



Reflections for the World of Education: The Influence of the Role of Teachers on Student Learning Motivation

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Abstract

The main capital of teachers is to foster students' interest in learning and become true learners so that students can apply their knowledge in everyday life. Therefore, apart from being educators, teachers also have other roles in the teaching and learning process, namely as motivators, evaluators and facilitators. Through the role of teachers in learning, students are able to show their perseverance in learning in order to achieve learning completeness. Therefore, teaching and learning activities do not only lie with teachers but students also interfere in the teaching and learning process. Referring to the complexity of the learning system which includes the importance of the role of the teacher and student motivation during learning, the purpose of this study is to examine the correlation between the role of the teacher and student learning motivation. The study used a combined method (quantitative and qualitative), where the subjects in this study were grade X students of SMK Negeri 2 Tourism Merauke with a total of 25 students. Data in this study were collected through questionnaires and observations. As a result, there is a close relationship between the role of teachers and student motivation in learning. This is also evidenced by the results of data processing using SPSS.25 software. with criteria If the sig > 0.05 accept Ho, From data processing obtained sig 0.038 < 0.05 means that Ho is rejected. Thus there is a significant correlation or relationship between the role of teachers and with student learning motivation in learning in grade 10 of SMK Negeri 2 Tourism Merauke, South Papua. Therefore, the success of education programs begins with the role of teachers in managing education.

Keywords: Students' Motivation, Teachers' Role, Reflection, Teaching and Learning

Introduction

Education is a conscious effort to grow and develop human resource potential through teaching activities. One of the factors from within that determines the success or failure in the teaching and learning process is learning motivation. Wullur et al., (2020) said that in learning activities, motivation is the overall driving force within oneself that gives rise to learning activities, which ensures the

continuity of learning activities. Learning motivation is a psychological factor that is non-intellectual. Someone who has high enough intelligence, can fail because of lack of motivation in learning.

The quality of education is often a central issue and the one that is often in the spotlight is teachers or educators (Liando, Tatipang, Tamboto, et al., 2022), although it is realized that various components also

influence, such as: curriculum, students and learning media. This is very possible considering that teachers are planners and implementers of learning, so teachers are always required to improve their performance in order to create an effective learning process for the achievement of national education goals. The learning process is the core of the overall educational process with teachers as the main role holders (Tatipang et al., 2022); (Liando, Tatipang, & Lengkoan, 2022); (Arch et al., 2022). Teachers are the main actors in the implementation of the learning process both as teachers, managers and other roles they carry. This is in accordance with Law No. 20 of 2003 article (39) paragraphs 1 and 2 concerning the National Education System, namely: (1) Education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in one education. (2) Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service (Sartika et al., 2018).

Paranduk et al., (2020) said that teachers as one of the components of education have consequences on the need to be equipped with professional abilities in carrying out tasks. A sense of responsibility or devotion in carrying out duties for the sake of improving the quality of education is very necessary because in everyday life, other school teachers are required as educators as well as teachers. To realize this, participation from all parties is needed, including educational institutions (Kandati & Tatipang, 2021); (Rahmawati & Suryadi, 2019). Various efforts have been made by educational institutions to improve the quality of education, on the other hand to improve the quality of education, holding tests at the end of each semester to determine student achievement in absorbing the subject matter provided and to find out the extent of teacher success in presenting

subject matter within certain time brackets in accordance with the curriculum.

Improving the quality of teachers in the teaching and learning process is one of the efforts to improve the quality of education (Mutiaramses et al., 2021); (Wijayanti & Widodo, 2021); (Rahmawati & Suryadi, 2019). In the educational process, learners / students are central in the educational process. They are human resources whose potential must be developed. In this case, Suhandi & Robi, (2022) argue that teachers occupy a very strategic position in developing the potential of students. As teachers, teachers should help the development of students to be able to accept and understand and master science and technology. For this reason, teachers must motivate students to always learn on various occasions. In the end, a teacher can play its role as a motivator in the teaching and learning process if the teacher masters and is able to perform didactic and methodical skills relevant to the situation and condition of the students.

