



## **The role of the teacher in the teaching and learning process in efforts to improve student learning motivation**

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### **Abstract**

This research is motivated by the low enthusiasm of student learning, the teacher's role has not been maximized in motivating students, the limited infrastructure in the learning process, and the creativity of students who are still weak, the ineffective management of learning by the teacher in the core learning activities, and the teacher's not yet optimal in closing lesson as the final learning activity. Identification of the formulation of the problem is the low enthusiasm for student learning in the classroom, the teacher's not yet optimal in opening the lesson as a preliminary activity that motivates students at the beginning of learning. This study aims to determine the extent of the teacher's role in the teaching and learning process to increase student learning motivation. Theories that support this research include the theories put forward by Mulyasa, Oemar Hamalik, W.S.Winkel, McClelland, and Woolfolk. This research was conducted using qualitative research methods with an inductive approach. The results of the study illustrate that in order for the enthusiasm for learning to increase the teacher must be able to create and build a pleasant learning atmosphere for students, the teacher must first provide apperception and relate the subject matter to real everyday life, manage the effectiveness of learning by building a democratic learning atmosphere through discussion or question and answer, provide assistance and services to students who need it, and provide awards/rewards to students who are active in the learning process, the teacher reflects with students on activities that have been carried out consistently and programmed to then draw conclusions, the teacher gives structured assignments so that students are always motivated to continue learning. The teacher's role is very influential on the level of student learning activity, if students have high learning

motivation it will impact on increasing student enthusiasm for learning, this of course will have implications for improving the quality of education in general. The psychological factor that also determines success in learning is student motivation.

### **Keywords**

Teachers, Teaching and Learning Process, Student Learning Motivation

## **1. Introduction**

Education in general is one of the needs that must be met by everyone, because only with education will people gain knowledge that is very necessary in their lives. Without education, it will be difficult for a person to adapt to the society around him and most likely will not be able to face life's increasingly diverse problems.

Education is a learning process both through formal, informal and non-formal activities whose purpose is none other than for individual self-development, for mastering various aspects both cognitive, affective and psychomotor. Educational activities are not only carried out and facilitated by teachers in schools but also by parents, families and the environment.

According to Sudjana (2000: 98) that learning is a process characterized by changes in a person. Changes as a result of the learning process can be shown in various forms such as changes in knowledge, understanding, attitudes and behavior, skills, abilities and abilities, reaction power, acceptance power and other aspects that exist in individuals.

The teaching and learning process can run well if it is supported by professional educators, namely teachers who are able to teach properly and skillfully, can use appropriate teaching methods and master the subjects to be delivered.

In the process of teaching and learning a teacher must be able to motivate his students to be interested in the subject he is teaching. The implementation of education that occurs in the classroom by the teacher must be effective and efficient so that the teaching and learning process becomes a pleasant process. To be able to create fun teaching and learning activities, a teacher must be able to manage teaching and learning activities in the classroom. Management of teaching and learning activities is an effort made by the teacher so that the learning process can run well and smoothly.

In fact, there are still teachers who do not fully understand their duties as teachers and educators so they pay less attention to cognitive, affective, and psychomotor aspects that should be mastered by students and certain levels of education.

Regarding this study, researchers found several problems in the teaching and learning process, including students feeling bored and less enthusiastic about

participating in class learning, because according to them there were several teachers who did not provide them with comfort and enthusiasm in learning, such as in terms of choosing learning methods, use of media, and grouping students, so that the learning process takes place less than optimal.

According to the observations of researchers, teachers who teach pay less attention to the importance of the learning process, such as less optimal teacher planning before teaching, less optimal teachers in opening lessons, core learning activities, and activities closing learning and what is no less important is the arrangement of students in learning, and the selection of learning methods. This is due to the lack of focus of a teacher in preparing the learning process to be carried out. Therefore, teacher skills are needed in managing learning, from planning, implementation, assessment to follow-up

Next, it explains about motivation which is one of the factors that influence the success of learning which functions to generate, underlie and direct learning actions. Motivation does not only affect learning outcomes but also the learning process. Teachers must be able to provide motivation to their students if they see students are not enthusiastic about learning. In the process of teaching and learning in schools, motivation is very important for students, because motivation can lead to enthusiasm and perseverance in learning.

