
THE ROLE OF TEACHERS AS LEARNING MOTIVATORS FOR PEKANBARU ELEMENTARY SCHOOL STUDENTS

Putri Wulandari¹, Dea Mustika²

^{1,2}Universitas Islam Riau; Indonesia

Correspondence email; Putriwd@student.uir.ac.id

Submitted: 17/02/2023

Revised: 23/04/2023

Accepted: 21/06/2023

Published: 14/08/2023

Abstract

This study aims to determine the role of the teacher as a motivator in student learning in elementary schools. The method used in this research is descriptive qualitative. Data collection techniques and instruments are interviews, observation, and documentation. Testing the validity of the data used source triangulation and technique triangulation. The data analysis technique used is data reduction, data presentation, and conclusions. This study concludes that the teacher's role as a learning motivator includes three indicators. The first is to arouse students' interest, and the second is to clarify the goals. The third is to create a pleasant atmosphere for learning. Overall the teacher has tried to carry out his role as a motivator for student learning in learning even though the teacher has not shown maximum results. Constraints The teacher acts as a motivator in learning; namely, the obstacles experienced by the teacher are not too heavy such as communicating with students is still tricky because many students are noisy in the class so that when explaining learning material, it is not heard clearly by students who sit behind. However, the teacher always tries to help students follow the learning in class well.

Keywords

The Role of Teachers, Motivator, Elementary Schools, SDN 114 Pekanbaru



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

The benefits of exercising are very diverse, and one of them is maintaining a healthy body. Most people like to exercise because sports can provide entertainment. According to the World Atlas, in 2021, football will be the most popular sport in the world, with 4 billion fans. Soccer is in great demand because it doesn't require expensive equipment, so anyone can follow it (Fitria Yulianto, 2018). Therefore, football is a type of sport that has big fans around the world. A survey conducted by World Atlas (2021) on the databoks.katadata.co.id website shows the ten sports with the largest number of fans in the world. It is known that football is the sport with the most fans, with a total of 4 billion fans. After football, cricket is the second most popular sport in the world, with 2.5 billion fans. This sport is very famous in several countries, such as England, India, Pakistan, and Australia. Meanwhile, hockey has 2 billion fans (Suwandi, Sripujiningsih, & Sulastri, 2017).

One of the football clubs in Indonesia that has the most fans in Indonesia is Persib Bandung. Judging from the number of followers on social media Instagram, Persib Bandung's official account has the most number of followers compared to other Indonesian football clubs. PT Persib Bandung Dignified was founded on August 20, 2009, after Persib Bandung was separated from the APBD and located at Graha Persib, 3rd floor, Jalan Sulanjana No. 17 Bandung. Persib currently plays in Liga 1 Indonesia. The main and biggest sponsor is still held by Indofood, and the newest jersey apparel is Sportama, and the football club from Bandung is under the auspices of PT. Dignified Persib Bandung (persib.co.id). According to company sales data for January - June 2022, merchandise sales obtained by Persib have not been maximized, which is indicated by quite high fluctuations in sales each month. This shows that the interest of supporters in purchasing merchandise has not been well-formed (Fitria Yulianto, 2018).

Licensed merchandise comes from the word license, which is defined as a value-added process that provides opportunities to generate income through the delivery of rights to use other organizations' intellectual property for commercial purposes (Obaid & Kumar, 2022). The success of a football club cannot be separated from the role of fanatical supporters who always support each game. Any type of items related to your favorite club will definitely be collected. This makes merchandise benefits in increasing the income of a football club (Singh, Bhardwaj, & Sudan, 2019). Apart from being beneficial to the club, merchandise is also considered capable of providing benefits to supporters by growing a sense of love for the club they are defending. A person's trust and loyalty to a football club can trigger interest in buying products or merchandise offered by the club.

Purchase intention or intention to buy is the urge to own a product that arises because someone has been impressed by the quality and superiority of the product and has obtained information about the product (Divya & Evanita, 2021). The formation of purchase intention will have an impact on increasing profitability and being able to assist companies in carrying out their organizational activities (Sugito & Allsabab, 2018).

