

The Impact of Educational Resources Availability on Students Learning Motivation in Primary Schools

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Abstrak

Pendidikan merupakan bagian penting dari kehidupan manusia karena menjadi proses utama dalam mengembangkan potensi diri sejak usia dini. Namun, realitas di lapangan menunjukkan bahwa tidak semua sekolah dasar memiliki ketersediaan alat pendidikan yang memadai dan berkualitas. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif untuk menggambarkan dan menganalisis faktor-faktor yang memengaruhi motivasi belajar siswa serta pengaruh ketersediaan alat pendidikan terhadap motivasi belajar di sekolah dasar secara mendalam. Pendekatan ini mengungkap situasi sosial secara ilmiah melalui deskripsi yang faktual dan analisis data yang relevan berdasarkan kondisi alamiah. Penelitian ini menggunakan studi pustaka (library research) dengan menelaah teori dan temuan dari berbagai sumber ilmiah terkait. Tujuan penelitian adalah untuk mengetahui pengaruh ketersediaan alat-alat pendidikan terhadap motivasi belajar siswa sekolah dasar. Hasil penelitian menunjukkan bahwa ketersediaan alat pendidikan memiliki pengaruh signifikan terhadap motivasi belajar. Media konkret, visual, dan digital terbukti meningkatkan perhatian, pemahaman, serta keterlibatan siswa, namun efektivitasnya sangat bergantung pada kreativitas guru. Selain itu, kesenjangan fasilitas antarwilayah dan perbedaan sosial-ekonomi keluarga turut memengaruhi pemerataan manfaat sarana pendidikan. Hambatan utama mencakup keterbatasan dana, kurangnya pelatihan guru, dan lemahnya pemeliharaan fasilitas. Oleh karena itu, pengadaan sarana, peningkatan kompetensi guru, dan kebijakan pemerataan menjadi kunci dalam memperkuat motivasi belajar serta meningkatkan kualitas pendidikan dasar.

Kata Kunci: *alat pendidikan; kesenjangan; kreativitas guru; motivasi belajar.*

Abstract

Education is an essential part of human life as it serves as the primary process for developing individual potential from an early age. However, in practice, not all elementary schools have adequate and high-quality educational tools. This study employs a qualitative method with a descriptive approach to describe and analyze the factors influencing students' learning motivation and the impact of educational tool availability on motivation in elementary schools. The qualitative approach reveals social situations scientifically through accurate descriptions and relevant data analysis based on natural conditions. This research adopts a library study approach by reviewing theories and findings from various scholarly sources. The purpose of this study is to examine the influence of educational tool availability on elementary students' learning motivation. The findings indicate that the availability of educational tools significantly affects students' motivation to learn. Concrete, visual, and digital media have been proven to enhance students' attention, comprehension, and engagement, although their effectiveness largely depends on teacher creativity. Furthermore, disparities in school facilities across regions and differences



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in family socioeconomic conditions affect the equitable distribution of learning resources. The main obstacles include limited funding, insufficient teacher training, and poor maintenance of educational facilities. Therefore, the provision of adequate tools, the improvement of teacher competence, and equitable educational policies are key to strengthening learning motivation and improving the overall quality of elementary education

Keywords: *educational tools, inequality, learning motivation, teacher creativity.*

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Introduction

Education is an essential part of human life as it serves as the primary process through which individuals develop their potential from an early age. From childhood, people learn a variety of things, such as language acquisition, understanding their surroundings, and forming habits. All of these are integral components of the educational process. Education is not limited to activities that occur in schools but also takes place in daily life, both formally and informally. It plays a vital role in shaping individuals who think critically, act wisely, and engage effectively in social interactions (Dewi et al., 2024).

Education serves as the fundamental foundation for character formation and the development of individual potential from an early stage. Elementary school, as the first level of formal education, plays a strategic role in establishing the foundational knowledge, skills, and attitudes that determine a student's success at higher levels of education. In the learning process at the elementary level, students' learning motivation is one of the key factors influencing the effectiveness and outcomes of education. High learning motivation not only increases student engagement during lessons but also fosters curiosity, creativity, and critical thinking skills.

