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## The Role Of Teachers In Increasing Student Learning Motivation At Sdn Kebun Jahe-Serang

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### Abstract

*This study aims to identify the role of teachers in increasing students' desire to learn at SDN Kebun Jahe-Serang. A student's success depends on their motivation to learn. This research uses qualitative and descriptive methodologies. Observations, interviews, and documentation are used to collect data. Students and teachers of SDN Kebun Jahe-Serang are the subjects of the research. The results of the study show that teachers play an important role in increasing students' desire to learn. They do things like (1) make the classroom fun and interactive, (2) provide positive rewards and reinforcements, (3) use varied learning approaches, (4) build effective communication with students, and (5) use innovative learning tools. In addition, the study found several problems that teachers face when trying to increase students' motivation to learn. This includes the limitations of infrastructure facilities and differences in individual characteristics of students. The results show that teachers must continue to develop their abilities to make learning engagement for their students.*

Keyword: the role of teachers, learning motivation, elementary school, learning strategies

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## INTRODUCTION

In learning, whether it is conventional teacher-centered learning or student-centered learning, the role of teachers is unique and can be said to be irreplaceable. According to Gege and Berliner (1975), there are three main functions of teachers in learning, namely as planners, implementers and managers and evaluators. Meanwhile, a bin Syamsuddin Makmur (2000) in relation to Education as a medium and vehicle for the transfer of the value system argues that there are five roles and functions of teachers, namely as conservators (maintenance) of the value system which is the source of maturity norms, innovators (developers) of the value of science, as transmitters (successors) of the value system to students, transformers (translators) of the value system through the incarnation of individuals and behaviors, through the process of interaction with students, as well as the organizer (organizer) of the value system transformation process.

Teachers are one of the human components in the learning process that play a role in the development of potential human resources as an investment in the field of development through thinking, heart, taste, and exercise. The presence of teachers in the learning process still plays an important role. The role of teachers in the learning process cannot be replaced by machines, radios, tape recorders, computers, the internet, communication technology and information that have been used even if they are already inadequate. There are still too many human elements such as attitudes, motivations, emotions, value systems, habits or characters that are expected to be learning outcomes that cannot be replaced by using these learning tools or media.

In a simple sense, a teacher is a person who provides knowledge to students. Teachers in the view of the community are people who carry out education in certain places that do not have to be formal educational institutions. In article 1 paragraph 1 of Law Number 14 of 2005 regarding teachers and lecturers teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, Primary education and secondary education. According to Jean D Grambs and C Morris Mc Clare (2005), "Teacher are those persons who consciously direct the experiences and behavior of an individual so that education takes place. According to NA Ametembun (1979) emphasized that teachers are all people who are authorized and responsible for the education of students, both individually and classically, both at school and outside school.

The learning process is a process that contains a variety of actions of teachers and students or other learning resources because of a reciprocal relationship that takes place in an educational situation to achieve certain goals. Teachers are not only in charge of conveying knowledge to students, but also as facilitators who provide ease of learning to students so that an interactive, creative, challenging, and inspiring learning atmosphere is created and motivating, fun, and providing space for participation to students.

With this kind of atmosphere, students have the courage to express their opinions, respond, criticize and criticize, and be open. Motivation is a series of efforts to provide certain conditions so that a person is willing and wants to do something to achieve a goal. In learning activities, motivation can be said to be the overall driving force in students that gives rise to learning activities so that the goals desired by the learning subject can be achieved. In the classroom, it may happen that not all students are motivated to learn, some tend to be noisy, play with or disturb the themes, do homework lazily, and so on. In such conditions, teachers are expected to arouse students' enthusiasm for learning so that the unproductive situation does not drag on which will harm the students themselves. The way teachers motivate themselves can be done in the following ways: (1) giving praise and hadi, (2) creating healthy competition, (3) explaining the benefits of teaching, (4) arousing curiosity, (5) presenting conflicting ideas and (6) giving quizzes on the fly.

Competence is defined as the unanimity of mastery of knowledge, skills and attitudes displayed through work performance (Directorate of Education professions: 2006). National Medical Decree Number: 045/U/2002 explains that competence is a set of intelligent and responsible actions in carrying out tasks in accordance with certain jobs. In Law Number 14 of 2005 concerning teachers and lecturers (UUGD) and government regulation Number 32 of 2013 concerning national standards of education, it is stated that the competence of teachers as learning agents includes competencies personality, pedagogical competence, professional competence, and social competence. Based on the background that has been described above, the role of teachers in increasing student learning motivation in learning at Elementary school Kebun Jahe

## **METHODS**

The method carried out in this study is by a qualitative research method by observing the environment and people in the environment around students and teachers in accordance with the information obtained, so data collection is carried out by means of observation, interviews, and documentation. The source of data in this study is grade VI students who have participated in learning. This research was conducted at Elementary School Kebun Jahe-Serang by making grade VI students and several teachers as research subjects. Trigulation is based on the results of interviews conducted in research at Elementary School Kebun Jahe-Serang.