There are several factors that can influence supporters in determining interest in buying a football club's licensed merchandise, one of which is the perceived value of the product offered (Titah, Lapian, & Rumokoy, 2018). According to (Li, Shu, & Shao, 2021), the perceived value of a product being sold can influence a person's intention to make a purchase. Perceived value is a comprehensive evaluation of the benefits provided and the benefits received from the product or service being sold based on the consumer's perception of the product (Pratama & Tunjungsari, 2022). Perceived value in licensed merchandise can be seen from two perspectives, and the first is the utility perspective, where consumers focus on the functional value of a product. The second perspective is a symbolic perspective that focuses on how a product represents consumers or consumers feel represented by a particular product (Obaid & Kumar C K, 2022). The symbolic perspective can be the main reason for supporters buying licensed merchandise products. In addition, the perspective of peer influence or the influence of peers can also influence perceived value which can be a consideration for purchasing an item, especially licensed merchandise products (Khomsiyah & Sanaji, 2021). So it is important for a club to pay attention to perceived value in order to increase purchase intention or purchase intention of licensed merchandise (Nugroho, Gunawan, & Sugihartanto, 2022).

Researchers see an opportunity to examine in more depth the effect of perceived value and team identification on the intention to purchase licensed merchandise from Persib Bandung. There is a gap in several previous studies regarding the use of different research variable indicators in seeing the effect of perceived value and team identification on the purchase intentions of a product. In research (Li et al., 2021), several indicators describe perceived values, such as emotional values, social values, Performance Values, and the Value of Money. Meanwhile, another study conducted by (Pham, Tran, Misra, Maskeliunas, & Damaševičius, 2018) used three assessment indicators, namely emotional value, social value, and functional value. Then gaps are also found in the Team identification variable. It is known that there are differences in the indicators used in previous studies. In the research conducted (Petraivičiūtė, Šeinauskienė, Rūtelionė, & Krukowski, 2021), the

use of indicators for Team identification variables includes the unity of feelings one has, attachment to other people's opinions, feelings of praise, part of a team, and team success with personal success. However, in research conducted by (Stroebel, Woratschek, & Durchholz, 2021), the indicators used include fan satisfaction, attendance at team matches, and a sense of belonging to the team. Therefore, this research can provide an overview to football clubs, especially Persib, to consider and evaluate the factors that form the value of products sold or perceived value, as well as identify teams that can shape the purchase intention of Persib club licensed merchandise. This has an impact on the high or low income of a club, especially in the sale of licensed merchandise (Kim, Rogol, & Lee, 2022).

There are several previous studies related to the variables used in the research. Previous research is used as a reference in compiling the background and compiling the theory used. The first study was conducted (Stroebel et al., 2021) to investigate the effect of perceived value on the relationship between team identification and purchase intention of team-licensed clothing in collegiate sports. The study found that Team identification had no significant effect on merchandise purchase intentions. However, the full mediation of perceived value in the relationship between team identification and purchase intention is well established (Jiang, Deng, Fan, & Jia, 2022). They measure the significant effect of team identification on perceived value at the time the product is offered. Then there is another study conducted by (Lee, 2021) with the aim of investigating the effect of team identification on consumer purchase intentions in sports influencer marketing in South Korea. The results of this study indicate that team identification has a positive effect on consumer purchase intentions and also on the value formed in advertising content (Obaid & Kumar, 2022).

Researchers see an opportunity to examine in more depth the effect of perceived value and team identification on the intention to purchase licensed merchandise from Persib Bandung. There is a gap in several previous studies regarding the use of different research variable indicators in seeing the effect of perceived value and team identification on the purchase intentions of a product. In research (Li, Shu, and Shao 2021), several indicators describe perceived values, such as emotional values, social values, Performance Values, and Value of Money. Meanwhile, another study conducted by (Pham et al. 2018) used three assessment indicators, namely emotional value, social value, and functional value. Then gaps are also found in the Team identification variable. It is known that there are differences in the indicators used in previous studies. In the research conducted (Lee 2021), the use of indicators for Team identification variables includes the unity of feelings one has, attachment to other people's opinions, feelings of praise, being part of a team, and team success with

personal success. However, in research conducted by (Stroebel, Woratschek, and Durchholz 2021), the indicators used include fan satisfaction, attendance at team matches, and a sense of belonging to the team.

Based on the phenomenal explanation that has been stated in the background can be found problems related to the not yet optimal selling of licensed merchandise by Persib Bandung. The first problem can be seen from the sales data of merchandise products which are still fluctuating, experiencing significant increases and decreases. This can affect the level of profitability owned by the company, so it is necessary to have several factors forming the interest of supporters in making purchases. Apart from that, there are problems related to the sale of merchandise, such as there are still many types of unofficial merchandise that are sold by some people at much lower prices. Sales of unofficial merchandise are sometimes sold when matches take place at the stadium as well as offline in markets. This price difference certainly affects the interest of supporters in buying official club merchandise because the unofficial merchandise sold sometimes has detailed similarities. One of the things that are able to shape the purchase intention is to increase the perceived value of the merchandise products sold and take advantage of the symbolic perspective of supporters to buy licensed merchandise products. In addition, Persib must also pay attention to the performance of teams that are able to form team identification because the more accomplished a club is, the greater the interest of supporters to buy licensed merchandise because they can feel the strength of team identification that has been formed at their favorite club.