Changes in learning and teaching patterns certainly bring a lot of influence to several parties. As said by (Seftiani et al., 2020) where this cannot be separated from the role of teachers who must be ready for various learning conditions and student conditions. Teachers are expected to do good learning and can provide motivation for students so that they are enthusiastic about learning. Thus, the role of teachers is strongly emphasized that teachers will not be replaced even though the role of technology in teaching and learning activities that take place in the world of education at this time. Learning is the most important thing for a learner. According to Sartika et al., (2018); Susilo & Sarkowi, (2019) argue that learning is a series of mental and physical activities to obtain a change in practice as a result of individual practice in interacting with their environment which concerns cognitive, effective, and psychomotor. In line with this, Darmawan et al., (2021) claim that learning is something that is always done by students to be able to know new things obtained from learning itself. Learning is an activity that requires an encouragement from oneself to do.

Teachers as educators are determinants in success in Education (Minsih & D, 2018). Therefore, teachers are required to develop their creativity in the learning process. Learning is a process where there is interaction between teachers and students in an effort to achieve learning goals (Yestiani & Zahwa, 2020). Teachers are always looking for ways of how learning achieves results that are in line with the objectives. Learning will be effective if students have learning motivation (Adirestuty, 2019). Therefore, learning motivation is one of the keys to success in achieving learning objectives. Student learning motivation must be raised from within students so that students are motivated in learning.

Motivation has an important role in the teaching and learning process for both teachers and students. For teachers, knowing the motivation to learn from students is very necessary to maintain and improve student enthusiasm for learning (Sukitman et al., 2020). For students, learning motivation can foster enthusiasm for learning so that students are encouraged to do learning actions (Rahmawati & Suryadi, 2019). Students do learning activities happily because they are driven by motivation. Today, many Shiva are less motivated to learn. This can be seen from the attitude of students who are indifferent to the learning process, do not pay attention to the teacher when explaining the material and do not do the tasks given by the teacher.

Syaifullah, (2018) Believe that motivation is the encouragement given by teachers to students to foster high self-confidence in order to achieve the desired goals. Motivation is an ability that exists in students in achieving goals (Suhaemi et al., 2020). In teaching and learning activities, motivation is very necessary because without motivation in learning, it is impossible to carry out learning activities. Student learning motivation must always be grown because failure in learning is not only caused by students, but it could be from teachers who do not succeed in fostering student learning

motivation so that interest in learning decreases and learning outcomes are low. Learner motivation is an important element for the quality of teaching and the learning process. The motivation function is a driver and achievement in achievement (Hapsari et al., 2021); (Adirestuty, 2019); (D. A. Sari et al., 2021). The existence of a good morivation in learning will show good results, with a diligent effort and based on motivation, then students can determine the level of learning achievement.

Based on the results of initial observations made by researchers on students at class 10 SMK Negeri 2 Tourism Merauke that learning motivation at the school needs to be increased again. Because many students in the school still have low learning motivation. This can be seen from the lack of interest of students to listen to the teacher during teaching and learning activities, the lack of interest of students to pursue the tasks given by the teacher, and the enthusiasm of students in learning is low. As for the results of interviews with teachers, he said that with the learning motivation that teachers always do in various ways, the motivation to learn students is quite good, such as students actively doing assignments, students pay attention to teachers when explaining material and asking for material that has not been understood. This study aims to describe the role of teachers in increasing student learning motivation, describe the obstacles experienced by teachers in increasing student learning motivation and describe the solutions obtained by teachers in increasing learning motivation in students at SMK Negeri 2 Tourism Merauke. Referring to the statement above, the purpose of this study is to examine the relationship between the role of teachers in learning and students. So researchers try to provide solutions in learning with the role of teachers in learning on student learning motivation.

