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The Role of Religious Teachers as Learning Resources in Enhancing Student Motivation at SD Negeri 096137 Bah Gunung, Kec. Bandar Hulan, Kab. Simalungun

Sutriani, SD Negeri 096137 Bah Gunung, asutri925@gmail.com

Khairani, SD Negeri 094160 Gunung Serawan, hairani123@gmail.com

Azriani Saragih, SMP Negeri 2 Bandar Masilam, azrianisaragih@gmail.com

Martinah, SD Swasta Taman Pendidikan, martinah19771234@gmail.com

Suriadi Manurung, SD Negeri 095199 Kp Melayu Kecamatan Tanah Jawa, suriadimanurung76@gmail.com

Abstract:

Teaching and learning activities are essentially an interaction or reciprocal relationship between the teacher and the students in an educational setting, where there is an element of take and give (giving and receiving), both for the teacher and the students themselves. The teaching and learning interaction process fundamentally depends on both the teacher and the students. Therefore, teachers are required to have patience, perseverance, and an open attitude, in addition to the ability to create a more active learning environment. On the other hand, students are expected to be enthusiastic and have the drive to learn. However, students are sometimes faced with issues of boredom and a lack of concentration on the material being taught, which can result in suboptimal learning motivation. In this context, the role of the teacher as a facilitator is crucial to enhancing student motivation to absorb and understand the material being taught. Based on the background above, this study addresses the following research questions: 1) Does the religious teacher serve as a learning resource for students at SD Negeri 096137 Bah Gunung? 2) How is the learning motivation of students at SD Negeri 096137 Bah Gunung? 3) Is there a relationship between the role of the religious teacher as a learning resource and student learning motivation at SD Negeri 096137 Bah Gunung?. The results of this study show that student motivation towards Islamic Education at SD Negeri 096137 Bah Gunung is considered to be fairly good. This is evident from the students' discipline in arriving on time for Islamic Education lessons, and there are almost no students skipping these lessons. The role of the Islamic Education teacher (PAI) in improving student motivation is divided into two categories: medium motivation, where the teacher conducts quizzes, assigns tasks, and gives grades. For students with low motivation, rewards are provided, interest is nurtured, and the end goal of the lesson is explained. Efforts made by the PAI teacher include giving grades, providing rewards, assigning tasks, and offering feedback for students with medium motivation.

Keywords: Role of PAI Teacher, Learning Motivation

INTRODUCTION

Thus, it can be understood how complex and crucial the teacher's function is. A teacher is not only a leader for students but is also fully responsible for the smoothness of the educational process at the school they lead. From a professional perspective, a teacher must possess a high work ethic. The work ethic serves as a glue or driving force for someone to perform their job. The work ethic will influence behavior while working and will be reflected when the teacher performs their role well. Therefore, work ethic is a key factor in determining student learning activities. The concept of a teacher's work ethic has been widely scrutinized based on their behavior. Some suggest that the cause of unethical teacher behavior is due to a lack of discipline and unprofessional practices among teachers, observing that one cause of such behavior is the teachers' lack of respect for their profession. The role of religious teachers is very important, where the perspective of a religious teacher in the educational institution should truly change the educational climate in accordance with religious teachings. Religious teachers also serve as educators and instructors with an important role in increasing student learning activities.

Based on preliminary observations conducted in the field, it was found that students' motivation to study religion showed a range of high, medium, and low learning activity levels. The high and low levels of student learning activity are determined by the teacher's role in teaching, one of which is motivation enhancement. According to Ahmad D. Marimba, learning motivation is "the drive to engage in a learning process."

In general, motivation is a strong urge to do something in order to achieve success through actions that also involve guidance, direction, and even coercion done in various ways. In education, learning motivation is marked by a strong interest in learning, adherence to discipline, and so on. Based on the explanation above, the author wants to closely examine the role of religious teachers in influencing the motivation to study religion among students at SD Negeri 096137 Bah Gunung, by exploring the relationship between the high or low motivation of students, which is influenced to some extent by the role of the religious teacher at the school. Therefore, the author intends to conduct research with the title: "THE ROLE OF THE RELIGIOUS TEACHER AS A LEARNING RESOURCE IN INCREASING STUDENT LEARNING MOTIVATION AT SD NEGERI 096137 BAH GUNUNG."