With this phenomenon, further studies will be carried out regarding the formation of supporter interest in making purchases which can be influenced by the perceived value of the products offered and the identification team that has been formed at the Persib Bandung club.

METHOD

The research this uses is qualitative. Qualitative research methods are based on scientific objects (Sugiyono, 2017). Qualitative research is a research method used to reveal problems in life so that it can be used as a policy to be implemented for the sake of common welfare (Gunawan, (2017): Strauss, A., & Corbin, (2003).

The data collection method uses observation, interviews, and documentation. Observation guidelines are to examine students' behavior directly so that it is easier to explore the data obtained. The research was conducted at SDN 114 Pekanbaru, Marpoyan Damai sub-district, Pekanbaru City.

The head of this research is a grade IV teacher at SDN 114 Pekanbaru class IV consisting of 2 classes, namely class IVA and IVB, homeroom teachers IVA and IVB, class IVA and IVB students, and the principal.

At the data analysis stage, the researchers collected data related to all learning activities in grade IV SDN 114 Pekanbaru. This data includes information about learning activities, interactions between teachers and students, and the learning atmosphere in the classroom. Researchers reduce these learning data by focusing on teacher motivation data in learning. The teacher's motivation data taken can be in the form of notes about praise, rewards, guidance, and other ways teachers use to motivate students. Researchers present data related to the role of teachers in motivating students at SDN 114 Pekanbaru. This data can be presented in tables, graphs, or narrative descriptions to provide a clear picture of how teachers motivate students during learning. Researchers used motivation theory to critically analyze data on teachers' role in providing motivation at SDN 114 Pekanbaru. The results of this analysis will help researchers understand the motivation patterns teachers use in learning. The researcher also juxtaposes the analysis results with other relevant findings to become a dialectical discourse. In this way, researchers can combine the findings from this study with previous research or other theories related to student learning motivation.

FINDINGS AND DISCUSSION

Findings

Interviews were conducted with two teachers, principals, and two students at SDN 114 Pekanbaru Jl. Cempedak, Marpoyan Damai Pekanbaru city. These two teachers were selected based on the criteria of the source sample data: teachers who teach in grade 4, teachers who have been certified, and teachers who have long teaching experience. The data sources interviewed intensively were Mrs. Safitri, S.Pd, who supervised class IVA, and Mrs. Safitra, S.Pd as class IVB supervisor.

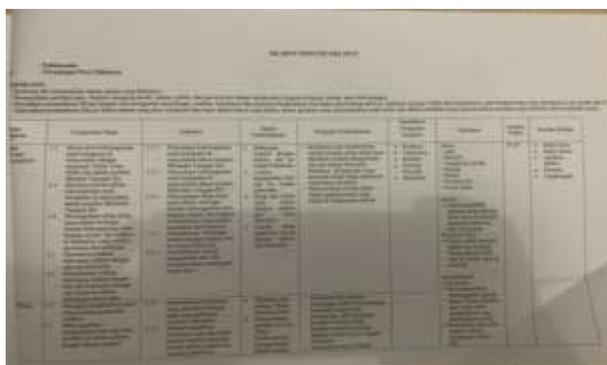
The role of teachers as student motivators in this study includes three indicators, namely 1) arousing student interest, 2) clarifying the goals to be achieved, and 3) Creating a fun atmosphere in learning. The following describes the results of data processing in this study.

Table 1. The Role of Teachers as Motivators

Aspects	Indicators	Things teachers do
The Role of Teachers as Motivators	Arouse students' interest	a. Motivating b. Giving Compliments c. Giving gifts d. Giving help
	Clarify the objectives for which the goal is achieved	a. Giving guidance b. Teaching students c. Directing students
	. Create a fun atmosphere in learning.	a. Designing media b. Provide learning resources c. Prepare learning materials d. Good interaction and communication

The results of interviews and observations, to strengthen the answers, researchers reviewed documentation, namely the syllabus, RPP. The syllabus prepared by Mrs. Fitria and Mrs. Safitra follows the components contained in the syllabus, indicators, learning materials, learning activities, character strengthening, assessment, time allocation, and learning resources. The syllabus used by Mrs. Fitria (F) and Mrs. Safitra (S) is theme 5 (My Heroes) and subtheme 1 (the struggle of Heroes).

Figure 1. Syllabus



In Figure 1, it can be observed that these activities are listed as components of the syllabus. Activities to motivate students are usually carried out at the beginning of learning until the completion of learning occurs. A syllabus is a product of curriculum development and learning with an outline of learning material.

