

THE ROLE TEACHERS IN INCREASING LEARNING MOTIVATION OF STUDENTS AT ISLAMIC ELEMENTARY SCHOOL ALAM ANAK PINTAR KARANGANYAR

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Abstract. Teachers are one of the factors that influence students externally, for example in terms of motivation students in learning. The reality that occurs in the field is that not all children have high motivation to learn. This research aims to find out how a teacher can increase student learning motivation. The method in this research is a qualitative method with a field research type of research. Teacher in class 1 as a research subject. Data collection techniques use semi-structured interviews, observation, and documentation related to research matters. Data analysis techniques use data reduction, withdrawal data, and conclusions. The research results show that the role of teachers is very important in increase student learning motivation. To motivate students, teachers have several ways such as: delivering material so that it is easy to understand, managing the class, understanding student character and learning objectives can be achieved. The 1st grade teacher at Alam Anak Pintar Karanganyar Islamic Elementary School has not only increased student motivation Just transferring knowledge, but with innovation in every subject of learning.

Keywords : the Role Of Teacher, motivation to learn, student.

INTRODUCTION

Learning motivation in education is crucial. In the school environment, it is often observed that students are lazy, unmotivated, and inattentive during lessons. This indicates that teachers have not succeeded in providing effective motivation to encourage students to engage their energy and minds in learning. In this context, teachers serve as extrinsic factors for students. According to Prayitno, there are several extrinsic incentives that teachers can use to stimulate students' interest in learning, such as giving praise and constructive criticism, fostering competition, providing rewards and punishments, and confirming learning progress. (Lestari, 2020).

According to Winkel (Aina Mulyana, 2018), learning motivation is defined as all internal efforts that generate learning activities, ensure the continuity of these activities, and provide direction for learning activities to achieve the desired goals. Students participate in learning as active subjects. A teacher needs to be an effective communicator and able to inspire students to learn. In addition to delivering knowledge, a teacher also plays the role of a friend, parent, and colleague, as some students may not readily accept authority figures. Students should feel comfortable discussing their problems with their teacher. Gratefully, students are often motivated by their teacher's guidance and support. (Handayani dan Syahrini, 2019).

In addition to providing learning resources, teachers also create an engaging and lively environment, avoiding a stressful atmosphere in the learning process while encouraging students to express their thoughts. When students feel joyful, enthusiastic, unafraid, and confident in sharing their ideas, it significantly benefits their personal development, helping them grow into individuals capable of adapting to the challenges of globalization. (Suhaemi dkk., 2020)

Every educator faces unique challenges in delivering knowledge to their students due to the diverse personalities and capacities of each individual. Various obstacles can arise during the learning process that hinder understanding of a subject. Learning outcomes are generally shaped by a combination of internal and external variables, often resulting in internal issues. A teacher's role is not only to impart knowledge but also to be mindful of various aspects within themselves, their students, and others that may influence the learning process.(Asfuri, 2020). Teachers face challenges in enhancing students' motivation due to the unique characteristics of each individual. Students who learn under parental pressure rather than their own will may lack enthusiasm and interest in learning (Wasono, 2020).

According to research, many students study only because they feel pressured by their parents, view studying as an obligation, or feel ashamed if they stay idle at home or do not engage in learning activities. Such a learning environment often results in partially productive or entirely absent learning efforts. Therefore, motivation plays a crucial role in education. Educators and parents provide this motivation, encouraging students to commit to studying more effectively, which is a positive outcome. Students who receive well-structured motivation understand the benefits and goals of education. Those with deeply ingrained motivation will find learning less tedious or burdensome (Zain, 2017).

At Islamic Elementary School Alam Anak Pintar, learning motivation is considered vital. An interview with a first-grade Islamic studies teacher revealed that children's boredom is a common issue. In this case, the teacher is actively involved in resolving classroom problems. Based on the teacher's interview findings, several strategies to enhance student motivation include designing engaging and comprehensible lesson plans (RPP), managing the classroom effectively, recognizing each student's unique needs, and ensuring that teachers never stop learning.