Learning motivation is a psychological factor that drives students to engage in learning activities. According to Sardiman, learning motivation is the totality of internal forces within an individual that initiate, sustain, and direct learning activities toward the achievement of desired goals (Rantetampang, 2021). Learning motivation is influenced by various internal and external factors. Internal factors include students' interests, needs, and learning objectives, while external factors encompass the learning environment, teaching methods, social interactions, and the availability of educational tools and facilities. One of the most significant external aspects supporting learning motivation is the availability of educational equipment. Educational tools such as textbooks, visual media, teaching aids, and learning technologies help students understand lessons more easily and engage more deeply with the material. When adequate educational tools are available, the learning process becomes more interactive and enjoyable, thereby increasing students' interest and motivation to learn.

However, empirical observations indicate that not all elementary schools have sufficient or high-quality educational tools. Several factors contribute to this issue, including limited budgets, lack of institutional attention, and insufficient awareness of the importance of educational facilities in improving learning quality (Azkiyah et al., 2025). Many schools, especially those located in remote areas or operating under financial constraints, continue to face challenges in providing adequate learning facilities. This situation has the potential to reduce students' learning motivation, as they may not experience optimal learning opportunities. Furthermore, the absence of sufficient educational tools limits teachers' ability to implement diverse teaching methods, resulting in monotonous and less engaging learning experiences for students.

These issues must be addressed through various strategic measures, such as increasing budget allocations for the procurement and maintenance of educational infrastructure, involving key educational stakeholders including school committees and local governments, in the development of learning facilities, and providing training for teachers and staff to manage educational resources effectively and sustainably (Syarifuddin et al., 2024). Research on the influence of educational tool availability on students' learning motivation at the elementary level is therefore crucial. By understanding the extent to which educational tools affect learning motivation, schools and policymakers can formulate strategic actions to enhance the quality of educational facilities. This effort

is expected to create a more supportive and stimulating learning environment that maximizes students' potential development.

Moreover, the findings of this study can serve as a foundation for developing more effective educational policies, particularly regarding the procurement and utilization of educational tools in elementary schools. Consequently, students' learning motivation is expected to increase, ultimately contributing to improved academic achievement and the overall quality of education. This research aims to provide a comprehensive understanding of the relationship between educational facilities and learning motivation, as well as to offer practical recommendations for the future development of elementary education

Methods

The research method employed in this study is a qualitative method designed with a descriptive approach to illustrate and analyze the factors that influence students' learning motivation as well as the impact of the availability of educational tools on learning motivation in elementary schools. Qualitative research is a scientific approach that seeks to reveal specific social situations by accurately describing realities through words, based on data collection and analysis techniques relevant to naturally occurring contexts.

This study adopts a library research design, which involves the collection of information through the examination of theories and findings from various references related to the research topic. According to Zed (2008), there are four stages in conducting library research: preparing the necessary tools and equipment, organizing a list of references, managing research duration, and engaging in systematic reading and writing of research materials. Information gathering is conducted by searching, reviewing, and reconstructing data from various sources such as books, academic journals, and previous studies.

The analysis process utilizes content analysis and descriptive analysis methods. The collected literature is critically and comprehensively analyzed to build conceptual understanding and provide relevant interpretations. Through this analytical process, data from multiple references are synthesized to construct a coherent understanding of how the availability of educational tools influences learning motivation.

The subjects of this study are derived from previous research findings that examine the influence of educational media or instructional tools on students' learning motivation. Therefore, the research subjects consist of secondary data obtained from past studies that involve elementary school students and teachers as informants. This approach enables an in-depth analysis of the relationship between the availability of educational tools and students' learning motivation without requiring direct field research.

Result and Discussion

Based on a review of various previous studies, the availability of educational tools has been proven to have a significant influence on the learning motivation of elementary school students. Schools equipped with adequate facilities both tangible learning aids such as counting beads, maps, globes, and science demonstration tools, as well as technology-based media tend to foster a more active and interactive learning atmosphere. Students in such environments are generally more enthusiastic to ask questions, find it easier to understand concepts, and display greater self-confidence in participating in classroom activities.