Based on the urgency of the problem above, several problems related to the teaching and learning process in the classroom can be identified as follows: (1) The low enthusiasm for student learning in the classroom; (2) The teacher is not yet optimal in opening lessons as an introductory activity that motivates students at the beginning of learning; (3) The teacher's learning management is not yet effective in the core learning activities; and (4) the teacher is not yet optimal in closing the lesson as the final activity of learning.

## **2. Theoretical Basis**

In the world of education, the term teacher is not a foreign thing. Until now the figure of the teacher is considered as someone who has a good personality, worthy of imitation, imitating in the sense that all his behavior is worthy of exemplary.

Law Number 14 of 2005 concerning Teachers and Lecturers in Chapter I article 1, states that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education formal education, basic education, and secondary education.

According to Surya (in Arifin, 2011: 19) explains that teacher professionalism implies activities and or efforts to improve teacher competence in a more increased direction seen from various aspects towards the implementation of an activity service optimization or the work of the teaching profession which has important meaning.

The teacher's role is considered the most dominant and its classification is as follows:

a. Teacher as Demonstrator

The success of the teaching and learning process depends on the extent to which the teacher's ability to provide learning to his students. With his role as a demonstrator or teacher, the teacher must master the subject matter to be delivered and its development related to this material, in the sense that the teacher must look for supporting material in an effort to improve skills and knowledge in accordance with developments. (Slameto, 2003:99).

b. Teacher As Class Manager

Success in teaching and learning activities the role of the teacher as a class manager (learning manager), must be able to organize and supervise so that activities are directed towards educational goals. Teaching means conveying or transmitting knowledge and views (Trimo, 2006:9). William Burton (Trimo, 2006:30) suggests that teaching is defined as an effort to provide stimulus, guidance, direction, and encouragement to students so that the learning process occurs. In this case the teacher's role is very important in managing the class, so that the teaching and learning process goes well.

c. Teacher as Mediator

Educational media is a tool/visual aid to support the learning process. As a teacher, you should have sufficient knowledge and understanding of the media that can be used in the learning process, because the media is a communication tool to facilitate student understanding in order to make the teaching and learning process more effective. Thus it is clear that: "educational media is an indispensable basis that is complementary and an integral part for the success of the educational process" (Muhibbin, 2010: 23).

d. Teacher as Facilitator

As a facilitator the teacher should be able to provide learning resource facilities that are considered to be able to support the achievement of goals in the teaching and learning process, whether in the form of resource persons, textbooks, magazines or newspapers. According to Sudjana (2010: 33) it is stated that:

Learning facilitators provide convenience to students in carrying out their learning activities. Providing sufficient study time for all students, providing assistance to all students who need it, showing a way out in solving problems faced by students, appearing as a savior when problems cannot be solved by students.

e. Teacher as Evaluator

This evaluation is very important as well as monitoring, monitoring the learning process of students as well as material for making changes if targets are not met by analyzing factors that are less than optimal in the learning process, student mastery of lessons, and the accuracy or effectiveness of teaching methods. As an evaluator, the teacher is obliged to supervise, monitor student learning processes and the learning outcomes they achieve (Sudjana, 2010: 34).

f. Teacher as Motivator

According to Sudjana (2010: 34); As a motivator, the teacher must create classroom conditions that stimulate students to carry out learning activities, both individual and group activities. Educators should not pay attention to just one aspect because it is feared that it will produce education that is only intellectual in nature (Koswara, 2008: 6).