A previous study by Arianti (2019), titled "The Role of Teachers in Enhancing Students' Learning Motivation," concluded that one of the teacher's primary responsibilities is to boost students' motivation in class. It is undeniable that students have varying levels of enthusiasm for learning. Therefore, teachers must continually provide encouragement so that students develop a strong desire to learn and grow into exceptional, self-driven learners

On the other hand, research conducted by Putri, Sofwan, and Noviyanti (2022), titled "The Role of Teachers in Enhancing Students' Learning Motivation Using a Problem-Based Learning Model with Technology Integration for Fourth-Grade Students at SD N 124/VIII Sidorejo," found that, in general, there was a lack of motivation to learn in classrooms. This was attributed to teachers failing to create engaging lesson plans or employ effective teaching techniques, resulting in students' reluctance to learn. Learning motivation is crucial in inspiring students to succeed. The Problem-Based Learning model was shown to significantly increase students' motivation. This study highlights the essential role teachers play in fostering student motivation to address learning challenges effectively.

RESEARCH METHOD

The research method used in this study is qualitative. Data collection techniques include interviews, observations, and written documentation. These three methods are employed to gather comprehensive data. Triangulation is used as a technique to verify the validity of the data by cross-checking information from a single source through various methods, such as questioning, observing, and validating recorded data.

Valid data is obtained by comparing observational data with interview results and aligning interview findings with written documentation. Triangulation ensures consistency by cross-referencing data collected through interviews, observations, and documents, helping researchers confirm that the data is not contradictory.

To achieve this, the data provided is distinguished from the data collected through interviews, observations, and documents discovered by the researcher. This distinction is further refined by comparing interview results with survey data and findings from previous research. This approach ensures the reliability and validity of the data used in the study.

RESULT AND ANALYSIS

Table 1. The Role of Teachers in Increasing Motivation of First-Grade Students at Islamic Elementary School Alam Anak Pintar Karanganyar

Questions	Interview	Observation
1. How do you deliver the learning material in the first-grade classroom?	Delivering lesson material in first grade is a bit tricky, according to the teacher, because first-grade students get bored quickly, especially when the material is delivered through lectures. Sometimes, the teacher still uses the lecture method, but only briefly. First-grade students prefer when they are directly involved in hands-on activities. For example, in teaching math about measuring the weight of objects or comparing the weight of objects, the teacher immediately involves them in practice by using a clothes hanger as a scale, with plastic bags hanging on both sides to hold the objects to be weighed. Essentially, first-grade students still need concrete or real-world examples.	The teacher has delivered the material in an engaging way, so the students do not get bored easily. However, there are still some children who require extra teaching and patience.
2. What is the students' response during the learning process?	The character and understanding of each child are different. Their responses to learning are not the same, as each child has different interests. However, this is where the challenge lies for us as teachers, in how to keep students engaged and interested in all lessons, even though not all students are gifted in every subject. They become more enthusiastic when the material is presented in a tangible way or when examples from daily life are used	
3. How do you manage the class during lessons?	The first way I manage the class is through arranging the seating. I always change or rearrange the students' seating every week because children enjoy new things, so they will be more motivated to learn when their classroom feels fresh. I also frequently display their work on the classroom walls. Secondly, I	

	always implement the rules that we have agreed upon or created together in class. Third, I make sure students remain focused serious, but relaxed.	
4. How do you motivate students to stay excited about learning?	To motivate students to stay excited about learning, the teacher must also be enthusiastic. Being a teacher is not easy, and a teacher must continue to learn because the teacher plays a crucial role in the teaching and learning process. What I typically do to keep students motivated is giving quizzes or question-and-answer sessions that challenge them to be the first to answer. I also make sure to give praise or positive appreciation for everything they do—not only for the students who answer correctly but also for those who are brave enough to try, even if they fail. There are actually many ways to motivate students, and the first thing that must always be honed is the teacher's potential.	

The first person in the learning process who evaluates a pattern, procedure, or level of achievement in an activity is the teacher. A teacher needs to have various skills, including social, professional, personality, and academic skills. Competence in using various techniques, media, and educational resources is one of the characteristics of a professional teacher. Therefore, educators have created a curriculum that not only focuses on helping children reach their full potential but also recognizes and addresses the individual characteristics of each student, including mental and physical differences. This is because teachers encounter various traits, skills, and developmental dynamics of students during the teaching and learning process (Yasin, 2022).