The results of interviews and observations researchers strengthened by reviewing documents on 2 grade 4 teachers, namely Mrs. Fitria (F) and Mrs. Safitra (S), in November 2022, the results of a document review regarding learning media. The learning media used by Mrs. Fitria (F) and Mrs. Safitra (S) are getting to know stems and plants, the area of circumference and building of data, and the ladder of conversion of length units.

Figure 2. Getting to Know the Trunk and Body



Figure 3. Perimeter and Building Area

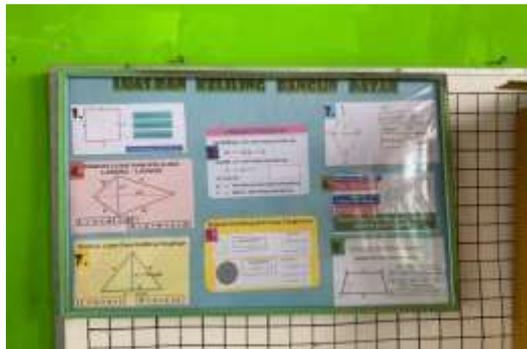


Figure 4. Length Unit Cover Ladder



Discussion

The Role of Teachers as Motivators

Teachers have provided motivators to students by providing learning media, learning resources, learning designs, and others so that the purpose of providing learning motivation can change the spirit of learning to obtain the best results. According to the theory proposed by Dirgagunasa, motivation means stimulation, encouragement, or energy generation for the occurrence of practice because it is too bad for the motive of the behavior (Arianti, 2019). The role of the teacher as a motivator aims to provide motivation or enthusiasm for learning in students to increase interest in learning in students during the learning process and make learning fun for students (Meri & Mustika, (2022). So that learning can be conducive. The indicator as a motivator

carried out by grade 4 teachers of SDN 114 Pekanbaru is arousing student interest, clarifying the goals to be achieved, And creating a fun learning atmosphere.

1. Arousing Student Interest

Teacher Based on the results of an interview by Mrs. Fitria, who stated that the teacher motivates students in the teaching and learning process, "I provide learning motivation to raise students' enthusiasm for learning. The motivation I give is in the form of praise; giving this praise is very influential on the enthusiasm for children's learning. Giving this praise can encourage children to be more active and diligent in following learning in the classroom. Giving this praise can take the form of the words "congratulations, your child has done well" when I tell students to come to the front of the class to answer the questions on the board and when students get high scores for tests and exams. As a motivator in learning, the gifts I give are in the form of praise, such as thumbs up and applause, and the form of objects, such as bread, candy, stationery, and books. However, not all learning activities are rewarded by me; students experiencing learning difficulties will always be helped because it is my obligation as a teacher. The effort I make when there are students who have difficulty understanding a subject matter is that I will repeat and explain the material again, and I can also ask students about what material is not understood so that I can repeat the material individually. After giving motivation, I feel that students become more interested in following the learning process in the classroom. Moreover, in carrying out the role as a motivator, I have no obstacles in motivating because the role is straightforward for me to do.

Furthermore, the researcher continued the interview with Mrs., who explained that it motivated the students. As a teacher in addition to educating and teaching students, providing motivation is one way that teachers do so so that students continue to grow students enthusiasm for learning in learning activities. Mrs. Safitra motivates children to improve student's academic and non-academic abilities. Before the learning process begins, Mrs. Safitra will motivate the students first. Mrs. Safitra's effort is to influence students with words that can provide strength and encouragement to trigger students to be enthusiastic in learning activities. It is a form of communication and shows the teacher's concern for students, telling stories of characters that students can emulate. When students hear motivational words and success stories of others delivered by their teachers, they will be motivated to continue to study hard to achieve their dreams. Mrs. Safitra praises students, a form of teacher appreciation when they succeed in doing assignments or getting good grades, one of which is with a sentence of praise. This is very important to do so that

students feel confident and valued. Teachers can throw praise sentences such as "Selamat ya son, you succeeded, you are capable, you can do it." While non-verbal forms of praise, such as the teacher giving thumbs up to successful students, as a sign that students understand the learning material. Mrs. Safitra praised all students without discriminating against each other so as not to cause discrimination or make students feel differentiated from their friends. For example, when students do assignments, Mrs. Safitra says, "Mrs. is pleased. These smart children want to do the tasks Mrs. gave". Mrs. Safitra also gave gifts to students who dared to answer the questions, giving her gifts such as a ballpoint, eraser, or bread. This is done as a form of appreciation for students' courage and ability to answer correctly. However, gifts in the form of objects are not given in every lesson. Efforts are made in addition to giving gifts in the form of objects, such as giving thumbs up to students who are brave and successful and inviting all students to give applause as a form of appreciation. So that students do not experience difficulties in learning activities, Mrs. Safitra explains the material using good vocabulary and politeness so that it is easy to understand and accompanied by examples.