The results of the sources obtained from the truth of the information are interviews, observations and documentation. With interviews and observations, each will produce evidence or data that is different. This will give birth to a breadth of knowledge for researchers to obtain reliable truths and documentation to strengthen the actual statement so that it becomes evidence and can also obtain information so that it is easily understood by the government.

## **RESULTS & DISCUSSION**

### ***Result***

#### ***A Teacher in Providing Learning***

Learning activities are the main activities in the entire educational process in schools. The learning process is a process that contains a series of actions of teachers and students or other learning resources because of a mutual relationship that takes place in an educational situation to achieve certain goals. Mutual interaction between students and teachers as well as other learning resources is the main requirement for the learning activity process to take place.

Deep Learning interaction is not only limited to the process of knowledge transfer, but also in the process of instilling attitudes and values (transfer of values) in learners. According to the paradigm desired by the 2013 Competency-Based Curriculum, teachers are not only imparting knowledge to students so that an interactive, creative, challenging learning atmosphere is created, Inspire and motivating, fun and providing space for participation to students. With this kind of atmosphere, students have the courage to express their opinions, respond, criticize and criticize, and be open. These traits are the basic capital for students to grow and develop into critical, creative, productive, and character human beings who are ready to adapt to various changes in the era of globalization which is full of various oppositio as the author quoted from the book Professional Teacher Development according to Sholeh Hidayat, that the role of teachers is truly extraordinary, including.

#### ***Teachers as Educators***

In Law Number 14 of 2005 concerning teachers and lecturers, it is emphasized that teachers are professional educators. As an educator, he must give and be an example, for example, a role model and an identification figure for his students and environment. Therefore, teachers must have certain personality standards, namely a steady and stable personality, mature, wise, and authoritative, responsible, exemplary and noble character, and disciplined. In relation to teachers as educators, Abin Syamsudin stated that a teacher as an educator plays a role and duties as (1) a conservator of the value system which is the source of norms and

innovators of the value system of science, (2) a transmitter (successor) of value systems to students, (3) a transformer (translator) of value systems through the incarnation of his person and behavior through the process of interaction with students and (4) an organizer (organizer) the creation of an educational process that can be accounted for, both formally (to the party who assumes and assigns it) and morally (to the students and Allah who created it).

### ***Teachers as demonstrators***

The success of the learning process is highly determined by the extent to which the teacher's competence in managing learning is effective and efficient. In his program as demonstrators, teachers should master the teaching materials that will be taught to students and always develop them in the sense of increasing their ability to master science and technology so that this will contribute to determining the quality of learning achieved by students. One thing that needs to be noted by the teacher is that he must be a student in the sense that the teacher must learn continuously.

### ***Teachers as Communicators***

A teacher must be ready to provide information in the form of cognitive, effective, and skill aspects. The cognitive aspect refers to the formation of attitude development and skill aspects related to motor work. In providing information, the teacher means to compassionately share ideas, ideas, advice, teaching materials, and so that it becomes a wealth of knowledge. Teachers are also a narrow number, meaning teachers as a place to ask questions for students. Students in general trust the information conveyed by the teacher more. The rapid development of information technology has not been able to completely replace the role and function of teachers as a source of learning even though teachers are not the only source of learning.

### ***Teachers as Organizers***

Teachers as organizers in the classroom play a role in organizing and arranging classrooms and students so that the classroom is more conducive, dynamic, and interactive. Classes that are conducive is a class that can direct and guide students to learn in learning situations that are not boring. As an organizer, Giri is tasked with organizing and preparing designs, implementing learning processes, evaluating and carrying out follow-ups.

### ***Teachers as Motivators***

Motivation is a series of efforts to provide certain conditions so that a person is willing and willing to do an action to achieve a goal. In learning activities, motivation can be said to be the overall driving force in students who carry out learning activities that ensure the continuity of learning activities so that the goals desired by the learning subject can be achieved. It should be realized that the classroom has dynamic conditions. Many things affect classroom dynamics, such as students, time, teaching materials, teachers, environment, learning process, and so on. In the classroom, it can happen that not all students are motivated to learn, some tend to be noisy, play around or disturb their friends, do homework and lazy, and so on. In such conditions, teachers are expected to arouse students' enthusiasm for learning so that the situation is unconducive and is not protracted, which will harm the students themselves. The teacher's way to motivate you can be done as follows: giving praise and winnings, creating healthy competition, explaining the benefits of the lesson, arousing curiosity to put forward conflicting ideas, giving quizzes on the fly.

### ***Teachers as Inspirations***

Teachers as learning agents require teachers to be able to inspire their students. As an inspiration, teachers must be able to provide good inspiration for the learning progress of students. Learning problems are the main problems of students. Teachers must be able to provide instructions on how to make a good connection. Guidance does not have to depart from several learning and learning theories, departing from experience can also be a guide on how to learn well. According to Rhenald Khasali (Kompas: 2007), there is a phenomenon of teachers in schools, namely curriculum teachers and inspirational teachers. Curriculum teachers are teachers who obediently implement the curriculum and feel guilty if they do not transfer all the content of the assigned books according to the curriculum reference. The curriculum teacher considers it completed and succeeds in what is listed in the curriculum that has been taught and the students have mastered it well. Inspirational teachers are teachers who have a much broader orientation in developing and empowering all student potentials. He not only teaches curriculum achievement targets, but more than that he invites his students to think critically and creatively, teaching his students to see something out of the box (thinking out of the box). Curriculum teachers represent 99 percent of teachers they have met and only 1 percent of inspirational teachers.