Educators as teachers are tasked with transferring knowledge and skills to students so that they are able to absorb, assess, and develop independently the knowledge they learn. According to Koswara (2008: 6) in general the teacher has the following roles:

1. Communicator.
2. Facilitator.
3. Motivators.
4. Administrators.
5. Counselor.

According to Sanjaya (2006: 137) there are several activities that teachers can do, including:

1. State various learning objectives that must be achieved before learning activities begin.
2. Arranging study tasks with students, meaning that when the teacher gives learning assignments, students are involved in determining the type of assignment and determining the deadline for completion, students will be more responsible for doing it according to the deadline.
3. Provide information about learning activities that must be carried out.
4. Provide assistance and services to students who need it.
5. Motivating, guiding and encouraging students to learn through asking questions.
6. Assist students in drawing a conclusion.
7. Teacher function
  - a. Teacher As Educator

In general, one of the teacher's functions is as an educator, acting as a role model, motivator, inspirer and guide for their students. In carrying out their functions, teachers are required to encourage students to study hard, supervise and guide student discipline so that they comply with school rules and regulations. do not deviate from the existing norms and rules. The teacher is not only in charge of teaching but also guiding in the sense of guiding the formation of a whole human being, human being as a unified whole, both physically and spiritually, not only highly knowledgeable, but also highly moral (Sutjipto in Koswara, 2008: 7).

b. Teacher as Didactic

According to Benjamin Bloom, as quoted by W.S. Winkel (in Syfaruddin and Irwan Nasution, 2005), "The quality of teaching is very dependent on how to present the material to be learned". From this opinion it is very clear that the teacher's strategy so that students are active as participants in the learning process, and how the teacher provides information to students about their

success, are the ways that are usually conveyed. All of these things require teacher didactic skills.

Several things must be attempted by the teacher in guiding the teaching and learning process of their students, including: (1) Planning objectives and identifying existing competencies; (2) There is involvement of students in learning; (3) interpreting learning activities and children's imaginations are actively involved in the teaching and learning process; and (4) Carry out an assessment.

The function of the teacher in the classroom is not only teaching but his presence can trigger students to study hard. There are four functions that must be understood by the teacher (Wijaya, 1992: 108), namely:

- 1) Creating a conducive, creative learning atmosphere, creating various tips and models for delivering learning material, making the learning atmosphere interesting.
- 2) Generating the motivation of students to be more active and active in learning.
- 3) Guiding and providing convenience for students in learning, so that the learning process becomes quality.
- 4) Leading learning, as well as a place to ask questions for students.

Learning According to Hamalik (2008: 21). Meaning that "learning is a form of growth or change in a person which is expressed in ways of behaving thanks to experience and training". Meanwhile, according to Morgan (Gino, 1988: 5) states that learning is a relatively fixed one of behavior as a result of experience.

The teaching and learning process is a series of activities and there is a reciprocal relationship between the teacher as an educator and students as educated within the scope of education, as experts say that the teaching and learning process (learning) is: An interaction activity between teacher and student which will end with an evaluation process learning outcomes" (Dimiyati and Mudjiono, 2006: 3). And another opinion is that the learning process is also interpreted as a process of interaction between students and teachers in an effort to achieve learning objectives, which takes place in a certain location within a certain period of time (Hamalik, 2006: 162). The components that support the conducive learning process consist of objectives, materials, methods, and evaluation media.

To foster student motivation in learning, it is necessary to increase the quality of the teaching and learning process proportionally which takes place in the classroom. Therefore, good management of learning in the classroom is needed, so that learning objectives can be achieved. Management of learning in the classroom is an effort made by the teacher in the classroom by empowering all existing class potentials as optimally as possible to create an atmosphere or class conditions that support the learning process, so that students are involved and participate in the learning process at school so that learning objectives are achieved.

Creating good initial conditions for the learning process will result in a well-integrated and effective learning process. Hernawan (2009: 15) suggests the efforts that need to be made to create the initial conditions for effective learning include:

1. Check or check student attendance.
2. Fostering student learning readiness.
3. Creating a democratic learning atmosphere.
4. Generating student learning motivation
5. Arouse student attention.

A more complete understanding of motivation according to Danim (Apriansyah, 2013: 22) motivation is defined as strength, encouragement, need, enthusiasm, pressure, or psychological mechanisms that encourage a person or group of people to achieve certain achievements according to what they want.

