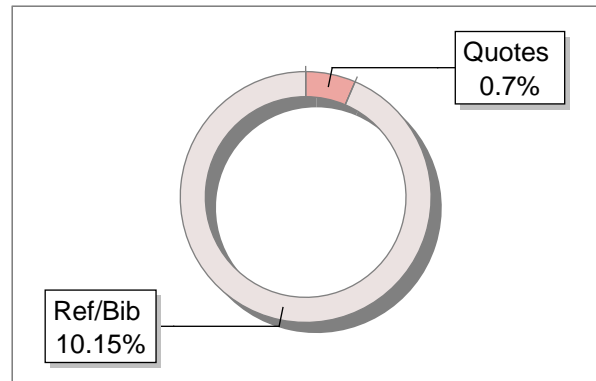
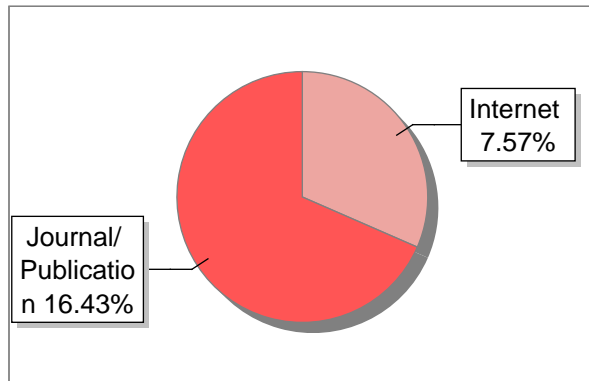
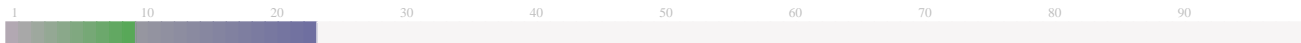


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## The Teacher's Role in Increasing Student Motivation in Learning Mathematics for Fourth Grade Students at SD N Gotakan

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**Abstract** The teacher plays an important role in fostering student motivation to learn by always actively encouraging and encouraging students in the class during the teaching and learning process or learning takes place. This study aims to describe the teacher's role in increasing students' motivation to learn mathematics and the supporting and inhibiting factors of teachers in increasing learning motivation in students' mathematics learning. This study uses a qualitative method with a survey approach. The object of research is the role of the teacher in increasing learning motivation in learning mathematics for grade IV students. Data collection techniques through observation, interviews, and documentation. Data analysis techniques use the Miles and Huberman models which include data reduction, data presentation, and drawing conclusions. The results of the study show that the teacher has carried out his role well. The role played by the teacher in increasing students' motivation to learn mathematics is the role of the teacher as a source of learning, the role of the teacher as a facilitator, and the role of the teacher as a motivator. Factors supporting the teacher's role in increasing motivation to learn mathematics include infrastructure, student awareness, and support from school members and parents. Factors inhibiting the teacher's role in increasing learning motivation in learning mathematics include the behavior of students who lack discipline and student motivation that has not grown.

**Keyword:** Teacher's Role, Motivation, Learning Mathematics

### INTRODUCTION

Education has an important role in preparing the next generation who are intelligent and have noble character. One of the objectives of managing and administering education in Indonesia is to build a foundation for the development of students' potential to become knowledgeable, capable, critical, creative and innovative human beings. Education is one of the benchmarks for the quality of a country, not only wealth is a benchmark for a country but the quality of the people who live in it (Firda et al, 2020). Education is very influential for all aspects of life because it is important and must be understood and owned by everyone. If education goes well and progresses, it is certain that the quality of the humans in it will be good (Hilir, 2021). Based on the explanation above, it can be concluded that education is very important for every human being to carry out tasks independently and not depend on other people and make his quality better with the help of educators.

One of the factors that can determine the success or failure of the learning process that comes from within the student is motivation (Emda, 2017). Whether there is motivation to learn greatly affects the success of student learning. Learning success will be achieved if there is a will and drive to learn. Motivation is a change in energy within a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals (Santi, 2016). It is important for a teacher to find out student motivation to

encourage, guide, and facilitate student learning motivation. Whereas for a student having motivation to learn can add enthusiasm in carrying out learning. In (Putu et al., 2022) Harianti argues that a lack or absence of motivation, both internal and external, can result in students' lack of enthusiasm in learning the subject matter.