Conversely, schools with limited facilities often face challenges such as low motivation, disengagement, and students' difficulties in comprehending learning materials. This condition indicates that educational tools serve not merely as supplementary components but as essential elements that determine the overall quality of the learning process in elementary education.

Based on the synthesis of several previous studies, it can be observed that the availability and utilization of educational tools significantly influence students' learning motivation and engagement in elementary schools across various regions in Indonesia.

Utami (2021), who conducted research in West Java, focused on the use of concrete learning aids such as counting beads in mathematics lessons, particularly in teaching fractions. The study found that students were able to understand fractions more easily, showed greater confidence, and demonstrated a significant increase in learning motivation. This research provides strong evidence that concrete instructional tools can enhance both comprehension and motivation in the learning process.

Similarly, Sudarma (2022) carried out a study in Bali that examined the use of science learning aids within a contextual teaching approach. The findings indicated that students' interest in learning science increased by approximately 40 percent compared to traditional learning settings. This result highlights that the use of concrete and context-based tools effectively stimulates students' curiosity and participation in the learning process.

In another study, Rumbewas (2021) in Papua investigated the utilization of local materials such as stones and seeds as alternative learning aids in environments with limited facilities. The study showed that students' engagement and enthusiasm in learning increased despite the scarcity of modern educational resources. These findings suggest that creative use of locally available materials can serve as an effective substitute for conventional teaching tools, demonstrating the adaptability of the lifelong learning concept in resource-constrained settings.

Furthermore, Nugraha (2023) conducted research in Central Java focusing on the role of family support as a non-formal educational factor in motivating students to learn at home. The study revealed that students' learning motivation at home increased by 30 percent compared to those who received less parental involvement. This indicates that lifelong education is not confined to formal institutions but extends into the family environment, reinforcing the crucial role of parents as facilitators of continuous learning.

Taken together, these studies consistently affirm that educational tools whether physical, contextual, or even familial play a vital role in enhancing students' learning motivation. They also demonstrate that learning resources, when effectively utilized, can create meaningful, engaging, and sustainable learning experiences for elementary school students.

Further evidence from international and domestic studies reinforces the significance of educational tools and media in shaping students' motivation and engagement in learning.

Ahmed (2024) conducted research in Pakistan that examined the limitations of learning media in elementary schools. The study revealed that the lack of adequate educational tools negatively affected students' learning motivation and the overall quality of the teaching process. This finding is particularly relevant to developing countries, where infrastructural and resource constraints are common. The study highlights the importance of educational facilities in enhancing learning motivation, thereby reinforcing similar findings from Indonesia and other developing contexts.

In a related study, Mbanugo (2024) in Nigeria explored the relationship between the availability of instructional aids and students' motivation in learning mathematics. The research demonstrated that schools with more complete and well-maintained educational facilities exhibited higher levels of student motivation and engagement compared to those with limited resources. This study serves as an important international comparison, underscoring the universal relevance of adequate learning tools in promoting motivation and effective learning, and it provides valuable parallels to the educational situation in Indonesia.

Meanwhile, Sari (2020) in Yogyakarta investigated the use of interactive multimedia in thematic learning for elementary school students. The findings indicated that students became more enthusiastic, active in asking questions, and engaged during class activities. The integration of multimedia made the learning environment more dynamic and lively, fostering a higher level of student participation and curiosity. This study demonstrates how the effective use of digital and interactive media can transform traditional classroom settings into more engaging and meaningful learning experiences, ultimately enhancing students' motivation to learn.

Collectively, these studies both international and local affirm that the adequacy and effective utilization of educational tools, whether traditional or technology-based, are fundamental in promoting student motivation and improving the quality of education at the elementary level. Based on the synthesis of research findings presented in the table above, a consistent pattern emerges indicating that the availability of educational tools is directly related to the enhancement of learning motivation among elementary school students. Studies conducted by Utami (2021) and Sudarma (2022) reaffirm the significant role of simple concrete tools and contextual story-based media as effective instruments for increasing student enthusiasm and engagement in learning. Rumbewas (2021) further demonstrates that teachers' creativity in utilizing locally available materials can serve as an alternative solution when educational facilities are limited. Meanwhile, Nugraha's (2023) research broadens the perspective by showing that learning motivation is not only influenced by the school environment but also by the availability of educational tools within the home setting.