Motivation is a psychological condition that encourages someone to do something. There are three main components that can generate student learning motivation, namely needs, encouragement and goals. Needs occur when individuals feel there is an imbalance between what is owned and what is expected, encouragement is the mental strength to do something, and goals are the final results obtained as expected. These three components are related to one another. Drive is a mental strength that is oriented towards fulfilling expectations or achieving goals and goals are things an individual wants to achieve. These goals will direct behavior in this case, namely behavior for learning.

#### 1. Type of Motivation

Woolfolk (1995) divides the types of motivation into two parts, namely intrinsic motivation that comes from interest or interest factors, and extrinsic motivation (Wardhani, 2005: 5).

##### a. Intrinsic Motivation

This type of motivation arises from within the individual student without any coercion and encouragement from other people, students who have intrinsic motivation tend to show the desired learning achievement. The emergence of this motivation can be due to awareness of the importance of learning and knowing what will be achieved with enthusiasm for learning, for example students study because they want to know a problem in detail, or want to be the number one person in their class in academic achievement, all of these desires can be realized through learning activities and usually active learning accompanied by interest and feelings of pleasure. W.S. Winkel (1991) says that: Intrinsic motivation is a form of motivation that comes from within the subject being studied.

##### b. Extrinsic Motivation

This type of motivation can arise from influences from outside the individual, either because of solicitation, orders or coercion from other people so that under these conditions students finally want to learn. Winkel (1991) says Extrinsic Motivation, learning activities are initiated and continued based on needs and encouragement that are not absolutely related to learning activities themselves.

Intrinsic motivation, referring to internal factors, is implied both in the task itself and in the student. Most modern educational theories take intrinsic motivation as the driving force for activity in teaching and in problem solving. This is not surprising, because everyone wants to increase their knowledge.

Meanwhile, extrinsic motivation refers to external factors and is applied to assignments or to students by teachers or other people. Extrinsic motivation can be reward, praise, punishment or reproach.

## 2. Student Learning Motivation

When referring to the views of Luthan and McClelland (Wardhani, 2005: 12) it can be concluded that in every individual there is potential energy/strength and can be different from one another that can move or direct his behavior towards goals including energy for achievement. If this energy potential is triggered, the situation will increase and will even move and direct learning behavior. This can provide views as well as hope for teachers that:

- 1) Every student has been equipped with the power to excel
- 2) The achievement strength of each student can be different.
- 3) The power of achievement of each student can be increased with the right efforts.
- 4) Each student can demonstrate learning behavior or efforts to achieve learning goals (gaining knowledge, understanding, and developing learning).
- 5) Teachers need to live up to their role as educators so that a sense of responsibility and confidence arises in processing students.

## 3. Research Methods

This research uses a qualitative descriptive approach, namely research on certain phenomena or populations obtained by researchers from subjects in the form of individuals, organizations or other perspectives. The aim is to explain aspects that are relevant to the phenomenon being observed and explain the characteristics of existing phenomena or problems.

The researcher used the case method, the rationale being that considering the problem under study was in a certain institutional unit that was carrying out efforts to increase student motivation. While the research objectives are within the scope of the case, namely the role of the teacher in the teaching and learning process in an effort to increase student motivation.

The data collection technique used was interviews, both with students and with teachers, to reveal data about the teacher's strategy in an effort to increase students' motivation to learn. Furthermore, observation is used to refine the required data through interviews. While the documentation study to complement the data obtained through interviews and observations.

The process of data analysis carried out by researchers is through the following stages: data collection, starting from various sources, namely from informants, and direct observations that have been written in field notes, interview transcripts, and documentation, the selection process, which is then compiled into units which is then integrated in the next step, namely checking the validity of the data using three criteria, namely the degree of trust (credibility), dependability (dependability), and certainty (confirmability).



#### **4. Discussion of Research Results**

##### **1. Teacher's Efforts in Fostering Low Student Learning Enthusiasm in Class**

Students can grow their enthusiasm for learning if the teacher as a learner sets an example by showing an enthusiastic attitude in carrying out their duties as a teacher. One proof of the enthusiasm for teaching from a teacher is the teacher's readiness to teach a material that will be delivered to students which is marked by having learning tools in accordance with the subjects they teach, be it syllabus, lesson plans, daily agendas, attendance, or other administration.