The teacher's task as an educator is not only to convey material in class, but the teacher must also be able to provide motivation to students, to foster high student learning motivation, the role of the teacher and students is very much needed. Because only a teacher and the students themselves are able to foster motivation to learn while in the classroom. The role of a good teacher will be seen from the extent to which the teacher can carry out his duties and responsibilities, so he needs support from a set of abilities that the teacher has, namely competence. The teacher is the main actor in the learning process in the classroom, which forms quality and personal human resources who have a major influence on the learning process. The teacher is also not merely a "teaching" who does transfer of knowledge, but also as an "educator" who does transfer of values and at the same time as a "guide" who provides direction and guides students in learning (Sundari, 2017). Teachers play an important role in the development of the intelligence of every student. A large and quality nation is determined by the role and influence of teachers in the field of education.

Mathematics learning is given in elementary schools, of course, with the provision of materials that are suitable for the different abilities of students in each class (Saputro, 2021). Every educator and parent wants maximum results for children when following lessons in the classroom. However, not all of them can complete mathematics. Research (Perwira, 2017) reveals that the field of study taught in schools, mathematics is a field of study that is considered the most difficult by both students who do not have difficulty learning mathematics and especially for students who have difficulty learning mathematics. This is because mathematics is considered a subject with many formulas and so it is difficult (Wiku, 2018). Learning mathematics in class, teachers still rarely use learning media. When conveying teacher learning, they only use student books from the government and worksheets. Teachers do not use other sources to support learning (Bela and Arifin, 2019). This makes students feel bored and bored when participating in learning because the teacher is still monotonous in delivering material.

After the researchers conducted observations and interviews with one of the class teachers at SD N Gotakan which was conducted on September 9 2022, there were several problems that occurred at SD Gotakan, namely: students' attention when studying was caused by students' focus which was easily divided, students considered mathematics difficult, and students who do not master the learning material. This causes teachers to have more ideas and be more creative in providing material and conveying learning so that teachers can attract students' attention, especially in learning mathematics. This study has the objective of describing the teacher's role in increasing students' motivation to learn mathematics and the supporting and inhibiting factors of teachers in increasing learning motivation in students' mathematics learning at SDN Gotakan. Therefore, researchers are encouraged to conduct further research with the title "The Teacher's Role in Increasing Student Motivation in Learning Mathematics for Fourth Grade Students at SDN Gotakan".

## METHOD

This study uses qualitative research methods with a survey approach. The particular features of qualitative research is the description obtained from data in the form of words and language, not in the form of numbers (Moleong, 2018). The data collected from this study came from the results of observations, interviews, and documentation conducted by researchers. This research was conducted at SD N Gotakan and was conducted from 9th to 31st January 2023. The subject of this research was the school principal, the teacher of grade IV, and class IV student. The data collection techniques used are observation, interviews, and documentation. The data analysis technique uses the Miles

and Huberman model (Sugiyono, 2018) where qualitative data analysis is carried out interactively and continues continuously until complete so that there is saturated data, which includes data reduction, data presentation, and drawing conclusions.

## RESULT AND DISCUSSION

The results of this study are from observations, interviews and documentation conducted during the research at SD N Gotakan. From the results of the study, it showed that the teacher's role in increasing student learning motivation in learning mathematics in fourth grade students at SDN Gotakan has two points, they are: 1) The teacher's role in increasing students' mathematics learning motivation; 2) Supporting and inhibiting factors of teachers in increasing students' motivation to learn mathematics.

### 1. The Role of Teachers in Increasing Student Learning Motivation in Class IV Mathematics Learning at SD N Gotakan

#### a. The Role of the Teacher as a Learning Resource

One of the roles of the teacher in teaching and learning activities is as a director. The teacher has a very large role, it is not only enough to teach but the teacher must also act as an educator, guide and giver of direction, this is what is meant by the teacher as a learner (Sundari, 2017). The teacher's role as a learning resource is to direct students by explaining the objectives and benefits of the material being studied and mapping the material to be studied.