In an interview, the first-grade homeroom teacher at Islamic Elementary School Alam Pintar Karanganyar said, “Students react differently to learning because of their interests.” Each student has a unique character, and every child is unique. However, the challenge for teachers is how to keep children engaged in learning when not every child excels in every field. In this situation, educators must understand the curriculum modules, have in-depth knowledge, show empathy, collaborate in theory and practice, apply various teaching strategies, refrain from coercion and oppression, and maintain calm and focus. Mulyasa argues that educators must be experts in various subjects, have a sense of responsibility, inspire students, feel like coworkers, and uphold the code of ethics. One of the factors that influence student success in school is the motivation of their teachers. Students' enthusiasm for learning will be stimulated, which will impact their behavior and academic achievements when teachers provide incentives. According to Biggs and Tefler, learning motivation can decrease at any time. A decrease in motivation impacts education by lowering the quality of student learning. One strategy to ensure students remain motivated is for teachers to never stop motivating them. Learning outcomes are influenced by the motivation given to students (Koba Ora and Mursalim, 2021).

There are two factors, according to Ahmad Rohani, that motivate students to learn. First, intrinsic motivation that comes from the need to learn. Second, external stimuli from the learning examples offered by the instructor. According to Dimyati and Mijdiono, several factors, including goals and aspirations, talent, the surrounding environment, and the teaching strategies used by the teacher, affect student learning motivation. This illustrates how the school area, the family area, and the

surrounding community are external factors that influence the effectiveness of the educational process in the classroom, as well as how physical and social conditions play a role (Dewi and Yuniarsih, 2020).

In this case, a teacher can be seen as an external force that uses stimuli to influence students. In the learning process, it is often the case that students do not fully understand the material. This is not only due to a lack of potential but also a lack of desire to learn, so students cannot strive to reach their maximum potential. Observation was conducted by the researcher in the first-grade class at Islamic Elementary School Alam Pintar Karanganyar. "Students are less engaged, easily bored, and lack enthusiasm in learning. When managing a class, a teacher must be patient and sensitive to the needs of each student."

According to Hasibuan, the role of the teacher in education is to be imaginative, reliable, and position themselves as a friend who is willing to share and sympathize with students, and a facilitator ready to ease everything for the students. A teacher should serve students according to their interests, talents, and abilities. To facilitate Sindhunata, teachers must be attentive to their students without favoritism; they must be patient, respectful, and humble; they must always keep learning; they must behave in a manner appropriate for their students' age so that they can be accepted; they must be friendly and blend in like an actor; they should avoid trying to lecture; they must be authoritative; they must act honestly; and they should always think positively. (Jannah and Junaidi, 2020).

In the field of education, teachers play an important role and have many options to help students understand a lesson to align with the learning objectives. Before teaching begins, teachers need to prepare certain conditions for themselves and their students. One of the many responsibilities of a teacher is to encourage and facilitate learning for their students. Teachers want to put more energy and enthusiasm into learning. Energetic and enthusiastic children will engage in various activities, both direct (physical) and indirect (mental), in a classroom environment that may be tiring. This does not automatically change the learning paradigm that places students at the center, not the teacher. (Rahmawati and Suryadi, 2019).

The Way a Teacher Delivers Material Affects Students' Enthusiasm for Learning

Teachers have set learning objectives to improve students' learning outcomes before delivering the teaching materials. A teacher can utilize various models, techniques, and strategies to create a learning experience when presenting lessons in the classroom. (Ana, 2018). As expressed by the first-grade homeroom teacher at Islamic Elementary School Alam Pintar Karanganyar in an interview, "The teaching curriculum in first grade presents problems that are both simple and challenging, because students get bored quickly when learning, especially when the material is only delivered through lectures. To prevent boredom, I provide brief lectures and then continue practicing by explaining the information presented. First-grade students prefer concrete and authentic learning procedures. For example, in mathematics lessons, we discuss topics like measuring and comparing the weight of objects. The sides of the clothes hanger can be used to hang plastic bags that hold the objects related to the measurement."

The Characteristics of Students and the Characteristics of Learning Need to be Well Understood by a Teacher In Order to Increase Learning Motivation

There are two levels in elementary school. The first level consists of grades 1 to 3, referred to as the lower grades, and the second level consists of grades 4 to 6, which are considered the upper grades. Students in the lower grades are typically aged between 6 and 9 years old, while students in the upper grades are aged between 9 and 13 years old. Early childhood experiences a short phase, but during this phase, there is a significant potential that can be maximized if properly developed.

The researcher focused on the lower grades, particularly first-grade students, in terms of skill development. Social skills, which can be developed in the lower grades, are important for enhancing students' abilities to help others, create an environment where students feel more valued and useful. At this stage, students want to engage in cooperative education and activities that require motor

skills, such as throwing, balancing, running, and catching. During this period, the physical development of lower-grade students has matured.