From an international perspective, studies by Ahmed (2024) in Pakistan and Mbanugo (2024) in Nigeria reinforce the evidence that inadequate facilities remain a major obstacle to the learning process in developing countries. These findings align with the context of Indonesia, where disparities in educational infrastructure between urban and rural areas remain significant. In addition, Sari's (2020) research highlights that the use of digital technology, particularly interactive multimedia, adds variety to teaching methods, increases students' enthusiasm, and creates a more dynamic and engaging classroom atmosphere.

Collectively, these studies complement one another and strengthen the understanding that educational tools are a fundamental component in fostering learning motivation among elementary school students. The findings collectively illustrate that learning is not only shaped by cognitive and emotional factors but also by the accessibility and effective utilization of tangible and digital media that support students' engagement. Educational tools act as bridges connecting abstract knowledge to lived experiences, making learning more meaningful and enjoyable.

The role of concrete tools in enhancing learning motivation is evident in the way elementary students process information. According to Piaget's cognitive development theory, children at this stage require concrete experiences to understand abstract ideas. The use of tangible aids such as counting beads, fraction cakes, globes, maps, and science models allows students to visualize lessons and relate them to real-world experiences. Utami (2021) demonstrated that the use of counting beads in teaching fractions not only strengthened conceptual understanding but also increased students' confidence and participation. Likewise, Sudarma (2022) found that interest in science learning rose by up to 40 percent through the integration of context-based instructional aids. These studies reveal that concrete tools not only simplify comprehension but also create a lively, interactive learning environment that enhances motivation and curiosity.

The use of multimedia and digital technology has further expanded the possibilities of teaching and learning. Sari's (2020) research revealed that interactive multimedia tools significantly increased students' enthusiasm and participation. The use of digital media—such as animated videos, simulations, and educational applications—provides visual and auditory stimuli that make learning more dynamic and enjoyable. These tools reduce monotony in the classroom and promote active learning, yet disparities in access continue to pose challenges. Urban schools generally enjoy better access to digital facilities, while many rural schools depend on teachers' ingenuity in using simple tools. Although technology offers immense potential for motivation and innovation, it remains essential to prioritize equitable access so that all students can benefit equally from digital learning opportunities.

Equally important is teachers' creativity in utilizing alternative learning media, especially in environments with limited resources. The availability of educational tools does not automatically guarantee effective learning; rather, it depends on how creatively teachers employ available materials. Rumbewas (2021) provided compelling evidence from Papua, where

teachers used natural resources such as seeds, bamboo, and coconut shells as mathematics learning aids. This approach demonstrates that material scarcity can become a catalyst for pedagogical innovation. Creative teachers transform ordinary objects into meaningful teaching tools that capture students' interest and sustain their motivation. To maintain this practice, ongoing professional development and mentorship programs are vital to support teachers in designing and implementing innovative instructional media.

The role of the family environment in supporting learning motivation also emerges as a critical factor. Learning does not end at school; it continues at home through the support of parents and guardians. Nugraha (2023) found that students who received simple learning tools at home such as small whiteboards, educational games, or storybooks displayed 30 percent higher motivation than those who depended solely on school facilities. This highlights the importance of family involvement in creating a conducive home learning environment. Parents who actively provide and encourage the use of learning resources help their children develop positive study habits, independence, and enthusiasm for lifelong learning.

Finally, inequality in access and socioeconomic factors significantly influence how educational tools impact learning motivation. While some schools benefit from government aid programs providing learning materials, issues such as poor management and lack of maintenance often reduce their effectiveness. Students from wealthier families enjoy additional advantages through access to private learning tools, books, and digital devices, while those from less privileged backgrounds rely entirely on limited school facilities. These inequalities lead to differences in motivation, engagement, and academic outcomes. Therefore, equitable distribution of educational resources is a crucial step toward ensuring that every student, regardless of their socioeconomic background or geographic location, has equal opportunities to learn, participate, and succeed.

In summary, these interconnected factors ranging from the use of concrete and digital tools to teacher innovation, family involvement, and equitable access, demonstrate that educational tools are not merely instructional supplements but essential elements in shaping motivated, confident, and active learners in elementary education.