In line with the opinion (Nana, 2007) suggests that a teacher with the status of a supervising teacher, homeroom teacher, class teacher, subject teacher or supervising teacher of extracurricular activities, can perform several roles to increase learning motivation. The teacher first explains the learning objectives and the benefits of the material to be studied before delivering the material. Explaining the benefits and objectives is very important because to direct students to where they will be taken according to the goals to be conveyed. The benefits need to be conveyed so that they are more focused on the direction of the goal. Learning objectives are very important to provide clear direction for students in learning. With clear learning objectives, students will be more enthusiastic and diligent in learning. As with learning objectives, teachers need to explain the benefits of learning material for students. By understanding these benefits students will know more about the applications that will be encountered in everyday life and concentrate and be serious in learning. The teacher in mapping material starts from the basic or easy to more difficult material. This can make it easier for students to understand the material because the mapping of the material adjusts to students' understanding abilities.

#### b. The Role of the Teacher as a Facilitator

A facilitator is someone who helps students learn and has the skills needed to achieve learning goals (Sulistriani et al., 2021). Teachers provide facilities to meet the needs and learning process of students. The facilities provided by the teacher are in addition to learning media, methods, and assignment of material so that students can easily obtain information about learning materials that are not understood by students and obtained from the teacher.

In accordance with (Yestiana, 2020) stated that in providing services to students, students can easily receive and understand the subject matter. In the process of implementing the teacher's role as a facilitator it was found that the teacher had carried out his role to activate and or improve learning



activities. The teacher before giving new subject matter, <sup>12</sup> first relates the subject matter to be studied with past subject matter. In between lessons, the teacher sometimes creates a humorous classroom atmosphere by inserting humor with funny sayings.

Giving practice questions is the effort that is mostly done by teachers in generating motivation to learn. Exercise becomes very effective when done within a certain period of time. In doing homework students are allowed to ask <sup>5</sup> people who are considered capable of helping, if they have difficulties they are also allowed to ask directly to the teacher, by the way the teacher approaches the child at the table or the teacher asks the child to come forward asking questions at the end of the explanation of the material. This can motivate students to work on practice questions, assignments, and homework.

c. <sup>17</sup> The Role of the Teacher as a Motivator <sup>9</sup> <sup>7</sup>

One of the factors that can determine the success or failure of the learning <sup>5</sup> process that comes from within the student is motivation (Emda, 2017). <sup>10</sup> The role of the teacher as a motivator is important in order to increase enthusiasm and develop student learning activities. <sup>10</sup> Teachers must be able to provide assistance and support to students to develop student potential, foster activity and creativity. <sup>14</sup>

When learning, <sup>14</sup> the teacher guides students in discussing practice questions, assignments, and homework begins with students coming to the <sup>15</sup> front of the class to write answers on the blackboard. Then the teacher discusses, corrects, and fixes and provokes other students to respond. If there are students who have difficulty working on the questions, the teacher provides guidance and assistance to these students by approaching the student's desk or students are expected to come to the teacher's desk to ask questions, then the teacher checks the student's success in working on the questions. After the students have succeeded in doing it, the teacher provides reinforcement of the value obtained by giving a mark. <sup>13</sup> In addition, the teacher also gives a plus for students who successfully answer questions and work on questions in front of the class.

Agree with what was conveyed (Sardiman, 2014) there are several forms and ways to foster motivation in learning activities at school. One way to grow motivation is through verbal reinforcement by the teacher such as praise, namely "good job", "good", "very good", "true", which can lead to feelings of satisfaction, addiction, and a tendency to get results. the good one. <sup>12</sup> One of the teachers in providing reinforcement and motivation to students is by using the class star board by giving one star stamped on the class star board to students who succeed in getting a score of 100 from the assignments given. This class star board will later be calculated at the end of each semester, and later the student who gets the most stars will be given a prize prepared by the teacher. <sup>14</sup> In addition to providing reinforcement, the teacher also provides reprimand or punishment. Reprimands or punishments are given to students who make mistakes. <sup>14</sup> One of the punishments given by the teacher to students is when students don't do their homework. The teacher gives a warning to students who are not active in class. Students who are noisy and not conducive in class will receive a star deduction on the starboard.

