

The Strategic Role of Indonesian Language Teachers in Increasing Students' Learning Motivation

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ABSTRACT

Motivation to learn is very necessary in learning activities for the realization of learning success. However, reality implies that many students have low learning motivation. This situation can be seen from various student attitudes, such as not focusing, not interacting enough with the teacher, not being active, and so on. Students' learning motivation has a close correlation with the teacher's role in designing and organizing learning activities, especially in Indonesian language lessons which tend to be considered boring. The teacher is the determining factor in order to revive the enthusiasm of students in participating in learning activities. Based on this explanation, this research aims to find out and describe the role of teachers in increasing students' learning motivation in learning Indonesian. This research is descriptive qualitative research with the research subjects being the principal, 5 class teachers, and 10 students. Data was collected through observation, interviews and documentation. Data collection, data reduction, data presentation, and drawing conclusions are needed in data analysis. The research results show that teachers have tried to fulfill their role in increasing students' learning motivation in learning Indonesian at MIN 6 Central Aceh. However, it is still found that the role of teachers has not been fulfilled optimally. Therefore, reflection and evaluation are needed from teachers so that the teacher's role can be carried out more optimally so that students' learning motivation can be maximized.

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1. INTRODUCTION

In reality, learning Bahasa Indonesia in primary school is intended to develop students' ability to communicate effectively and efficiently, both orally and in writing. Moreover, not all students are able to use Indonesian well and correctly. This is not surprising, considering that many Indonesian children communicate using the regional language as their first language. This situation clearly demands teachers to work harder in

improving students' Indonesian language skills. With the help of teachers, it is hoped that students will be able to appreciate the Indonesian language more while developing their intellectual, emotional, and social abilities (Ali, 2020) .

To maximize the learning of Indonesian in the classroom, teachers and students must support each other. Both teachers and students must have high enthusiasm and motivation so that the success of learning Indonesian can be achieved to the maximum. Here, the teacher must be able to carry out his role as the main key to the success of the learning . The same goes for students. High learning motivation from students is very necessary for the realization of the above ideals. The presence of motivation can revive the spirit of students to learn something new or deepen the knowledge and skills they already have. This is where the teacher's role is needed, which is to keep the students' learning motivation from wilting so that they can be encouraged to develop even better.

Learning motivation can be said to be a stimulus given by a teacher to his students which aims for his students to have an awareness of the importance of learning so that they become more enthusiastic and active in learning, as well as enthusiastic to achieve maximum results (Riyanti & Anggaini, 2021) . According to Wina, students' learning motivation is important to be maintained and developed for the reason that it can make it easier for students to achieve the learning goals that have been planned by the teacher. Learning motivation that is continuously treated and maintained will help students to remain active, enthusiastic, and participate in all forms of learning activities (Putri & Setiawan, 2023) .

The level of self-study motivation can be measured through four aspects called *ARCS* , namely; (1) *attention* as an attitude of knowledge of students that encourages them to focus on learning; (2) *relevance* or relevance as students' thoughts on the benefits and application in their daily lives; (3) *confidence* in each student's competence in learning; and (4) *satisfaction* is the pride students feel when they are able to find a solution to the problem they are studying (Keller, 1987) .

Based on the display above, it can be concluded that students' learning motivation is one of the important things that teachers need to pay attention to. Unfortunately, the level of student learning motivation is not all the same. There are students whose learning motivation is high, sufficient, or low. Several studies show that there are not a few students in various educational units who have low learning motivation. Indicators of low student learning motivation are shown from various attitudes, such as not focusing on listening to the material, being lazy in doing the tasks assigned by the teacher, not wanting to note down important information, not daring to ask or pray, lack of interaction with the teacher, less active in discussing, and less self-confidence (Alus, Ilyas, & Ika, 2023; Bariyah, Jannah, & Ruwaida, 2023; Febrianti, Supratriwi, Aluha, & Damariswara, 2023; Hatmo, 2020; Megaria, Sunardin, & Fitriani, 2020) .

Students' learning motivation has a close correlation with the teacher's role in planning and organizing learning activities, especially in Indonesian language lessons. Moreover, during this time there are still many students who consider Indonesian language lessons to be an unimportant lesson. As a result, many students take Indonesian lessons for granted. This thinking has an impact on the negative attitude of students during the learning process. Their motivation to learn becomes low so that in the end the learning objectives are not achieved maximally.

It is this condition that again demands teachers to continue to drive and motivate themselves in order to be able to play their role as they should. If the teacher is willing to carry out that role well, the possibility is very great for the students to have a high

motivation to learn. The following is the teacher's role in the teaching-learning process according to Uzer Usman; (1) teacher as demonstrator; (2) teachers as class managers; (3) teachers as mediators; (4) teachers as facilitators; (5) teachers as evaluators; (6) teachers as motivators (Arianti, 2018; Putri & Setiawan, 2023) .