Method

This research is included in the correlation study, because this study aims to determine the relationship of the role of teachers to student learning motivation. In applying this research, combined methods

(qualitative and quantitative) are used. In addition, in this study the dependent variable is in the form of student learning motivation, while the independent variable is in the form of the role of the teacher. The sampling technique uses totally sampling technique. The subjects of the study were grade 10 students of SMK Negeri 2 Tourism Merauke for the 2022/2023 academic year with a total sample of 25 students. Data on the level of student motivation and the role of teachers were obtained through questionnaires. The questionnaire used has gone through a validity and reliability test process, consisting of 25 statements to measure the teacher's teaching style and 20 statements to measure student learning motivation. After the data needed in this study is collected, then data analysis is carried out. The data were analyzed using quantitative analysis (SPSS 25) and in deciphering the results of the study was carried out qualitatively descriptive in the form of percentage and correlation analysis.

Findings and Discussion

Findings

In this section the results of this study are presented. In the percentage process, as previously explained where this study aims to see the correlation of the role of teachers to the learning motivation of grade 10 students of SMK Negeri 2 Tourism Merauke. The percentage in this section begins with the normality test, the results of this normality test can be seen in table 1 below:

Table 1. Normality Test

Statistic	Kolmogorov-Smirnov ^a		Shapiro-Wilk	
	df	Sig.	Statistic	Sig.

Teacher Role	Students Learning Motivation
	,011
	,002
	25
	25
	,886
	,857
	,029
	,008
	25
	25
	,193
	,209

From table 1 above about the test of normality where the data as a total sample is 25, the sig taken from the column kolmogorof smirnov is 0.29 for data on teacher roles and student learning motivation is 0.08. Because $0.29 > 0.05$ and $0.08 > 0.05$, then accept H_0 so the data on teacher role scores and student learning motivation are normally distributed, Because both groups of data are normally distributed and theoretically, the role of teachers has a causal relationship with student learning motivation in learning.

Referring to table 1 above, normality testing has found that the distribution of the two variables is in the normal distribution. The next thing that needs to be done is to see the correlation between the role of teachers and student motivation, because the purpose of this study is to see if there is a relationship between the role of teachers and student motivation in learning. To see the correlation results of these two variables, the results of the analysis can be seen in table 2 below:

Table 2. Test the Correlation of the Teacher's Role on Student Learning Motivation

Teacher' Role	Students' Motivation

Pearson Correlation	Teacher Role	1,000	-,380
	Students' Motivation	-,380	1,000
Sig. (1-tailed)	Teacher Role	.,038	.,038.
	Students Motivation		
N	Teacher Role	25	25
	Students Motivation	25	25

Table 2 above shows that sig=0.038, where If sig > 0.05 receive Ho. From data processing, sig 0.038 < 0.05 means reject Ho, thus it can be understood that there is a significant correlation or relationship between the role of teachers and student learning motivation in learning.

Based on the results of the research that has been found above, it can be concluded that the role of teachers is very influential on learning motivation in learning, because the role of teachers is one of the most important aspects in learning, especially in the world of education. This refers to the aspect of effective two-way communication between teachers and students in order to create synergy in transferring learning. This opinion is in line with the opinion (W. N. Sari et al., 2021); (Baryah et al., 2023); (Sitanggang, 2021) A smart teacher is a motivator who is able to motivate his students to have high self-confidence, perseverance in fighting and have a strong commitment to achieving goals. Super teacher is a teacher who has competence: (1) suggestive means a figure who is able to suggest students by communicating in the subconscious mind by trying to provide positive information and with persuasive language ;(2) providing rewards for increasing student self-esteem and motivating students to do better; (3) modelling, namely setting an example or example for consistent behavior, so that students feel comfortable; (4) Easy to understand, that is, a teacher must be able to communicate well and an important role is Language with body language must be in harmony, so as not to cause the impression of

ambiguity. Also strengthened by opinions (Permana, 2020); (Setyawati & Subowo, 2018); (Sumiati, 2018); (Saumi et al., 2021) that the role of the teacher as a Facilitator guides each student to learn, because basically every student is unique.

