lives, further challenge and motivate them to solve related problems. This aligns with research by Nisa & Christanti (2024), which confirms that one of the benefits of implementing the PBL model is improved pupil understanding, as it is linked to contextual issues.

Furthermore, a study by Rokhimah et al. (2025) found that a local wisdom-based PBL model can shape third-grade pupils' social attitudes and increase their learning motivation. Consistent with this finding, Alaudin & Nurjanah (2024) reported that a learning model incorporating local wisdom can encourage active participation in learning, optimize learning motivation, and serve as a functional alternative to enhance learning quality. A local culture-based PBL model not only improves pupil learning motivation in English, but another study by Asmaliyah et al. (2025) also showed that a local wisdom-based PBL model can improve motivation and learning outcomes in mathematics. This is because a culture-based PBL model can encourage pupils to solve problems and make learning more contextually relevant.

Furthermore, although learning motivation increased in the control class, it was not as significant as in the experimental class. This occurs because the learning context provided to pupils remains global and less aligned with the values of local wisdom in their residential environment. In this study, Sundanese local wisdom serves as a stimulus that can change pupils' perspectives on English as a difficult language. When pupils exchange ideas or discuss local wisdom in English materials with their groups, they indirectly internalize local culture. As explained by Sinulingga et al. (2025) in their study, learning that integrates the local cultural context can increase pupils' love and pride for their regional culture, which can then be transformed into enthusiasm to master English communication skills. Based on the study by Mese & Sevilen (2021), apart from conventional learning models, other factors that negatively impact students' learning motivation, especially in English subjects, include limited social interaction and a poorly organized learning environment.

Technically, the N-Gain test clarified that the local wisdom-based PBL model in the experimental class was in the high category. The N-Gain score in the experimental class indicated that the local wisdom-based PBL intervention consistently maximized pupils' learning potential and motivation. This confirmed that innovation in teaching, combining the innovative PBL model with cultural values, is appropriate for advancing education at the primary school level.

The results of this study comprehensively confirm that combining the PBL model with local wisdom values can be an innovative and effective approach to stimulating increased pupil motivation for learning English. The findings of this study imply that the primary school curriculum must be more dynamic and flexible in integrating local cultural values. Through high learning motivation, challenges and obstacles in learning can be minimized and become less frequent [34]. However, this study still has several limitations, among them the duration that is relatively short duration. Therefore, this study has limited opportunities to examine the long-term effect of the PBL model integrated with Sundanese local wisdom on comprehensively enhancing pupils' learning motivation. Next, the sample used in this study is relatively small, limiting the generalisability of the results to a more diverse pupil population. Lastly, the scope of this study is limited to the primary school level. Furthermore, future studies with longer durations, larger sample sizes, and the inclusion of education levels are needed to validate the model's effectiveness across educational levels more thoroughly.

4. CONCLUSION

Based on the results and discussions elaborated, it can be concluded that implementing the PBL model positively affects motivation to learn English among fifth-grade pupils in the English subject. Although both the PBL model and the local wisdom-based PBL model show significant results, there are still quite striking differences between them. The PBL model, integrated with validated local wisdom, has superior power to accelerate the level of pupil motivation for learning. This is evident in the mean difference between the experimental and control classes. The experimental class that was given the intervention in the form of a local wisdom-based PBL model had a mean difference of 35,480. This figure is greater than the mean difference in the control class, which was only 29,600. This indicates that the experimental class experienced a more significant increase than the control class. In addition, the N-Gain scores obtained in the experimental and control classes were also significantly different. The experimental class achieved an N-Gain score of 0.7658, or 76.58%, while the control class achieved an N-Gain score of only 0.5632, or 56.32%. This indicates that the local wisdom-based PBL model used in the experimental class was more effective than the PBL model used in the control class.

This empirical data verifies that integrating local wisdom values into the Problem-Based Learning model is not merely a meaningless addition but rather a catalyst that strengthens pupils' emotional bonds with the subject matter. This PBL model, integrated with local wisdom, demonstrates that concrete, contextual learning models can transform pupils' learning behavior, leading to greater motivation and engagement.

This study has implications for a local wisdom-based PBL learning model as an alternative, innovative learning strategy that can increase elementary school students' motivation for English learning. However, this study also has limitations, including a small sample and a relatively short intervention duration, which limit its ability to comprehensively explain the long-term impact of implementing a Sundanese local wisdom-based PBL model. The contribution of this study to society in general lies in strengthening the importance of preserving local wisdom values in a region through education and in providing alternative learning approaches that can improve the quality of education at the elementary school level in a more concrete, contextual, and sustainable way. Furthermore, educators are advised to gradually shift from conventional, teacher-centered learning models to more innovative, diverse approaches. Teachers need to be trained to design learning modules that incorporate local wisdom values or contextual issues in the surrounding environment into classroom discussions. Using issues familiar to pupils' daily lives will increase their enthusiasm and curiosity.

For further development, future researchers are advised to expand the scope of their research by involving a more diverse group of participants. Furthermore, future researchers could explore other variables for study, such as pupils' creative thinking or English speaking skills. This will provide a more comprehensive and holistic picture of the local wisdom-based PBL model for developing pupil competencies in the 21st century.

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