On the other hand, Putri & Setiawan (2023) describe in more detail the teacher's role in increasing students' learning motivation as follows; (1) demonstrator, teacher plays a role in illustrating learning models that are clear and easy for students to understand, using various interesting and varied media and learning methods, demonstrating practical and relevant learning materials; (2) motivators, teachers play a role in encouraging students to continue to be enthusiastic by giving praise, appreciation, and positive support, creating a pleasant and interactive learning atmosphere, and helping students find benefits from the material they learn; (3) class managers, teachers play a role in creating a conducive class atmosphere, applying clear and consistent class rules, building positive relationships and mutual respect between teachers and students; (4) be a role model for students to show good attitudes and behavior, help students to resolve conflicts that occur, and facilitate good communication and interaction between students; (5) evaluators, teachers play a role in evaluating the learning achievement of students and making it a reflection material for improving learning in the future, as well as identifying factors that become obstacles and supporters in the process of student learning success; and (6) providers of facilities and infrastructure, teachers play a role in preparing facilities and infrastructure that support adequate learning in accordance with the needs of students, utilizing technology and innovative learning media, maintaining the cleanliness and tidiness of the classroom.

Similar to Putri and Setiawan, Arianti (2018) shows the role of teachers in increasing students' learning motivation as follows; (1) form students who are active in learning activities; (2) planning a comfortable, safe, and conducive classroom atmosphere; (3) using interesting and varied learning methods, models, and media, (4) increasing students' enthusiasm and enthusiasm in learning; (5) give reinforcement/appreciation to students; and (6) planning learning activities that involve all students.

Previous research by Mokoagow (2021) states that the teacher's role in improving student learning motivation is to accompany, monitor, stimulate, and guide students who have learning difficulties and do the tasks assigned to them. On the other hand, different studies mention that the teacher's role as a facilitator in learning Indonesian, such as being patient, appreciative, humble, open and positive, listening and not dominating, fair, and willing to learn, has been largely implemented. However, there are still indicators that have not been implemented well, namely being patient with students (Sanjaya, Suandi, & Wendra, 2022) .

Furthermore, other research shows that the teacher's role in improving learning motivation is as a learning planner, learning resource, class manager, facilitator, demonstrator, counselor, motivator, guide, and evaluator (Alus et al., 2023; Putri & Setiawan, 2023) . Furthermore, Bariyah et al., (2023) showed in their research findings that the teacher's role in increasing the learning motivation of primary school students is to transfer knowledge and know-how, create the achievement of learning outcomes according to the purpose, deliver interesting material, manage a conducive class, understand the characteristics of students, determine the appropriate motivational strategy to stimulate students' willingness to learn, and develop themselves.

The difference between previous research and this research is that this research emphasizes the role of teachers in increasing the learning motivation of students specifically in Indonesian language lessons. In this regard, the teacher's role is studied in

several aspects that are more detailed and detailed compared to previous studies, as well as the description of the results of observation of the implementation of Indonesian language learning is explained in more detail.

As explained earlier that the learning motivation of each student is not the same. The same is true of the situation at MIN 6 Aceh Tengah where the students have different learning motivations, especially in Indonesian. Indonesian is often a boring subject for students. Therefore, in order to achieve learning success, teachers at MIN 6 Aceh Tengah have certain efforts to maintain or increase the learning motivation of students in learning Bahasa Indonesia. The teacher's role in increasing the learning motivation of students is what this research wants to illustrate. Thus, this research aims to find out and describe the role of teachers in increasing the learning motivation of students in learning Bahasa Indonesia .

2. RESEARCH METHODOLOGY

This research is of a qualitative type with a descriptive method, that is, research that focuses on describing both conditions and processes seen in the field and their connection with the main issues in the research problem. (Sutopo, 2006) . The subjects of this research are the school principal, 5 class teachers at MIN 6 Aceh Tengah, and 10 students from various classes. Data collection is done through observation, interviews, and documentation. In this case, observation and interview guidelines were used to obtain data related to the role of teachers in increasing students' learning motivation in Indonesian language learning. Data analysis of this research is done through the following stages; (1) data collection; (2) data reduction; (3) presentation of data; and (4) drawing conclusions (Miles & Huberman, 2014) .

3. RESULTS AND DISCUSSION

The results of the research show that teachers play a very important role in increasing students' learning motivation, especially in Indonesian subjects. In order to be a teacher in accordance with the role, teachers use a variety of methods in order to increase the motivation of students to learn. In this regard, each MIN 6 teacher in Central Aceh has a different way of motivating their students. These different ways are chosen based on certain considerations, such as the characteristics of the students, the level of difficulty of the material, the interests and talents of the students, as well as the potential of the teacher himself. The following is the role played by teachers at MIN 6 Aceh Tengah in motivating students to learn, especially in Indonesian subjects.