After Mrs. Safitra provides motivation, the students become more enthusiastic about learning, more focused and active in class, foster enthusiasm, and students are also motivated. No less important is also the teacher giving gifts as a lure so that children are encouraged to be more active in learning. This is in line with Jihan Syarea Putri's statement that "Mrs. Fitri invited us to sing the national song in the morning before we studied. The compliments that Mrs. teacher gives are like applause and saying "okay, your answer is a good son," and if the student successfully answers the question then the teacher will give a pen or candy as a gift to students who have been able to answer the question given. This makes students feel happy and enthusiastic about following the lesson. If students have difficulty learning, Mrs. Fitri always helps us if we do not understand the subject matter. Mrs. Fitri will explain the lesson again until we understand. The teacher does this by explaining the material kindly and kindly and speaking in a low voice. After Guru Fitri helped me solve the difficulties, I found it helpful so that I could solve my difficulties easily."

Researchers then examined more deeply by making observations in classes A and B, stating that the role of the teacher as a motivator is that the teacher associates learning material with student experience to create a conducive learning atmosphere. Before learning begins, the teacher motivates students, singing the national anthem if the learning material is related to love for the motherland. Teachers also motivate students to dare to come to the front of the class. The role of the teacher as a motivator is also observed by researchers, namely for students who get good grades, then the teacher

gives praise with sentences such as "Mrs. is proud and happy if Mrs. children get good grades, keep it, son, how you learn and stay enthusiastic." Prizes are given to students who can solve problems raised by the teacher. Rewards given are pens or pencils, books, and in the form of food. From researchers' observations, it is known that teachers assist students with difficulty learning. The teacher asks the students about the material they do not understand, then explains the subject matter again. The teacher also explains individually to students who still do not understand the material taught.

In education, motivation is the dominant factor determining whether or not a learning goal is achieved as a teacher has obligations that must be carried out according to existing rules as a teaching profession. The most important task is to be responsible for advancing education by learning. All efforts in achieving that must be designed and implemented. Teachers can be memorable when carrying out their duties, namely teachers who succeed in making their lessons for student motivation.

In line, the provision of motivation must be accompanied by mastery of what must be done by the teacher to motivate students. Techniques for providing motivation appropriately by teachers generate a strong desire and enthusiasm for learning in students, resulting in effective teaching and learning and achieving these goals. According to Winkel, learning motivation is the overall psychic driving force in students that causes learning activities, ensures the continuity of learning activities, and provides direction for learning activities in order to achieve one goal (Manizar, (2015): Ali Mustofa, (2021)). In causing enthusiasm or motivation for student learning as education can such as giving praise and gifts to students because it will cause a sense of happiness when students get praise or gifts. Praise here is in teacher word expressions and is given to students. Giving praise as a symbol shows the love of a teacher for his students, a symbol of affection for self-acceptance for giving praise as a form of bringing up self-independence to improve the child's sting, obey existing rules, and foster interest in working with others. The provision of motivation by teachers for students has a positive impact on students, and this impact can be felt by the students themselves, such as a strong sense of curiosity for the knowledge conveyed by the teacher in the classroom when the teacher explains the subject matter (Sulistiyo, (2020): Romas, (2006)). During teaching, teachers do not have obstacles that are too difficult to overcome due to the motivation given to these students.

2. Clarify the goals to be achieved

Based on the results of an interview by Mrs. Fitria on Tuesday, she stated that providing this guidance is necessary for learning as a teacher. Providing this guidance is like supervising the learning process in the classroom. What efforts are made for students who face problems during learning activities is to approach students who have difficulties and explain again related to material that students do not understand individually. As a teacher, it is required to educate students, educating not only in the form of subject matter but covering students' character. Educating character is expected students to have a good attitude, polite, and not arrogant. In education, children must be firm. If Mrs. is not firm, then children will not obey during the learning process in class. Strictly here in the form of reprimanding students who seize in class, or even Mrs. can give sanctions if the mistakes made have exceeded the limits of the rules Mrs. made.

Moreover, in directing students, Mrs. is to repeat the subject matter given at school to relearn or Mrs. to have her read the following material for the next learning meeting. The impact that Mrs. feels is undoubtedly the students' grades progressing in a better direction. In carrying out the role as a guide, Mrs. feels she has no obstacles because a teacher must have a guiding spirit, guiding not only in the material but also in forming the students' character.