Based on the results of the study, it was shown that all teachers in the two schools had learning tools according to the subjects they taught.

Fostering low student enthusiasm for learning can be done through good classroom management. Before starting the learning process the teacher can prepare learning tools/media first, the teacher can determine the tools/media related to SK/KD, prepare learning media/tools that are appropriate to the teaching material by making it yourself, or searching for material from the internet. Every time starting a lesson the teacher should always pay attention to student learning readiness and check student attendance, or simply by looking at the class agenda.

To find out that students are ready to take part in the lessons brought by the teacher, the teacher can do a pretest, or do a question and answer through apperception activities. The teacher can also ask students in advance whether they have brought notebooks/packages or not, if not then the students are asked to borrow them from the library first, or the teacher can do this by walking over to their desks and checking whether everything is ready or not. The readiness of students will be seen from the way they sit neatly and with learning tools that are ready on the table, the class is orderly/not noisy and it appears that students are paying attention to the teacher.

The teacher must create a learning atmosphere that is built to be fun for students, students are not pressured or forced. One way is by adjusting the student's sitting position so that students can study comfortably. The sitting position of students can be made in groups or classical with the position of students having to face the blackboard and children who are less tall are positioned to sit in front with the sitting position of all students having to be upright/not hunched over.

##### **2. Teacher's Efforts to Motivate Student Learning in Opening Lessons as Preliminary Activities**

It requires the ability of a teacher to motivate student learning at the beginning of learning activities as a preliminary activity. Based on the results of research on teachers, in starting learning the teacher can provide apperception to students, either by associating the previous material with the material to be taught,

or by asking students to pay attention to the surrounding environment, then the teacher associates what students see with the material being taught. will be taught.

Tailored to the material to be taught, the teacher can also display pictures/videos to provide examples of activities related to the application of the material to be taught, or you can also create stories or opening remarks to relate the subject matter to other lessons.

Teachers are required to convey learning objectives at the beginning of learning activities, the learning process is structured so that children know what goals are to be achieved, so that students will quickly understand the material to be taught. By knowing the learning objectives students become focused on the teaching material that will be delivered and understand what they have to master at the meeting. This is expected to lead students to core activities, both related to the learning tasks that must be carried out and related to the teaching material that must be understood.

The teacher can put forward various alternative learning objectives that must be achieved before learning activities begin, this can be done through question and answer activities, or communicating with students regarding the material to be delivered. Some teachers may invite students to sing together first with songs related to the material to be taught. The teacher can also provide interesting examples, so that students themselves can later guess what the learning objectives are for today or by making examples related to the subject matter that lead to the goals to be achieved. In addition, the teacher can also provide assignments or important notes that students need to remember in achieving learning goals.

### **3. Effectiveness of Learning Management Conducted by Teachers in Core Learning Activities**

To manage the effectiveness of learning carried out by the teacher in the core learning activities, the teacher can give freedom to students to express opinions in building a democratic learning atmosphere, this can be done through discussions and questions and answers with students. The teacher can also invite each child to ask questions if there is material that is not understood and provide the opportunity and freedom for them to provide suggestions or input regarding the method/method they prefer to better understand learning as long as it is possible to do so.

Teachers can provide assistance and services to students who need them when learning takes place, guiding students can be done through discussion. It can also be done through communication with students by approaching and providing directions and instructions, helping to prepare learning facilities so students can get good service.

If during the learning process there are students who are critical of the material being taught by the teacher, the teacher should behave and respond wisely to the child's criticism, the teacher must be happy and proud of the student's

attitude. Even appreciating them while giving answers until they are satisfied or if they don't understand are welcome to discuss with friends or seek information from other media (the internet, books from other sources or newspapers), the teacher must be open.

To foster students' learning motivation, the teacher can open the subject matter with things that interest students and make up stories or words that lead to growing student motivation, provide rewards that please students or praise students who are active in the learning process.

Giving rewards to students through points/grades, minimum thumbs up or praise, giving good/very good stamps on notebooks, they have to compete with other students to get as many stamps as possible. You can also give good grades, and direct your creativity to take part in competitions/Olympics.