The emotional development of lower-grade students allows them to express themselves, regulate their emotions, and understand right from wrong. On the other hand, their cognitive growth is visible in their ability to organize objects, work harmoniously, possess a large vocabulary, begin to show interest in writing numbers, participate actively in interactions, and understand cause and effect. As stated by Makmun, there are indeed many tasks for the advancement of students. First, improving the concepts necessary for daily life. Second, enhancing conscience, morality, and values. Third, achieving personal autonomy or self-expression. Fourth, fostering awareness of citizenship and social consciousness (Zulvira, Neviyarni, and Irdamurni, 2021).

As stated by the first-grade homeroom teacher at Islamic Elementary School Alam Pintar Karanganyar in an interview, "Each student has unique characteristics and levels of knowledge. Since every child has unique interests, their responses to learning are also unique. However, the challenge for teachers is convincing children to enjoy learning, even if they are not talented in every subject. Students will be more enthusiastic when studying real-life events from everyday life."

Classroom Management During Learning

Yanti suggests that in order to inspire children to learn as much as possible and with enthusiasm, a teacher must first create a learning climate and foster interactions between the educator and students, as well as between students themselves. Husna states that teaching is an art of hard work by a teacher to create a stimulating, productive, and enjoyable learning environment. (Mutiamarses, Neviyarni, and Murni, 2021).

As shared by a first-grade homeroom teacher at Islamic Elementary School Alam Pintar Karanganyar in an interview, "The first task is to prepare the seating arrangement for students once a week. Because they are naturally drawn to new things, students become excited to learn when there are new things in the classroom. The work of each student is displayed on the classroom wall. Second, we adhere to the rules that were encouraged and created together. Third, we ensure that each student remains serious and focused."

Efforts by Teachers to Motivate Student Learning

As responsible educators, teachers strive to ensure that every child in the country receives a high quality education under their guidance. They aim to achieve effective learning outcomes while adhering to professional principles. In the classroom, teachers address issues such as student boredom during lessons. Learning progress seems unachieved when students who experience monotony fail to grasp the lessons expected from a skilled teacher capable of delivering new information or experiences effectively. Students tend to lose interest and become bored when they are disengaged from the material or when inappropriate teaching approaches are used, such as relying solely on lectures without offering student feedback. A lack of motivation is not the only factor contributing to low academic performance environmental factors also play a significant role. The home, school, and social environments are all influenced by the surrounding conditions.

Learning should focus on the students, stimulate their imagination, create an engaging and enthusiastic atmosphere, foster skills embedded with values, and leave a distinctive impression to cultivate a lively and enjoyable learning environment. As stated by a first-grade homeroom teacher at Islamic Elementary School Alam Pintar Karanganyar in an interview: "In inspiring students, the teacher must first be enthusiastic. As the central figure in the teaching and learning process, a teacher should never stop learning. One effective method to maintain students' enthusiasm for learning is by regularly introducing quizzes or questions that challenge them to be the first to answer correctly. Additionally, it is important to praise and show appreciation for all their efforts not only for those who answer correctly but also for those who demonstrate the courage to attempt an answer, even if it's wrong. There are, in fact, many ways to inspire students, but the most crucial approach lies in the teacher's potential, which must always be developed."

CONCLUSION

Based on observations and research conducted at the school, it was found that teachers have a significant influence on students' motivation levels and play a crucial role in this regard. A teacher must provide guidance and set an example for their students. Student motivation is influenced by two key aspects: intrinsic and extrinsic variables. Extrinsic factors include the teacher. Beyond imparting knowledge, a teacher's professionalism in the classroom must ensure that students comprehend and apply the lessons they have learned. The teacher's objective is to help students achieve the learning goals outlined in the curriculum. In this capacity, teachers strive to their utmost to encourage students to develop high learning motivation by offering engaging lessons, managing the classroom effectively, recognizing each student's unique learning style, and providing a positive influence. Teachers must also continually enhance their skills to deliver education that aligns with learning objectives, equipping students with the readiness to learn and be motivated by structured and meaningful learning experiences. It is expected that students will meet the criteria established in government policies through the learning outcomes facilitated by their teachers. Students' intrinsic motivation is believed to enable teachers to deliver engaging and productive lessons more effectively. Positive impacts should extend to students' cognitive abilities, including problem-solving and logical thinking, as well as fostering good learning relationships between teachers and students, and among the students themselves.

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