2. **Teacher Inhibiting and Supporting Factors in Increasing Motivation to Learn Mathematics in Class IV at SD N Gotakan**

a. Supporting factors

In an effort to increase students' learning motivation, SD N Gotakan realizes that there are many factors that affect the running of the process in an effort to increase students' learning motivation. Supporting factors are one of the supports to increase student learning motivation. There are internal and external factors in the supporting factors of student learning motivation.

In line with the opinion (Firdaus et al., 2020) that many factors that affect learning achievement can come from within, including learning motivation, while external factors that can affect learning achievement include learning method factors and environmental factors. It can be seen that the teacher's internal supporting factors in increasing learning motivation in mathematics learning at SD N Gotakan are that there are several students who already have strong motivation to learn from within the students themselves. Meanwhile, external supporting factors for teachers in increasing learning motivation in learning mathematics are the ability of the teachers themselves to teach well, adequate school facilities and infrastructure, a pleasant classroom atmosphere, the support of the school community, and the role of parents in helping the students study at home.

Supporting factors are the most important thing in increasing students' learning motivation at SD N Gotakan. The supporting factors are as follows:

1. Facilities and infrastructure

The existence of facilities and infrastructure is one of the supporting factors that is very important and useful, because with sufficient facilities and infrastructure teachers can carry out the mathematics learning process properly. For example: classrooms, whiteboards, learning media, learning resources.

2. School Community Support

Full support from the principal, in the form of psychological support, such as the principal who goes around each class helps the teacher in motivating students directly. Then other teachers when meeting students always greet and give encouragement. While in the library, the librarian gives encouragement to students who are reading and gives a little praise. The cafeteria lady and school security also did the same thing.

3. Student Awareness

The most important thing is students' awareness that grows from within themselves to increase learning motivation. This factor has made a very strong force in increasing student motivation. Without this awareness students will not be motivated.

4. Parent Support

In line with the opinion (Sinaga, 2018) that one of the factors that can affect student achievement is the role and support and involvement of parents in student learning. This support is in the form of encouraging their children, accompanying them while studying at home, giving praise to their children and providing what facilities children need while studying at home.

b. Inhibiting factor

Inhibiting factors are factors that influence student motivation to learn. The teacher's inhibiting factor in increasing student learning motivation is

inseparable from internal factors and external factors. It can be seen that the internal factors that become obstacles in increasing student learning motivation are the behavior of students who lack discipline during learning, such as students busy themselves when the teacher delivers material and learning motivation that has not grown from within the students themselves. So that the concentration of students participating in learning mathematics is divided.

## CONCLUSION

Based on research conducted at SD N Gotakan through observation, interviews, and documentation, it was concluded that in increasing students' motivation to learn mathematics, the teacher carries out 3 roles: 1) Teacher's role as a source of learning, in this case the teacher first directs students by explaining learning objectives and the benefits of the material being studied and mapping the material to be studied. 2) Teacher's role as a facilitator, in this case the teacher activates/improves learning activities. The method used is to link the subject matter to the previous material, create a humorous class atmosphere/focus students' attention, provide practice questions, assignments, and homework, and provide students with opportunities to ask questions. 3) Teacher's role as a motivator, and the teacher provides assistance and support including guiding students in discussing practice questions, assignments, and homework; provide guidance and assistance to students who experience difficulties; correct student work and provide grades; provide a plus value for students who work in front of the class; give compliments; giving rewards; and giving warnings and punishments. Supporting factors of the teacher's role in increasing motivation to learn mathematics include infrastructure, student awareness, and support from school members and parents. Inhibiting factors of the teacher's role in increasing learning motivation in learning mathematics include the behavior of students who lack discipline and student motivation that has not developed.

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