Learning can be done using a variety of methods, using games, songs or using interesting learning media, creating fun situations (happy) and arousing students' attention through showing pictures/films (video). Or the teacher can associate the subject matter with up-to-date (current) information, so that students' curiosity arises to raise their interest, the teacher explains the linkage of learning objectives with student needs, through thoughts and feelings towards an object being studied.

Process assessment of students during learning takes place, can be done directly by looking at active students or critical students, indirectly by giving assignments, and other respondents answering through question and answer activities. Process assessment can also be through attitudes and tasks, students' active attitudes in classical/group learning, student concentration in learning and doing assignments (not the end result but looking at the process). Students are given tests both orally and in writing, if there are students who actively answer then they will be given a good or very good stamp so that children are more motivated in learning. Or by paying attention to them one by one whether they are doing the task or not, through observation, assessing attitudes during the learning process.

The role of the teacher as a facilitator in utilizing learning resources is marked by the teacher in presenting lessons not too many lectures, but more discussions, students are directed and the teacher provides guidance to students. Learning resources are not only from textbooks but students must look for other sources, either from the internet or from the library or from the mass media.

#### **4. Optimizing the Teacher's Efforts in Closing Lessons as Final Learning Activities So that Students Are Always Motivated to Continue Learning**

At the end of the learning activity, namely the activity of closing the lesson, one of which is the activity of drawing conclusions from the material being taught. After carrying out the post test the teacher draws conclusions by explaining again briefly, and then asks students to summarize the material that has been taught. It

can also be done by accommodating students' opinions, repeating the important things from the material that has been presented, by first asking students to conclude what was learned at the meeting, then the teacher corrects it while further emphasizing the core material related to the indicators presented at the meeting. , explaining the benefits for students, and explaining the targets and student experiences that have been achieved.

Related to the teacher reflecting with students on activities that have been carried out consistently and programmed, namely by giving tests (questions) to students, conducting question and answer with students regarding matters that students have not understood, showing the benefits of the material being studied, and asking students express experiences related to the material discussed.

Assessment of student learning outcomes that day can be done by paying attention to the Teaching and Learning Activity (KBM) process, by looking at the percentage of students in the class who already understand the material being taught. Teachers can also provide notes for students who are proactive, present material obtained by students after teaching and learning activities, and briefly evaluate the material that has been taught in the form of questions.

Assessment of the learning outcomes that day can be done by assessing the results of student work, if from the results of the assessment all students are above the KKM, it means that learning for that day was successful. Teachers can test students as an evaluation tool, either oral or written tests, oral tests in the form of essays with short answers, then immediately cross-checked with their friends. If much time is available the teacher can collect student learning outcomes, check one by one, provide an assessment, distribute student learning outcomes again and discuss student learning outcomes.

## **5. E. Conclusions and Suggestions**

### **6. Conclusion**

Based on the problems and research objectives as well as the results and discussion, it can be concluded as follows:

1. The teacher's efforts to foster students' enthusiasm for learning, which is still low in class, can be done through good classroom management. Before starting the learning process the teacher can prepare learning tools/media first, the teacher can determine the tools/media related to SK/KD, prepare learning media/tools that are appropriate to the teaching material by making it yourself, or searching for material from the internet. Every time starting a lesson the teacher should always pay attention to student learning readiness and check student attendance, the teacher can do a pretest, or do a question and answer through apperception activities. Teachers must be able to create and build a pleasant learning atmosphere for students.

2. The teacher's efforts to motivate student learning in opening lessons as a preliminary activity.

Based on the results of research on teachers in starting learning the teacher can provide apperception to students, linking previous material with the material to be taught or linking the material to be taught with other sciences and even with the realities encountered in everyday life. The teacher can also ask students to pay attention to the surrounding environment, then the teacher associates what students see with the material to be taught. The teacher can also display pictures/videos to provide examples of activities related to the application of the material to be taught, or it can also be done by making stories or opening remarks to link the subject matter to other lessons.

Teachers are required to convey learning objectives at the beginning of learning activities, the learning process is structured so that children know what goals are to be achieved, so that students will quickly understand the material to be taught. The teacher can invite students to sing together first with a song that is associated with the material to be taught. Teachers can also provide interesting examples related to subject matter that lead to the goals to be achieved.