Furthermore, the results of the interview Mrs. Safitra (S) stated that to guide students in the process of learning activities, the way that Mrs. applied, namely during the learning process, Mrs. continued to supervise students, monitor students during assignments, and ask whether their assignments had been done well or not. The effort that Mrs. makes to help students who have difficulty in learning activities is that Mrs. asks students if there are still those who have difficulties, then Mrs. guides the students to the maximum, namely visiting students individually by repeating poorly understood material. As an educator, guiding students is the job of a teacher. Mrs. gives direction so that awareness arises from within students to study harder. The teacher also explained that for students to obey, Mrs. did it persuasively, with a sincere heart, meek, and compassion, did not force students, did not make students depressed, and should not be with harsh words that hurt students' feelings. To direct the students, Mrs. asks the students if there is anything they do not understand. If there is one, Mrs. will explain the material again, then Mrs. tells the student to repeat the material at home with the parents. If students still do not understand, Mrs. will repeat explaining the material in class. Mrs. tried to convey to parents to guide their children at home in understanding learning material so that children better understand the material taught.

Mrs. felt the impact after giving guidance, setting an example, educating, and directing students to be more diligent, active in class, competitive, obedient, and enthusiastic about learning. The material taught becomes faster for students to understand, and the tasks Mrs. gives are done well by students. In carrying out the role as a mentor, thank God, Mrs. experiences no obstacles in guiding students because a teacher has embedded the spirit of educating and guiding students' mental and character, not just learning material. For the learning media to generate a sense of learning and attract interest in students, Mrs. made the efforts to design learning media interestingly, such as conducting group discussions, practices, question and answer sessions, and utilizing technology.

Furthermore, the researcher continued the interview with the principal of SDN 114 Pekanbaru, who stated that the principal said teachers should guide students, especially in classroom learning activities, so that students are more orderly in acknowledging learning. In directing here, it has the meaning of directing students to achieve the ideals that students want. Homeroom teachers must provide attention, support, and motivation to learn so students' goals are more focused and enthusiastic about achieving their goals. The teacher also provides evaluations related to students' interests and talents.

Researchers then examined more deeply by making observations in class A and class B on November 9-10, 2022, which stated that the role of teachers as motivators is that teachers associate learning materials with student experiences to create a conducive learning atmosphere. Before learning begins, the teacher motivates students, singing the national anthem if the learning material is related to love for the motherland. Teachers also motivate students to dare to come to the front of the class. The role of the teacher as a motivator is also observed by researchers, namely for students who get good grades, then the teacher gives praise with sentences such as "Mrs. is proud and happy if Mrs. children get good grades, keep it, son, how you learn and stay enthusiastic." The teacher rewards the student who answers the question asked by the teacher. Gifts given are pens or pencils, books, and in the form of food. From researchers' observations, it is known that teachers assist students with difficulty learning. The teacher asks the students about the material they do not understand, then explains the subject matter again. The teacher also explains individually to students who still do not understand the material taught.

In line with Mustika's statement, Dea (2021) said that motivation as a driving force originates in students. As a result, a person is willing to act on something; if he does not like it or according to

his will, he will avoid it or avoid it. Motivation increases through external factors and can grow inside the individual. The environment is an external cause that can cause motivation for someone to gain knowledge. According to Vienna, Sanjaya stated that two uses of motives in the learning process to succeed that we can know are encouraging students to move and as a director (Amna Emda, 2017: 176). Arousing students to do activities is an attitude of a g because there is a trigger from within called motivation. The influence of enthusiasm for someone to work is primarily determined by the strength of the person's motivation. Enthusiastic students when doing questions so that they collect on time and get high scores when students have Strong determination in learning. The second as a director is the behavior that appears by a person basically to achieve the goal as planned.

3. Create a fun learning atmosphere

Based on the results of an interview by Mrs. Fitria (F) on Tuesday which stated that the teacher became a facilitator, Mrs. said the media I designed must follow the teaching materials— learning media d Mrs.at as enjoyable as possible such as learning image and video media. Moreover, learning media must be visible to all students in the classroom. Learning resources in learning activities are already available at the school. They were learning resources such as open LKS, package books, teacher books, and student books. The teacher said the way I communicate with students is to speak politely and kindly, not raise the voice that can cause students to be afraid. After all, the impact after I design media and use it during learning is that students are less bored if I use media as a learning tool. In carrying out the role as a facilitator, the obstacles I faced were not too heavy, namely communicating with students was still difficult because many students seized in the classroom. This resulted in Mrs. Madam's remarks when explaining the lesson were not conveyed well to the students sitting behind.