Research findings from various academic sources further highlight the critical role of educational tools in enhancing students' learning motivation. This relationship can be better understood through several foundational learning theories that explain how educational tools function as both cognitive and motivational instruments in the learning process.

According to Piaget's Cognitive Development Theory, elementary school students are positioned within the concrete operational stage of development. At this stage, they understand ideas best through direct, tangible experiences rather than abstract reasoning. Educational tools such as counting beads, globes, maps, and science models are therefore essential in helping children visualize and internalize abstract concepts. These tools act as cognitive bridges, transforming symbolic or theoretical ideas into concrete experiences that students can manipulate and comprehend. Without such instructional media, learners often find it difficult to grasp complex ideas because their abstract thinking skills are still emerging. Consequently, the use of educational tools not only strengthens understanding but also fosters motivation, as students experience satisfaction and confidence when they can successfully connect theory with practice.

Building upon this, Vygotsky's Sociocultural Theory emphasizes the social dimension of learning and the role of mediating tools in facilitating knowledge construction. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), which refers to the gap between what learners can achieve independently and what they can achieve with guidance. Educational tools, both concrete and digital serve as scaffolding mechanisms that support students as they progress toward independent mastery. For instance, interactive multimedia, visual aids, and manipulatives help learners navigate complex material step by step, providing the support needed to internalize new information. In this context, educational tools foster

collaboration, dialogue, and peer learning, all of which enhance intrinsic motivation and deepen understanding.

Meanwhile, Self-Determination Theory (Deci & Ryan) provides a motivational perspective that complements cognitive and sociocultural explanations. This theory asserts that optimal motivation arises when three fundamental psychological needs are fulfilled: competence, autonomy, and relatedness. Educational tools play a significant role in satisfying these needs within the classroom environment. When students use concrete or multimedia learning aids to successfully complete tasks, they experience a sense of competence. Digital learning applications, which allow students to learn at their own pace, cultivate autonomy and self-directed engagement. Moreover, collaborative activities that incorporate shared educational tools, such as group experiments or digital projects build a sense of relatedness among students, reinforcing social connection and collective achievement. When competence, autonomy, and relatedness are simultaneously met, students' motivation to learn increases naturally and sustainably.

Taken together, these three theoretical frameworks, Piaget's cognitive constructivism, Vygotsky's sociocultural theory, and Deci and Ryan's self-determination theory, provide a comprehensive explanation for how educational tools influence both the cognitive and motivational aspects of learning. Empirical evidence consistently supports the idea that educational tools are not supplementary components but integral parts of the learning ecosystem. Their thoughtful and creative use whether through physical manipulatives, visual media, or digital innovations acts as a catalyst for deeper understanding, sustained motivation, and the cultivation of lifelong learning habits among elementary school students.

Supporting and Inhibiting Factors

The effectiveness of educational tools in enhancing students' learning motivation is influenced by a combination of supporting and inhibiting factors that operate within the broader educational environment. Among the most crucial of these factors are teacher creativity, family and home environment, school management, and socioeconomic conditions. Together, these elements determine the extent to which educational tools can be effectively utilized to promote active, engaging, and meaningful learning experiences for students.

Teachers play a central role as the primary agents in optimizing the use of educational tools. Their creativity often determines how learning materials are transformed into interactive and stimulating experiences. Even in schools with limited facilities, teachers who are innovative and resourceful are able to design effective learning activities by utilizing simple, readily available materials from their surroundings. Rumbewas (2021), for instance, highlighted how teachers in Papua creatively used natural materials such as seeds, bamboo, and coconut shells as mathematical teaching aids. This approach not only made abstract concepts easier to understand but also fostered enthusiasm and motivation among students. The ability of teachers to adapt and innovate within resource-constrained settings demonstrates that creativity is a key determinant in ensuring the successful use of educational tools and in cultivating a positive learning atmosphere.

