Teacher's Role as Motivator in the Development of Students at Neglasari Cipare Primary School, Serang, Indonesia

Syifa Hayatunnisa Anwar[1], Hana Sela Ijie[1*]

[1]Department of Primary School Teacher Education, Faculty of Teacher Training and Education, Universitas Sultan Ageng Tirtayasa, Banten, Indonesia

A B S T R A C T

Apart from serving as a teacher, the teacher also acts as a mentor, guide, and motivator who helps students achieve their best potential. Motivation is the key to increasing student interest, participation, and learning achievement. This study aimed to assess the teacher's role as a motivator for students in Neglasari primary school. This study is qualitative observational research. Research requires assistance instruments, namely screening forms, informant data, interview guidelines, and recording equipment, which in this study required primary data and secondary data. Teachers have a key role in arousing and maintaining student motivation. Teachers can create a fun, inclusive, and positive classroom environment. Teachers must provide clear and structured goals to students. Teachers must use a variety of interesting and varied teaching methods. Teachers must provide constructive and positive feedback to students. Teachers can use a personalized approach to teaching. Teachers can help students see the relevance of the subject matter to the real world.

1. Introduction

Teachers have an important role in motivating students. Apart from serving as a teacher, the teacher also acts as a mentor, guide, and motivator who helps students achieve their best potential. Motivation is the key to increasing student interest, participation, and learning achievement. Motivation is a very important factor in learning. When students feel motivated, they tend to be more excited and enthusiastic about facing learning challenges. High motivation can also increase students' concentration, memory, and persistence in achieving learning goals. Conversely, if students lose motivation, they may become lazy, uninterested, and have difficulty concentrating on the learning process.[1-4]

Teachers have a key role in arousing and maintaining student motivation. Teachers can create a fun, inclusive, and positive classroom environment. In this supportive environment, students feel safe to express opinions, ask questions, and participate actively in learning. Teachers must provide clear and structured goals to students. By knowing what is expected of them, students can have clear guidance in their efforts to achieve academic achievement. Teachers must use a variety of interesting and varied teaching methods. By considering the student's learning styles, the teacher can convey the subject matter in a way that is interesting and relevant to students. Teachers must provide constructive and positive feedback to students. By praising their

achievements and providing direction for improvement, teachers can help students improve their performance and feel motivated to continue learning. Teachers can use a personalized approach to teaching. Getting to know students as individuals, understanding their interests, and adapting teaching to the needs of each student can help increase student motivation. Teachers can help students see the relevance of the subject matter to the real world. By relating learning to everyday life situations or relevant examples, students can understand the importance of learning and feeling.[5-8] This study aimed to assess the teacher's role as a motivator for students in Neglasari primary school.

2. Methods

This study is a qualitative observational study that explores and describes in detail a situation or phenomenon of the research object studied by developing concepts and gathering existing facts. This study was conducted at Neglasari Cipare primary school, Serang, Indonesia. The informants in this study were teachers at the Neglasari Cipare primary school, Serang, Indonesia. To collect data from information sources (informants), research requires assistance instruments, namely screening forms, informant data, interview guidelines, and recording equipment. In this research, primary data and secondary data are needed. Primary data is data directly from the original source. This data was collected when carrying out research in the field in the form of interview results and direct observation/observation at Neglasari Cipare primary school, Serang, Indonesia. While secondary data is data obtained through a review of documents and literature sources, journals, and research reports related to the theme of this study.

The raw data to be analyzed is organized based on the data collection date, data source, data type, data description, and data nature. All data must be read in order to find out what data has been obtained, the source of the data, and its meaning. After collecting data, researchers must know what information each informant conveys and compare it with other informants. By understanding all the data, the researcher will be able to select/reduce important, new data and data related to the research question. Furthermore, researchers can also classify or group, or create themes for the selected data. Coding is the process of marking the data that has been grouped. Groups of similar data are given the same code. Through coding, researchers can produce new categories or themes. Through coding, researchers produce themes or categorizations of research data which are findings. Based on the resulting themes, the researcher then makes brief and systematic descriptions so that the themes found become clearer. The next step is to look for relationships between one theme and another. The results of the construction of relationships between themes or categories then need to be interpreted so that other people understand them.