Furthermore, the author continued the interview with Mrs. Safitra (S), who stated that Mrs.'s efforts to attract students' learning interest were to design engaging learning media, such as conducting group discussions, practices, question and answer sessions, and utilizing technology. Prepare learning resources that can be obtained from LKS, printed books, and other supporting materials. The subject matter is presented using learning visualization through video tutorials or PPT. The obstacle that Mrs. experienced was that Mrs. had insufficient time to design the media as much as possible.

Furthermore, researchers interviewed the principal, Nurbati Yusuf (NY), who stated that the principal provided learning resources by designing learning media and preparing learning materials. Of course, I, as the principal, fulfill learning resources according to the needs of homeroom teachers IV in teaching classes. Maintaining good communication with students is one of the essential points in delivering moral messages that teachers want to teach students. Therefore, teachers can use specific communication strategies to establish the teacher's relationship with students effectively.

Researchers then examined more deeply by making observations in classes A and B, which stated that teachers had designed learning materials that could interest students, such as plant material, provided color images, or utilized technology with videos. From researchers' observations, teachers also designed learning media through colored blocks and cubes. Researchers observed that teachers provide learning resources for students such as LKS, teacher books, student books, package books, and other supporting materials and ask students to read the material to be studied at home. Teachers in the form of visualization prepare learning materials through videos or PPTs. The observations showed that communication between teachers and students ran smoothly and well, using standard and polite Indonesian. It is not allowed to speak rudely and shout; the sentences must be good. It is not recommended to use the respective regional languages.

As a motivator for student learning, a teacher should design every student's learning activity. Teachers must make learning designs as exciting as possible such as using methods and media. The media and methods used should increase students' learning motivation. There are many types of learning media and methods that teachers can use. Media is not only an intermediary for teaching and learning interaction, and learning media has a role as alat to help the effective teaching and learning process.

In line with Maimunah's opinion (2016) and Dea Mustika's (2019), learning media conveys learning information to reach the destination; learning media allows students to understand the material delivered and absorb it quickly and better. Besides learning methods and media, clean and neat classes can make students comfortable learning in the classroom. Teachers must also be friendly when interacting with students. This is done to arouse the desire and interest of students to participate in the learning carried out in the classroom.

In order to achieve good learning success, a teacher is asked to educate and teach using the correct methods adapted by the classroom process. A learning model is a pattern or method used as a guideline in designing teaching and learning in class/learning tutorials (Nasution, (2017): Khoerunnisa & Aqwal, (2020)). The teacher has created an excellent learning gym that impacts students' comfort and order in following classroom learning because of the rules that are d by the teacher. Teachers have also designed daily learning using several learning methods and learning techniques. These methods and techniques are used alternately every day. So that it affects student learning activities that are more enjoyable, the obstacle that teachers feel is still lacking in learning media.

CONCLUSION

The conclusion from this study's results is that teachers' role as motivators in learning in grade IV at SDN 114 Pekanbaru is quite good. The teachers studied have done several things to arouse students' interest, clarify learning objectives, and create a pleasant atmosphere in learning. These teachers motivate students by giving praise, gifts, and help. They also provide guidance, teaching, and directing students so that learning goals can be achieved well. In addition, they design learning media, provide learning resources, and prepare exciting learning materials. The document review results also show that the syllabus and learning media used by these teachers are in accordance with the components in the syllabus and can help provide motivation and facilitate the learning process.

REFERENCES

- Arianti. (2019). Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa. *Didaktika: Jurnal Kependidikan*, 12(2), 117–134. <https://doi.org/10.30863/didaktika.v12i2.181>
- Aziizu, B. Y. A. (2015). Tujuan Besar Pendidikan Adalah Tindakan. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 2(2), 295–300. <https://doi.org/10.24198/jppm.v2i2.13540>
- Emda, A. (2017). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2), 93–196. <https://doi.org/10.22373/lj.v5i2.2838>
- Fauziah, Safiah, I., & Habibah, S. (20017). Upaya Meningkatkan Motivasi Belajar Siswa Melalui Lesson Studydi Kelas V Sd Negeri Lampagen Aceh Besar. *Ilmiah Pendidikan Guru Sekolah Dasar*, 2, 30–38.