In addition to the teacher's role, the family and home environment are equally significant in shaping students' motivation to learn. The home serves as the first and most consistent learning environment where children develop curiosity, habits, and attitudes toward learning. Nugraha (2023) found that students who received simple educational support from their parents, such as access to storybooks, small whiteboards, or educational games, showed higher motivation to learn compared to those who relied solely on school facilities. This finding underscores the importance of parental involvement in providing educational tools that reinforce classroom learning. When families actively participate in their children's education by offering learning materials and emotional support, they help create a consistent and stimulating learning environment that extends beyond the school setting.

Another important factor that influences the effectiveness of educational tools is school management. While many schools have received educational resources through government assistance programs, not all institutions are able to manage and maintain these facilities effectively. In many cases, instructional tools are left unused, poorly maintained, or damaged due to a lack of proper management systems and inadequate teacher training. Effective school leadership should therefore ensure that all available educational tools are systematically organized, well-maintained, and utilized according to the needs of the curriculum. Moreover, school administrators should prioritize continuous professional development for teachers to help them integrate learning tools into classroom practices in ways that are engaging and pedagogically sound. When educational management is strong and well-coordinated, schools are more likely to achieve meaningful improvements in student motivation and learning outcomes.

Socioeconomic conditions also play a decisive role in shaping access to educational tools. Students from affluent families tend to have greater access to supplementary learning resources, including digital devices, private tutoring, and books, which enhance their motivation and learning experiences. In contrast, students from low-income families often depend entirely on school-provided facilities, which may be limited in quantity and quality. This inequality creates a motivational gap that reflects broader structural disparities in educational opportunities. Moreover, differences between urban and rural areas further exacerbate the issue. Urban schools often have better access to modern technologies, such as interactive multimedia and internet-based learning tools, while many rural schools continue to struggle with limited infrastructure and outdated resources. This unequal distribution of facilities reinforces the need for comprehensive policy interventions that promote equity in education.

Overall, the interaction of these factors demonstrates that the success of educational tools in improving students' motivation depends not only on their availability but also on how they are utilized, managed, and supported within the educational ecosystem. Teacher creativity and family engagement serve as vital enablers of motivation, while effective school management ensures sustainability and consistency. However, socioeconomic disparities remain a major obstacle that requires targeted policy attention to ensure equitable access to learning resources for all students. A holistic and collaborative approach that integrates the efforts of teachers, families, schools, and policymakers is therefore essential to maximizing the potential of educational tools in creating a motivated, competent, and lifelong learning generation.

Implications And Contextual Comparisons

The implications of educational tools for the quality of learning, human resource development, and educational policy, as well as their contextual comparison with other countries, reveal the multidimensional significance of these resources in shaping the effectiveness and equity of elementary education. Educational tools are not merely supplementary aids to instruction but serve as fundamental drivers of learning engagement, cognitive growth, and long-term human development.

The availability of adequate educational tools directly influences the quality of learning in elementary schools. Learning aids function not only as technical instruments but also as catalysts that encourage active learning and student participation. When students are given opportunities to interact with concrete or digital learning tools, they engage in exploration, discussion, and problem-solving processes that promote deeper understanding and sustained interest. Such interactions nurture essential 21st-century competencies such as critical thinking, creativity, collaboration, and communication which are vital for preparing students to thrive in an increasingly complex and technology-driven world. Thus, the presence and effective utilization of educational tools significantly elevate both the engagement and the overall quality of learning in the classroom.

Beyond their pedagogical value, educational tools also play an important role in human resource development (HRD). Elementary education represents the foundation upon which

national human capital is built, and the availability of appropriate learning resources determines the strength of that foundation. Adequate educational tools enable students to comprehend lessons more effectively at an early stage, equipping them with the cognitive and emotional readiness needed for subsequent levels of education. Students who experience stimulating and interactive learning environments are more likely to develop curiosity, self-efficacy, and persistence traits that are essential for academic and professional success. Over the long term, this contributes to the formation of a skilled, adaptable, and innovative workforce, thereby strengthening the quality of Indonesia's human capital and supporting sustainable national development.