3. Results and Discussion
Creating a supportive environment

Creating a fun, inclusive, and positive classroom environment is an important step that can be taken by the teacher as a student motivator. Teachers can welcome students in a friendly and warm manner every time they enter the classroom. Saying hello, smiling, and showing interest in students can help create a positive climate. Teachers need to build good relationships with students. This can be done by listening attentively to them, understanding their needs and interests, and showing empathy for students' feelings and experiences. Teachers must value diversity in the classroom. Exposing students to different cultures, backgrounds, and perspectives can help create an inclusive environment that respects differences and fosters tolerance.[9]

Teachers can involve students in establishing classroom rules and norms that are fair and appropriate for all students. Engaging students in this process gives them a sense of ownership of the classroom environment and encourages social responsibility. Teachers can give attention and praise

to students' participation in class. Acknowledging students' efforts, answering their questions well, and providing opportunities to share opinions can increase students' self-confidence and motivation. Teachers can organize learning activities that involve group or partner work. Collaboration and discussion between students allow them to support each other, learn from each other, and feel valued in the classroom environment. Teachers can give sincere praise and give awards or prizes to students who achieve achievements or make extra efforts. This provides additional motivation and reinforces positive behavior in the learning process.[10]

Provide clear goals

Providing clear and structured goals to students is one of the important roles of the teacher as a student motivator. Teachers need to clearly explain the learning objectives to students at the beginning of each lesson or learning unit. For example, teachers can reveal what students are expected to learn, expected achievements, or skills they will master. Teachers can describe specific and clear performance criteria to students. By showing concrete examples of what is expected of them, students can have a better idea of the standards they need to achieve.[11]

Teachers can use structured evaluation rubrics to provide guidance on how students will be assessed. This rubric can include the scoring criteria and expected level of achievement for each aspect of the assessment, so students can understand what they need to pay attention to and achieve. Teachers can hold class discussions about learning objectives. This can involve students in formulating their own goals and understanding the relevance and usefulness of those goals. Teachers can explain why these goals are important and how achieving these goals can help students in their learning development. This will help students see the value and benefits of the goal. Teachers can involve students in setting their personal goals. By listening to student's aspirations and helping them formulate realistic and worthwhile goals, teachers allow students to have direct involvement in

their learning process. By providing clear and structured goals, teachers provide clear directions to students in an effort to achieve learning achievement. Students can have clear guidance on what is expected of them, leading to better focus, organization, and motivation needed to achieve those goals.[12,13]

Using interesting teaching methods

The use of interesting and varied teaching methods is an effective way for teachers to motivate students. By considering students' learning styles, teachers can create more interesting and relevant learning experiences. Teachers can use various media such as images, video, audio, or multimedia presentations to visualize the subject matter. This helps students who are more responsive to visual or auditory learning experiences. Teachers can arrange group learning activities or class discussions that involve interaction between students. This allows students to support one another, collaborate, and build shared understanding.[14]

Teachers can utilize technology such as computers, mobile devices, or educational applications to enrich the learning experience. This can include the use of simulations, educational games, or interactive online learning platforms. Teachers can conduct field trips or excursions that are relevant to the subject matter. This provides hands-on opportunities for students to apply their knowledge in real contexts. Teachers can give projects or assignments that encourage students to do research, collaboration, and creativity in producing interesting products or presentations. This helps students see the connection between learning and the real world. Teachers can organize class discussions or debates that encourage students to think, defend arguments, and listen to different points of view. It stimulates critical thinking and enriches students' understanding through social interaction. Teachers can use interesting stories or narratives to convey the subject matter. This helps students understand concepts more emotionally and connect with learning content. By using a variety of interesting and varied teaching methods, teachers can meet the diverse

needs of students and encourage active involvement in the learning process. This helps create a fun and relevant environment for students, so they feel motivated to learn better.[15]

Provide constructive feedback

Providing constructive and positive feedback to students is an important role of the teacher as a motivator. Effective feedback can help students improve their performance, build confidence, and increase motivation to learn. Teachers must give praise and recognition to students for their achievements. Appreciating their efforts and expressing appreciation will increase students' self-confidence and motivation. For example, appreciating hard work, creativity, teamwork, or significant improvement. Feedback must be clear, specific, and directly related to the goals or performance criteria that have been set. For example, providing feedback on student strengths, possible areas of improvement, or strategies that can be implemented to achieve better results.[16]

Feedback should provide directions for improvement, provide concrete suggestions, and identify steps students can take to improve their performance. This motivates students to continue learning and developing their skills. When giving more detailed or critical feedback, it is better to do it in private so that students do not feel humiliated or embarrassed in front of classmates. Privacy can help students receive feedback more openly and allow for more intimate interactions between teachers and students. Teachers must maintain a positive, constructive, and supportive attitude when providing feedback. Avoid language that ridicules, belittles, or personally criticizes. Present feedback in a kind and understanding tone.[17]

Invite students to reflect on their own performance and provide their views on what worked and what could be improved. Encouraging them to be an active part of the feedback process can increase their understanding of their own strengths and weaknesses. Consistent and regular feedback helps students track their progress and improve their performance over time. Schedule time to provide quality feedback and be consistent in providing rewards and directions. By providing constructive and positive feedback, teachers provide meaningful guidance to students in improving their performance.[18]