METHODS

The type of research used by the researcher in this thesis is a field quantitative research. Quantitative research is a research method that focuses on the collection and analysis of numerical data to answer research questions and test hypotheses. The purpose of quantitative research is to test hypotheses, measure relationships between variables, and produce data that can be generalized. This research was conducted by the researcher at SD Negeri 096137 Bah Gunung, which is located in Bah Gunung Village, Bandar Hulan District, North Sumatra Province. The research was conducted over a period of 7 months, starting from June 2024 to December 2024. In any research, relevant data is essential to support the results of the study. Therefore, in this research, the researcher used data collection procedures in the form of observation, questionnaires, and interviews. The steps for data collection that the researcher will follow to obtain data that meets the established data standards are as follows: Formulating the research problem, 2. Determining the theoretical framework, Formulating the hypothesis, Data collection, Analyzing the data, Drawing conclusions.

RESULT

Based on the research findings that have been conducted, it is known that the role of a teacher greatly influences the learning process, as the presence of a teacher creates a

conducive classroom atmosphere, leading to effective teaching and learning activities. Additionally, the learning process is supported by learning media, such as LCDs and projectors, to enhance teaching so that the material presented by the teacher can be understood properly. Learning activities in the classroom are not only delivered by the teacher but also include interactions between students. Every teacher should know the best way to teach their students. Inside the classroom, the teacher plays a very important role and has full control over the activities that will be carried out during the learning process. Based on the data obtained by the researcher during the field study, it can be revealed that the role of a teacher is not only limited to educating and teaching, but is much more extensive and interconnected. By performing their role effectively, teachers can increase students' motivation to learn. The issue of students' learning motivation is very important in the teaching and learning process. In this regard, the role of the teacher is expected to stimulate students' enthusiasm for learning, leading to good and satisfying results. (Tabrani Rusyan, et al., 1994)

According to the data, it is stated that students' learning motivation is good. This is evidenced by a questionnaire given to 40 respondents with 20 questions, where the results were categorized as very good. From the questionnaire, it can be concluded that the majority of students have good learning motivation. In this study, it was found that the role of the teacher as a learning resource in increasing students' motivation to learn is marked by several steps, as follows: a) Teacher as a demonstrator – as a demonstrator, the teacher plays the role of showing students anything that helps them understand and comprehend every message conveyed. Teachers must demonstrate commendable qualities and also be able to plan more effective teaching strategies, as teachers serve as role models and examples for their students. b) Teacher as a Learning Designer – as a learning designer, teachers are required to play an active role in planning the teaching and learning process (PBM), considering various components in the learning system such as: preparing teaching materials, designing methods suitable for the students' situations, and providing complete learning resources. The teacher serves as a facilitator in teaching, media, and a mediator, considering the relevance (like the material), effectiveness, and efficiency, along with the suitability of the method. (Ahmad D. Marimba, 1998)

Teacher as a Learning Resource – a teacher as a learning resource is closely related to the mastery of teaching material. A good teacher is one who can master the teaching material well, thus truly acting as a learning resource for their students. For example, when a student asks a question related to the material being taught, the teacher can answer with confidence because they act as a learning resource. To be a learning resource in the teaching process, teachers must have more reference materials compared to their students. This ensures that teachers have a better understanding of the material to be studied with the students. Teachers must map out the teaching materials, such as determining the core materials, the material that must be learned by students, additional material, and material that should be recalled because it was previously discussed. d) Teacher as a Classroom Manager – the general goal of classroom management is to provide and use facilities for various teaching and learning activities. The specific goals include developing students' abilities to use learning tools, providing conditions that allow students to work and learn, and helping students to achieve the desired results. Moreover, teachers also play a role in guiding daily experiences toward understanding behavior and self-personality development. (Amier Dien Indrakusuma, 1999)