### ***Teacher as an Evaluator***

Evaluation or assessment is one of the complex aspects of learning because assessment involves various factors. There is no learning without assessment because assessment is a process to determine the level of achievement of learning objectives or student competencies. As a procedure, the assessment is carried out with appropriate types and techniques, both in the form of tests and non-tests. Assessment in the form of tests includes formative assessments and summative assessments, while non-test assessments are in the form of observations of student behavior, interviews, sociometrics, and so on. The assessment must be carried out with a clear procedure including the stages of planner or preparation, implementation and not continuing. Remembering the complexity of the assessment, teachers need to have adequate knowledge and skills from compiling a grid of questions, making instruments or assessment tools, knowledge of good test requirements which include validity, reliability, differentiation and level of difficulty, carrying out assessments and techniques for processing learning outcome tests and processing non-tests. In addition to the assessment, it needs to be carried out objectively, fairly, transparently, and comprehensively with clear criteria.

In the *authentic assessment*, students are assessed on their readiness, process, and learning outcomes. The integration of the assessment of the three components will describe the capacity, style, and acquisition of student learning or even be able to produce *an instructional effect* and a *naturant effect* of learning. The results of authentic assessments are used by teachers to plan remedial, enrichment, or counseling services. In addition, the results of authentic assessments can also be used as materials to improve the learning process in accordance with educational assessment standards. Evaluation of the learning process is carried out during the learning process by using questionnaires, observations, anecdotal notes, and reflections.

## **DISCUSSION**

### ***Student Learning Motivation***

Learning motivation is the support of a teaching and learning process and the purpose of learning is to benefit from learning process activities. How many students experience problems in learning that result in learning achievement that is not as expected. To repeat the problems faced that need to be known, factors that affect learning outcomes are absolute requirements in learning and have a great influence on interest or enthusiasm in learning. Some experts argue that motivation is motivation, according to Uthman Najati, motivation is a force that moves to build activities and build behavior and direct to certain goals. According to Luthens (1992), motivation is an effort that starts from physical deficiencies that will give rise to the urge to achieve goals.

According to Eggen and Kauchack (2004) motivation is an ability that gives energy, encouragement and directs towards goals to be achieved. Students who are motivated in learning will try to be able to understand the materials whether they find material that is intrinsically or interesting in the learning process. According to Eggen and Kauchack (2004) learning and motivation have an incomprehensible relationship material without considering motivation first. The results of this study have been carried out using learning motivation indicators according to Huda, (2002) are: diligent in facing tasks, tenacious in facing difficulties, and more willing to be independent.

### ***Perseverance in the Face of Tasks***

When students are given assignments or homework by their teachers, the students do it with enthusiasm without any coercion, they do the assignments very well. For example, they are given assignments, some do the assignment well and the students who do the assignment even though they still ask their friends and there are also those who are indifferent to the assignment given by them. However, there are some who are very happy when given assignments by their teachers because they think that the tasks given by the teachers to them will be very useful and beneficial to them, the tasks given by the teachers to the students will help hone the mindset and connitivism of these students in doing assignments. In learning, students must be able to do the tasks given by the teacher and must be able to face the existing difficulties, because if the student cannot face the existing difficulties, they will be left behind, which will have an impact on their learning results later.

### ***Prefer Independent Learning***

When the students at Elementary School Kebun Jahe-Serang were given assignments in the form of questions by their teachers, there were several students who were happy when doing assignments individually and in groups. Students who like to do assignments individually feel capable and able to do the assignment themselves, rather than having to do the assignment in groups. As for some students who are happy to do the assignment in groups because it will be easier if they work together in doing the assignment they can exchange thoughts or ideas that can help in completing the task. As an educator, teachers must be able to display or open students' learning competencies, and in managing classrooms, teachers must be able to arouse students' enthusiasm in following the learning process, and in  
At the end of the learning process, students are given assignments by the teacher, they are asked to summarize the learning before the teacher evaluates. As a teacher or educator, you must be

able to know the potential that exists in each student and must be able to guide students to be able to achieve and do the tasks given so that students are able to perform these tasks well, and students can grow and develop as independent and productive individuals.

### ***Tenacious in Facing Difficulties***

When the teacher invites students to ask questions about the lesson material that has been delivered, whether the students already understand it or not. Not all students asked, only a few of them were able to ask the teacher. Students of the Elementary School of Kebun Jaheaserang also have a good level of brain storage. Therefore, it can be conveyed that the role of teachers is very important in increasing students' motivation to learn so that students are more enthusiastic in belajar.

## **CONCLUSION**

Teachers have a vital role in increasing students' learning motivation through various strategies and approaches. The use of varied learning methods and interesting media contributes significantly to increasing motivation for learning. Providing positive reinforcement and appropriate guidance helps maintain students' learning motivation. Creating a conducive learning environment supports increasing motivation

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