Using a personalized approach

A personalized approach to teaching is an effective way for teachers to act as student motivators. Getting to know students as individuals, understanding their interests and needs, and adapting teaching to suit each student's preferences and learning style can have a positive impact on their motivation. Teachers can make efforts to get to know students personally. Through observation, conversation, or classroom activities that involve interaction, teachers can understand each student's interests, talents, and uniqueness. This helps teachers identify the best way to approach and inspire them. Teachers need to understand that each student has different learning preferences. Some students may prefer visual learning, while others may respond more to auditory or kinesthetic methods. By understanding students' learning styles, teachers can adapt teaching methods and materials that work best to help students feel engaged and motivated.[19]

Teachers can adjust learning materials according to the interests and needs of students. This can be done by enriching the material with concrete examples and case studies that are relevant to students' interests or by involving students in selecting topics or projects that they are interested in. Teachers can provide choices and flexibility to students in selecting assignments, how to explore material or presentation of learning outcomes. This gives them a sense of ownership in the learning process and boosts their motivation to engage more actively. Teachers can provide individual support to students in facing challenges or difficulties in learning. Providing extra help, explaining concepts individually, or providing extra time for students who need it can help them feel supported and motivated to progress. Teachers can

create relationships that show empathy and care about students. Listening attentively, providing emotional support, and showing an interest in students' well-being can help them feel valued and motivated to learn. A personalized approach to teaching allows teachers to appreciate the uniqueness of each student and create a learning environment that fits their needs. By considering interests and learning styles and providing appropriate support, teachers can help increase students' motivation and stimulate their curiosity and engagement in learning.[20]

4. Conclusion

Teachers have a key role in arousing and maintaining student motivation. Teachers can create a fun, inclusive, and positive classroom environment. Teachers must provide clear and structured goals to students. Teachers must use a variety of interesting and varied teaching methods. Teachers must provide constructive and positive feedback to students. Teachers can use a personalized approach to teaching. Teachers can help students see the relevance of the subject matter to the real world.

5. References

1. Darling-Hammond L. Teacher education around the world: What can we learn from international practice? European Journal of Teacher Education. 2017; 40(3): 291-309.

2. Deci EL, Ryan RM. Self-determination theory: A macrotheory of human motivation, development, and health. Canadian Psychology/Psychologie Canadienne. 2018; 49(3): 182-5.

3. Hattie J. Visible learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge. 2019.

4. Skinner EA, Belmont MJ. Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. Journal of Educational Psychology. 2013; 85(4): 571-81.

5. Ryan RM, Deci EL. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist. 2010; 55(1): 68-78.

6. Eccles JS, Wigfield A, Schiefele U. Motivation to succeed. In N. Eisenberg (Ed.), Handbook of Child Psychology. Wiley. 2018; 3: 1017-95.

7. Wentzel KR. Student motivation in middle school: The role of perceived pedagogical caring. Journal of Educational Psychology. 2017; 89(3): 411-9.

8. Reeve J. A self-determination theory perspective on student engagement. In S. L. Christenson, A. L. Reschly, C. Wylie (Eds.), Handbook of research on student engagement. Springer. 2012; 149-72.

9. Pintrich PR. A motivational science perspective on the role of student motivation in learning and teaching contexts. Journal of Educational Psychology. 2013; 95(4): 667-86.

10. Guay F, Ratelle CF, Chanal J. Optimal learning in optimal contexts: The role of self-determination in education. Canadian Psychology/Psychologie Canadienne. 2018; 49(3): 233-40.

11. Midgley C, Maehr ML, Hruda LZ, Anderman E, Anderman L, Freeman KE, et al. Manual for the patterns of adaptive learning scales (PALS). University of Michigan. 2010.

12. Reeve J. Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit. PrimarySchool Journal. 2016; 106(3): 225-36.

13. Kunter M, Klusmann U, Baumert J, Richter D, Voss T, Hachfeld A. Professional competence of teachers: Effects on instructional quality and student development. Journal of Educational Psychology. 2013; 105(3): 805-20.

14. Furrer C, Skinner E. Sense of relatedness as a factor in children's academic engagement and performance. Journal of Educational Psychology. 2013; 95(1): 148-62.

15. Deci EL, Vallerand RJ, Pelletier LG, Ryan RM. Motivation and education: The self-determination perspective. Educational Psychologist. 2011; 26(3-4): 325-46.

16. Noddings N. Happiness and education. Cambridge University Press. 2013.

17. Eccles JS, Wigfield A. Motivational beliefs, values, and goals. Annual Review of Psychology. 2012; 53(1): 109-32.

18. Martin AJ. Examining a multidimensional model of student motivation and engagement using a construct validation approach. British Journal of Educational Psychology. 2017; 77(2): 413-40.

19. Kusurkar RA, Ten CTJ, Vos CMP, Westers P, Croiset G. How motivation affects academic performance: A structural equation modelling analysis. Advances in Health Sciences Education. 2011; 16(4): 491-506.

20. Patrick BC, Skinner EA, Connell JP. What motivates children's behavior and emotion? Joint effects of perceived control and autonomy in the academic domain. Journal of Personality and Social Psychology. 1993; 65(4): 781-91.