- Gunawan, I. (2017). *Metode Penelitian Kualitatif Teori & Praktik*.
- Hassan, M., et al. (2021). *Landasan Pendidikan*. Penerbit Tahta Media Group.
- Ibrahim, R. (2013). Pendidikan Multikultural: Pengertian, Prinsip, dan Relevansinya dengan Tujuan Pendidikan Islam. *Addin*, 7(1), 1–26.
- Idzhar, A. (2023). Peran Guru dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 7(1), 572–582. <https://doi.org/10.31004/basicedu.v7i1.4604>
- Khoerunnisa, P., & Aqwal, S. M. (2020). Analisis Model-model Pembelajaran. *Fondatia*, 4(1), 1–27. <https://doi.org/10.36088/fondatia.v4i1.441>
- Lesi Ayu, G. F., Koryati, D., & Jaenudin, R. (2019). Analisis Motivasi Belajar Peserta Didik Kelas X Program Lintas Minat Pada Mata Pelajaran Ekonomi Di Sma Negeri 16 Palembang. *Jurnal PROFIT Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, 6(1), 69–79. <https://doi.org/10.36706/jp.v6i1.7876>
- Maimunah. (2016). Metode Penggunaan Media Pembelajaran. *Jurnal Al-Afkar*, v(1), 3.
- Manizar, E. (2015). Peran Guru sebagai Motivator dalam Belajar. *Jurnal Pendidikan Agama Islam*, 1(2), 171–188. jurnal.radenfatah.ac.id/index.php/Tadrib/article/view/1047
- Meika R, D. S., & Putra, E. D. (2021). Peran Guru Dalam Membentuk Karakter Siswa Peduli Terhadap Lingkungan Pada Sekolah Adiwiyata di SD. *Mimbar Ilmu*, 26(3), 346. <https://doi.org/10.23887/mi.v26i3.39617>
- Meri & Mustika. (2022). Peran Guru dalam Pembelajaran di Kelas V Sekolah Dasar. *Jurnal Pendidikan Dan Konseling*, 4(4), 200–208. <https://core.ac.uk/download/pdf/322599509.pdf>
- Mustika, D. (2019). Problematika Guru dalam Menerapkan Media pada Pembelajaran Kelas Rendah di Sekolah Dasar. *Jurnal Basicedu*, 5(3), 1683–1688.
- Mustika, D. (2021). Peran Orangtua dalam Memotivasi Belajar Peserta Didik di Masa Pembelajaran Daring. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 1(2), 361–372. <https://doi.org/10.53299/jppi.v1i2.105>
- Nasution, M. K. (2017). Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa. *Jurnal Ilmiah Bidang Pendidikan*, 11(1).
- Romas, M. Z. (2006). Pengaruh Pujian Terhadap Prestasi Belajar Matematika Pada Siswa Kelas 4 Sekolah Dasar. *Jurnal Psikologi*, 44(2), 8–10.
- Ruhmadi, T. (2017). Urgensi Motivasi Dalam Proses Pembelajaran THE Urgen Of Motivation In Learning Procces. *Jurnal Diklat Keagamaan*, 11.

- Sagala, H. S. (2008). Silabus Sebagai Landasan Pelaksanaan Dan Pengembangan Pembelajaran Bagi Guru Yang Profesional. *Jurnal Tabularasa Pps Unimed*, 5(1), 11–22.
- Sardiman. (2014). *Interaksi dan Motivasi Belajar Mengajar*. Rajawali Pers.
- Sari, Nurdian, W., Mutno, & Ismaya, E. A. (2021). Peran Guru dalam Meningkatkan Motivasi dan Minat Belajar Siswa Kelas V SDN Tambahmulyo 1. *Jurnal Inovasi Penelitian*, 1(11), 2255–2262.
- Strauss, A., & Corbin, J. . (2003). *Penelitian Kualitatif*.
- Sugiyono. (2017). *Metode Penelitian Bisnis: Pendekatan Kuantitatif, Kualitatif, Kombinasi dan R&D*. Alfabeta.
- Sulistiyo. (2020). Peran Guru dalam Meningkatkan Motivasi Pembelajaran Matematika Sekolah Dasar pada Siswa Kelas Tinggi. *Jurnal Kajian Pendidikan Agama Islam*, 2(1), 104–113.
- Susanti, L. (2015). Pemberian Motivasi Belajar Kepada Peserta Didik Sebagai Bentuk Aplikasi Dari Teori-Teori Belajar. *Jurnal PPKn & Hukum*, 10(2), 71–83.
<https://ejournal.unri.ac.id/index.php/JPB/article/view/5147>
- Wahyuni, S. (2015). Menumbuhkembangkan Minat Baca Menuju Masyarakat Literat. *Diksi*, 16(2), 179–189. <https://doi.org/10.21831/diksi.v16i2.6617>
- Wardan, K. (2020). *Motivasi Kerja Guru Dalam Pembelajaran*. Media Sains Indonesia.
- Warti, E. (2016). Pengaruh Motivasi Belajar Siswa Terhadap Hasil Belajar Matematika Siswa di SD Angkasa 10 Halim Perdana Kusuma Jakarta Timur. *Jurnal Mosharafa*, 5(2), 177–185.