One characteristic of good classroom management is the opportunity for students to gradually reduce their dependence on the teacher until they can guide their own activities. For example, when a teacher gives a responsibility to a student, they will be motivated to learn. Success in teaching is found through students' active learning, and similarly, students' success in learning is determined by the teacher's role in teaching. e) Teacher as a Facilitator – as a facilitator, the teacher's role is to provide services that make it easier for students in the learning process. The goal of teaching is to simplify learning for

students, which is why teachers play the role of facilitators in the learning process. To carry out their role as a facilitator, teachers must understand various types of media and learning resources, their functions, and be skilled in designing teaching media to improve students' motivation to learn. Teachers must be able to organize different media types and use various learning resources effectively, as well as communicate and interact with students efficiently. *(B. Surya Subroto, 1997)*

Teacher as a Guide – students are unique individuals. This uniqueness is seen in the differences among them, which require teachers to act as guides. Teachers must guide students in discovering their potential as life preparation and in achieving their developmental tasks. To be a good guide, teachers must understand the students they are guiding, be skilled in planning goals and competencies to be achieved, and plan the learning process well. In this case, religious education teachers provide full guidance to students, whether they have high or low learning motivation. Teachers guide by explaining concepts that students do not fully understand and clarify the learning objectives during the teaching process. g) Teacher as a Counselor – as a counselor, teachers are expected to address any behavioral issues that arise in students during the learning process. For instance, if a student has problems with a friend or with their parents, the teacher must be able to assist the student in resolving those issues by offering guidance and motivation. *(Chalidjah Hasan, 1994)*

Teacher as an Evaluator – as an evaluator, the teacher plays a role in gathering data or information about the success of the learning process. The function of a teacher as an evaluator is to determine the success of students in achieving the set goals and also to assess the success of the teacher in carrying out all planned activities. Teachers evaluate both the product (learning outcomes) and the process (teaching activities). i) Teacher as a Motivator – the learning process will be successful if students have motivation to learn. Therefore, teachers must enhance students' motivation to learn. Teachers are expected to be creative in stimulating students' motivation, ensuring that students exhibit effective learning behaviors. From the explanation above, the teacher's role in increasing learning motivation is crucial. Without teacher involvement, students would lack creativity and fail to be engaged in learning actively. Thus, the teacher's role significantly affects students' learning motivation, which aims to achieve academic success and improve the quality of learning during the educational process. *(Syaiful Bahri Djamarah, 1994)*

Based on the interviews conducted by the researcher with the religious education teacher, the teacher has carried out various tasks mentioned above. The teacher also mentioned that motivation is crucial because, with motivation, students are encouraged to learn, engage actively, and pay attention to the lessons being delivered. Even though various efforts have been made to enhance students' learning motivation, unforeseen obstacles often occur, such as students chatting with others, feeling tired, drowsy, and so on. These obstacles are common in the learning process and should be expected. Therefore, teachers are encouraged to use various strategies to ensure that students maintain focus during the lessons. *(Hadari Nawawi, 1993)*

Based on the research conducted at SD Negeri 096137 Bah Gunung, Simalungun Regency, North Sumatra, it is concluded that religious education teachers play a significant role as learning resources for students. These teachers carry out their duties and roles as educators and teachers who transfer knowledge while guiding students toward improvement in both religious knowledge and practice. The students' motivation to learn religious subjects at SD Negeri 096137 Bah Gunung is quite good, primarily due to the teacher's capability in teaching and educating students during the classroom learning process. The high motivation to learn at SD Negeri 096137 Bah Gunung is influenced by the teacher's skill in teaching, which highlights that students' motivation is closely related to the role of religious education teachers as knowledge sources in the school. *(Sardiman AM, 1990)*

CONCLUSION

Based on the research conducted, it can be concluded that the PAI (Islamic Education) teacher plays a vital role as a learning resource in enhancing student learning motivation. The teacher's role in increasing student motivation includes acting as a demonstrator, lesson planner, learning resource, classroom manager, facilitator, mentor, counselor, evaluator, and motivator. This has shown that the teacher has carried out these roles effectively.

Based on the research results from 40 students who were used as research samples and the discussions that have been outlined, the following conclusions can be drawn: The results of the descriptive statistical analysis on the role of the religious education teacher as a learning resource show a percentage of 75%, indicating the teacher's ability to address student learning. The results of the descriptive statistical analysis on student learning motivation show 95%, indicating that students are always motivated to learn and actively participate in school learning. This demonstrates that the teacher has effectively fulfilled their roles.

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