A comparison with the global context provides further insight into Indonesia's current educational challenges and opportunities. In several Asian countries such as Singapore and Malaysia, the integration of educational tools particularly digital technologies, has been prioritized as a key component of the learning process. Schools in these countries are equipped with smart boards, interactive multimedia, and learning applications from the early years of education. This integration supports creative, student-centered pedagogical approaches that emphasize autonomy and experiential learning. In contrast, Indonesia still faces substantial disparities in access to educational tools across regions. While some urban schools have successfully adopted digital learning technologies, many rural and remote schools continue to struggle with limited facilities, outdated resources, and insufficient teacher training. This uneven distribution underscores the urgent need for equitable access to educational resources across the country, ensuring that all students, regardless of their geographic or socioeconomic background can benefit from engaging and motivating learning environments.

From a policy perspective, these findings affirm that educational tools should be regarded as essential components of the national education system rather than optional enhancements. Government programs such as the *Bantuan Operasional Sekolah* (School Operational Assistance) must allocate specific resources for the procurement, maintenance, and renewal of educational tools. Moreover, policies should emphasize continuous teacher training in the effective use of instructional media so that available tools can be utilized optimally in classroom practice. By integrating these priorities into educational planning and funding, policymakers can help bridge the existing gaps between schools, promote the equitable distribution of learning resources, and foster a more inclusive and high-quality education system.

In conclusion, the role of educational tools extends far beyond classroom instruction. Their effective implementation enhances the quality of learning, supports long-term human resource development, aligns educational practices with global standards, and informs evidence-based policy decisions. Strengthening these dimensions collectively will enable Indonesia to build an education system that is both equitable and globally competitive.

Based on the findings from multiple studies, it is evident that the availability of educational tools plays a fundamental role in fostering learning motivation among elementary school students. Utami's (2021) findings on the effectiveness of counting beads align with Piaget's cognitive development theory, which emphasizes the importance of concrete objects for children in the concrete operational stage. Similarly, Sudarma's (2022) study, which demonstrated increased interest in science learning through contextual teaching aids, is consistent with Vygotsky's concept of scaffolding, which highlights the role of external supports in helping children grasp more complex ideas.

When compared to international research, studies by Ahmed (2024) in Pakistan and Mbanugo (2024) in Nigeria affirm that the lack of educational tools is not only a local issue but a global concern affecting many developing countries. The consistency of these findings indicates a strong correlation between the availability of educational resources and students' motivation and learning quality worldwide. Thus, the issue is universal, although solutions must be adapted to the specific socio-cultural and economic contexts of each country.

In Indonesia, the main challenge lies not only in the availability of educational tools but also in the disparity between urban and rural schools. While some schools have successfully

integrated technology-based learning, others remain heavily dependent on teachers' creativity in utilizing simple local materials. This reinforces the notion that teachers are central actors capable of maximizing or compensating for facility limitations through innovative instructional practices.

Additionally, family support has been shown to further enhance students' motivation. Nugraha (2023) reported that simple learning tools provided at home increased learning motivation by up to 30 percent, underscoring the family's vital role as the "first learning environment." Therefore, the provision of educational tools must be viewed holistically, not only within the context of schools but also within households.

In conclusion, the availability of educational tools whether concrete or digital, is one of the key factors determining elementary students' learning motivation. However, their impact can only be optimized when accompanied by teacher creativity, family involvement, and educational policies that promote equitable access to resources. Learning motivation thus depends not merely on the existence of tools but on how they are used, maintained, and supported by the surrounding environment.

CONCLUSION

Lifelong education is an essential concept that emphasizes that the learning process does not end with formal schooling but continues throughout one's lifetime through formal, non-formal, and informal pathways. This paradigm emerged as a response to the challenges of globalization, technological advancements, and the ever-changing dynamics of society and the labor market.

Through lifelong education, individuals are able to develop their potential, enhance their skills, and shape their spiritual, social, and intellectual character. This concept carries broad implications, encompassing functional literacy, vocational and professional education, civic education, and community development.

In the digital era, lifelong education has become increasingly urgent due to the ease of access to information and the simultaneous challenge of low digital literacy. Therefore, it is necessary to utilize technology wisely to support a learning society that is adaptive, creative, and productive.

The implementation of lifelong education not only contributes to improving the quality of human resources but also strengthens national competitiveness in facing the Fourth Industrial Revolution and the emergence of Society 5.0. Thus, lifelong education serves as a fundamental foundation for sustainable development and for enhancing the quality of life of individuals and society in Indonesia.

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