Discussion

Motivation is seen as a mental drive that moves and directs human behavior including learning behavior (Arianti, 2019). In motivation there are desires, hopes, goals, objectives, and incentives. This situation activates, moves, channels, and directs the attitudes and behaviors of learning individuals (Hartono, 2020). Motivation is the force that drives humans to do something in achieving goals. This is done because it is stimulated from various kinds of needs or desires to be met. The main components of motivation are: a) needs, b) behaviors/drives, and c) goals. To realize the occurrence of learning, motivation has a very important position for students, including enlarging the spirit of learning.

Meanwhile, in relation to learning, learning is the most vital key term in any educational endeavor so that without learning there really is never education. As a learning process, it almost always gets a wide place from various disciplines related to education efforts (Wijayanti & Widodo, 2021). Learning is directed to achieve a broader and deeper understanding of the process of human change. Developing further than other creatures so that it may be because of the ability to develop through learning that man freely explores, chooses and makes important decisions for their life.

Change and the ability to change are limitations and meanings contained in learning. Because learning is that humans can Learn is an activity that cannot be separated from human life. Learning activities can take place everywhere, for example in the family environment, at

school and in the community, whether consciously or unconsciously, intentionally or not (Mutiamarses et al., 2021); (Rahmawati & Suryadi, 2019). Learning is a process characterized by changes in oneself. Changes as a result of the learning process can be shown in various forms such as changes in knowledge, understanding, attitudes and behaviors, skills, abilities, habits and changes in other aspects that exist in individuals who learn.

In the progressive pattern, the meaning of learning is defined as the construction of knowledge ideas by students themselves in addition to increasing skills and developing positive attitudes. Learning is essentially a meaningful process, not something that takes place mechanically and not just a routine (Suhandi & Robi, 2022); (Seftiani et al., 2020); (Susilo & Sarkowi, 2019). Learning must be good and fun so that the impression becomes meaningful. In essence, motivation is a psychological condition that drives a person to do something. In learning activities, motivation can be said to be the overall driving force within students that raises, ensures continuity and provides direction for learning activities, so that it is expected that goals can be achieved. In learning activities, motivation is very necessary, because someone who does not have motivation in learning, will not be able to do learning activities.

Sartika et al., (2018) Says that in every human being there is a potential energy or a force that can move and direct his behavior to the goal. It also includes the potential energy / power to achieve (achievement motive) whose strength is different in each human being. If triggered, the potential of this achievement energy will increase and will even move and lead to learning behavior. Thus this can provide views as well as hope for educators / teachers that: 1. Every student / student has been equipped with the strength to excel (achievement motivation). 2. Each student's strength of achievement is different. 3. The outstanding strength of

each student can be improved. 4. Each student can demonstrate learning behavior or efforts to achieve learning objectives (acquiring knowledge, understanding, and learning development). 5. Teachers need to better appreciate their role as educators so that a sense of responsibility and confidence arises in processing students. 6. Teachers need efforts that can trigger the movement of achievement motivation for each student.

In addition, new developments in the view of teaching and learning have consequences for teachers to improve their roles and competencies because the teaching and learning process and student learning outcomes are largely determined by the role and competence of teachers. Competent teachers will be better able to manage their classes so that student learning outcomes are at optimal levels (Darmawan et al., 2021); (Yestiani & Zahwa, 2020). The role of a teacher is very significant in the teaching and learning process. The role of teachers in the teaching and learning process includes many things such as teachers, class managers, supervisors, motivators, consularists, explorators, etc. In line with the findings of this study, the role that is considered the most dominant and the classification of teachers according to (Rahmawati & Suryadi, 2019) are as:

Teacher as Demonstrator, Through his role as a demonstrator, lecturer, or teacher, teachers should always master the material or subject matter they will teach and always develop it in the sense of improving their abilities in terms of the knowledge they have because this will greatly determine the learning outcomes achieved by students. One of the things that must be considered by the teacher is that he himself is a student. This means that teachers have to learn constantly. In this way he will enrich himself with various sciences as provisions in carrying out his duties as a demonstrator so as to be able to demonstrate what he teaches didactically. The point is that what he conveys is really owned by students.