3. The effectiveness of learning management carried out by the teacher in the core learning activities.

To manage the effectiveness of learning carried out by the teacher in the core learning activities, the teacher can give freedom to students to express opinions in building a democratic learning atmosphere, this can be done through discussions and questions and answers with students. The teacher can also invite each child to ask questions if there is material that is not understood and give them the opportunity and freedom to provide suggestions or input. Teachers can provide assistance and services to students who need them when learning takes place, guiding students can be done through discussion. To foster student learning motivation, during the core learning activities, the teacher can intersperse with things that are interesting to students, either by making up stories or words that lead to growing student motivation, giving rewards/awards that please students or praise students. active in the learning process.

Give rewards/awards to students through points/grades, at least thumbs up or praise, give good/very good stamps on notebooks, give good grades and direct their creativity to take part in competitions/Olympics. Teachers can associate the subject matter with up-to-date (current) information. Process assessment of students when learning takes place, can be done directly by looking at active students or critical students. Process assessment can also be through attitudes and assignments, students' active attitudes in classical/group learning, seeing students' concentration in learning and doing assignments. The role of the teacher as a facilitator in utilizing learning resources is marked by the teacher in presenting lessons not too many lectures, but more discussions, students are directed and the teacher provides guidance to students. Learning resources are not only from textbooks but students are given the freedom to look for other sources, either from the internet or from the library or from the mass media.

4. Optimizing the teacher's efforts in closing the lesson as the final activity of learning so that students are always motivated to continue learning.

At the end of the learning activity, namely closing the lesson in this case drawing conclusions from the material being taught can be done by accommodating students' opinions, repeating the important things from the material that has been delivered, the teacher corrects it while further emphasizing the core material related to the indicators presented at the end of the lesson. The meeting and explained the benefits for students. Furthermore, the teacher reflects with students on the activities that have been carried out consistently and programmed, the teacher can conduct questions and answers with students regarding the benefits of the material being studied. So that students are always motivated to continue learning, the teacher can assign students to look for learning resources from the internet, from the library or look for related information/material from newspapers or magazines.

Giving structured assignments to students so that students are conditioned to always learn, a teacher can start giving these assignments once or twice a month according to the learning conditions of these students or every one Basic Competency (KD), this is so that children can better understand in understanding the subject matter.

## **7. Suggestion**

Based on the conclusions and implications of the research results, the researcher proposes the following suggestions:

### 1. For Teachers

1. In classroom management, teachers should always try to foster student enthusiasm for learning.
2. In opening the lesson as a preliminary activity, the teacher is obliged to always provide apperception to students in advance, either by associating the material to be taught with other sciences, or by asking students to pay attention to the surrounding environment, linking the material to be taught with real life if possible.
3. In managing the effectiveness of learning in the core learning activities, teachers should build a democratic learning atmosphere, this can be done through discussions and questions and answers with students and even students are given the freedom to provide suggestions or input.
4. In the learning process, the teacher acts more as a facilitator, get used to the teacher presenting lessons by discussion, avoid delivering lessons with lectures, direct students to learn to find themselves, the teacher only does guidance.
5. In the closing activities of the lesson, the teacher reflects with students on activities that have been carried out consistently and programmed.

### 2. For the Principal

- a. The principal should facilitate classes by installing infocus or at least one class or several classes have infocus installed. This is intended to provide flexibility

to teachers in optimizing the presentation of lessons in an effort to foster learning motivation for students.

b. Principals should always program supervision of teachers, this is important so that teachers are encouraged to continue to improve their abilities in presenting learning which has implications for increasing students' learning motivation.

### 3. For Further Researchers

Research on the teacher's role in the teaching and learning process in an effort to increase student learning motivation is not perfect. In addition to teacher professionalism which is less effective and efficient in serving students, in this study it was found that teacher competence was still lacking, especially in motivating student learning. In this regard, the teacher's role in the teaching and learning process in an effort to increase student motivation requires special studies related to efforts to increase teacher competence.

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