Teaching successfully means there must be active student involvement to learn. Both go hand in hand, there is no preceding between teaching and learning because each has a role that influences each other. The success of teaching teachers is determined by student activity in learning, as well as student success in learning is also determined by the role of teachers in teaching. Teaching means conveying or transmitting knowledge and views (Suhandi & Robi, 2022). (Yestiani & Zahwa, 2020); (Sumiati, 2018) suggests that teaching is an effort to provide stimulus, guidance, direction, and encouragement to students so that the learning process occurs. In this case, the role of the teacher is very important in managing the class so that teaching and learning activities can run well.

Teachers as mediators, as mediators teachers should have sufficient knowledge and understanding of educational media because educational media is a communication tool to further streamline the teaching-learning process (Sumiati, 2018). Thus, it is clear that educational media is an indispensable basis that is complementary and integral to the success of the educational process.

Teachers as Facilitators, As facilitators teachers should be able to strive for learning resources that will be useful and can support the achievement of goals and teaching and learning processes, whether in the form of speakers, textbooks, magazines or newspapers (Bariyah et al., 2023).

Teacher as Evaluator, In the world of education, every type of education or form of education at certain times during an educational period will be evaluated, meaning that at certain times during an educational period people always make an assessment of the results that have been achieved, both by the educated and by educators. Assessment needs to be carried out, because with assessment teachers can determine the success of achieving goals, student mastery of lessons, and the

accuracy or effectiveness of teaching methods (Sitanggang, 2021); (Permana, 2020).

Teachers as Motivators, In line with the shift in the meaning of learning from teacher-oriented learning to student-oriented learning, the role of teachers in the learning process has also shifted, one of which is strengthening the role of teachers as motivators (Sumiati, 2018) Teachers as mediators, as mediators teachers should have sufficient knowledge and understanding of educational media because educational media is a communication tool to further streamline the teaching-learning process (Sumiati, 2018). Thus, it is clear that educational media is an indispensable basis that is complementary and integral to the success of the educational process.

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The learning process will be successful when students have motivation in learning. Therefore, teachers need to foster student learning motivation. To obtain optimal learning outcomes, teachers are required to be creative in generating student learning motivation, so that effective student learning behavior is formed. In the perspective of management and psychology, we can find several theories about motivation and motivation that are expected to help managers (read: teachers) to develop their skills in motivating their students to show learning achievement or superior performance. However, in practice it must be recognized that efforts to apply these theories or in other words to be able to become a great motivator are not simple, considering the complexity of problems related to individual behavior (students), both related to internal factors of the individual himself and external circumstances that influence him (Permana, 2020); (Bariyah et al., 2023); (Rahmawati & Suryadi, 2019).

The duties of teachers as a profession include educating, teaching, and training. Educating means continuing and developing life values (Hartono, 2020). Inviting means continuing and developing science and technology. While training means developing skills in students. The task of teachers in the field of humanity in schools must be able to make themselves as second parents. He must be able to attract sympathy so that he becomes the idol of his students (Saumi et al., 2021). Whatever lesson is given, it should be a motivation for students in learning. If a teacher in his appearance is no longer attractive, then the first failure is that he will not be able to plant the seeds of his teaching in the students. The students will be reluctant to face an unattractive teacher. Lessons cannot be absorbed so that every stratum of society (homo indens, homo pubescent, and homo sapiens) can understand when facing the teacher. The community places teachers in a more respectable place in their environment because from a teacher it is hoped that the

community can gain knowledge. This means that teachers are obliged to educate the nation towards the formation of a whole Indonesian person based on Pancasila (Setyawati & Subowo, 2018).

One common function of teachers is as educators. In carrying out this function, teachers are required to be inspirations and maintain classroom discipline. Bariyah et al., (2023) said that as an inspiration, teachers encourage students regardless of their level of intellectual ability or level of learning motivation. Make every student happy to hang out with the teacher, both inside and outside the classroom. This, of course, demands high flexibility. The teacher's attention and actions should be tailored to the needs of each student.

In the learning process, motivation is one of the most important dynamic aspects. It often happens that students who lack achievement are not caused by their lack of ability, but because there is no motivation to be willing to teach so that they do not try to exert all their abilities.

The role of will and motivation in Learning is very important in starting and maintaining student endeavors. Motivation guides decision-making, and willingness sustains the will to undertake a task in such a way that the goal can be achieved. In learning, control gradually shifts from teachers to students (Wijayanti & Widodo, 2021). Students have a lot of freedom to decide what lessons and goals they want to achieve and benefit them. Learning, ironically, is very collaborative. Students work closely with teachers and other students in the classroom. Learning develops more specific knowledge as does the ability to transfer conceptual knowledge to new situations. Efforts to eliminate the gap between knowledge in schools and the problems of everyday life in the real world. Learning behavior can occur if students have goals for what they learn (Suhandi & Robi, 2022). In connection with that, teachers from the beginning of teaching should provide insight / information about the goals of achieving learning behavior that is

more specific to the knowledge they are learning at that time and how the benefits and applications in everyday life and benefits for the development of knowledge in the future. Every student has needs related to their learning behavior so that learning goals will be achieved by students in order to meet these needs. In other words, students' expectations of meeting their needs that can be obtained from achieving learning behavior goals can encourage themselves to show learning behavior or make efforts to achieve these learning goals.

Educators need to identify the needs of these students related to the consequences of achieving these learning goals. For example, the achievement of learning goals is the acquisition of an understanding of a science. The consequences of this acquisition can vary, including: being a knowledgeable person in order to work in the field of knowledge, getting a ranking in class so that he or his parents are proud, getting a ranking in class so that he can get the gift promised by the teacher or parent, getting a ranking in class so that self-prestige increases.

This consequence indicates the student's need, regarding the type of motivation, then it can be said that if the student shows learning behavior because he wants to gain a deeper understanding of certain knowledge so that he becomes an educated student, and that need can only be met only by learning and there is no other way but learning, then his learning behavior will be accompanied by interest and feelings of pleasure, in line with (Seftiani et al., 2020); (Suhandi & Robi, 2022); (Yestiani & Zahwa, 2020). The movement of learning behavior based on an appreciation of needs as described above shows that learning behavior is driven by intrinsic motivation. Conversely, if a student's learning activity is started and continued based on needs and drives that are not absolutely related to his own learning activities, then it can be said that he is moved by extrinsic motivation. When these two things are compared, it appears that intrinsic motivation is expected to last relatively longer,

because its attractiveness is internal and does not depend on the external environment. Thus, it is important for teachers to explore this and then provide feedback to students about the type of motivation that drives and directs their learning behavior so that students can realize it, then reorient their learning behavior in the hope that students can choose and set basic and correct learning goals for themselves. Another hope is that students can establish within themselves that extrinsic motives become supporting goals in their learning behavior.

Conclusion

Based on the results and findings of this study, it can be concluded that there is a close relationship between the role of teachers on student learning motivation in learning, where the role of effective teachers can make students more effective in learning or in other words they are more motivated so that students are more creative in learning. This is also evidenced by the results of data processing using SPSS.25 software. with criteria If the sig > 0.05 accept H_0 , From data processing obtained sig 0.038 < 0.05 means that H_0 is rejected. Thus there is a significant correlation or relationship between the role of teachers and with student learning motivation in learning in grade 10 of SMK Negeri 2 Tourism Merauke, South Papua.

Thus, based on the description that has been described, there are several suggestions that researchers propose related to the relationship between the role of teachers in providing learning so that the learning provided by teachers can foster motivation in following learning, so researchers can suggest that the role of teachers is very significantly correlated in the current era of development because students need facilitators in learning so as to foster enthusiasm for learning. In addition, the success of educational programs begins with the role of teachers in managing education.

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