First, teachers play a role in creating active students during the learning process. To achieve this, teachers involve students in learning activities, provide questions that provoke the students' curiosity, give students freedom in their opinions, and give students freedom to participate during the learning process.

This is seen at the time of observation. When the teacher presents the material *to find the main idea of the reading*, for example, the teacher tries to make the reading heard to the students easy to digest. After that, the teacher entices the students to think by giving interesting questions that match the content of the reading. In addition, the teacher also strives for all students to participate, both in discussions, answering questions, and opinions. Thus, it is seen that the students are more enthusiastic in following the learning,

not shy when asking questions or opinions, responsible when completing the tasks assigned to them, also have a high sense of self-confidence.

The picture above shows that the teachers at MIN 6 Central Aceh have tried so that their students can be actively involved in the class. When students are involved and participate in learning activities, their curiosity is often piqued, they are given the freedom to express their opinions, indirectly the student's activity will increase. This is marked by the attitude of those who become more enthusiastic in receiving learning, more confident when asking questions, discussing, and having opinions, as well as being more responsible for all tasks given. This statement is in accordance with the presentation of experts who mention that one of the characteristics of an active child is; (1) fully involved in learning activities; (2) often ask and discuss; (3) show passion and enthusiasm in learning; and (4) active in completing tasks and responsibilities (Arends, 2012) .

The activity shown in students at MIN 6 Central Aceh indicates that teachers are playing a role in increasing students' learning motivation (Arianti, 2018) . The two are of course very related and are important factors in influencing student learning outcomes. The results of the research show that there is a significant positive relationship between activity and motivation to learn on the learning outcomes of students (Usa & Muhudiri, 2021) . It is said that students who are active in learning tend to have higher learning motivation. This is because they feel their participation in the learning process is valued.

Second, MIN 6 Central Aceh teachers create a positive and conducive learning climate. Each class in MIN 6 Aceh Tengah has unique class characteristics. Therefore, each class teacher must adapt their strategies to the situation, conditions, and needs of their respective classes. Related to this, there are several ways that MIN 6 teachers in Aceh Tengah do so that their role in creating a positive and conducive learning climate can be achieved. These ways are; (1) managing the class well, such as making sure the class is neat and comfortable and organizing the learning time well; (2) provide support to students through encouraging and positive words; and (3) create a friendly and open class atmosphere so that students do not hesitate when they want to participate during the learning process.

In Indonesian lessons, these methods are seen when the teacher begins the learning material. Before starting the class, the teachers in some classes are seen arranging the class so that it looks neat and comfortable with the help of the students. Throughout the learning process, the teacher also presents the material with a friendly voice and alert intonation so that the students feel calm and comfortable in receiving the material from the teacher. The teacher is patient and calm in serving his students so that they do not hesitate to express their opinions.

The recording of the situation above shows that the teachers in MIN 6 Aceh Tengah have fulfilled their role as facilitators and class managers (Alus et al., 2023; Patiung, 2017) . Teachers as facilitators and class managers act as class organizers and providers of learning facilities, which teachers; (1) planning an atmosphere of learning activities that is conducive and suitable for the development of students; (2) helping students in managing a safe and calm class without interruption; (3) design a comfortable learning space; and (4) ensure that facilities and infrastructure are maximally available (Monika Manurung et al., 2023; Patiung, 2017; Putri & Setiawan, 2023) .

Class management is basically divided into two aspects, namely physical and non-physical aspects. The physical aspect is related to; (1) arrangement of study room and class facilities and (2) arrangement of classroom furniture. On the other hand, nonphysical aspects include; (1) relationship between students; (2) The relationship between teachers

and students; and (3) class conditions during learning and at the end of learning (Supriyanto, 2014) . If these two aspects can be observed and understood by a teacher, it is hoped that the students' abilities can be developed, both knowledge, skills, behavior, and personality so that in the end they can obtain the desired results (Alus et al., 2023) .

Third, teachers have not involved students in learning activities in the classroom. As long as Indonesian language learning continues, teachers have not shown their optimal role in involving students. There are still some teachers who dominate learning too much, do not give opportunities for students to try learning activities independently, omit some questions and answers, or even have no discussion activities. In fact, if discussion and question-and-answer activities are carried out, it will help students to be confident in carrying out learning activities.

In line with the previous statement, other studies explain that one of the ways for students to be fully involved in learning activities is to create competition and cooperation. This is done by forming small groups with discussion activities, throwing questions and answers to other groups so that it is hoped that healthy competition will occur and the participation of all students will be maximized (Monika Manurung et al., 2023) . The students' enthusiasm in competing will indirectly increase the students' learning motivation. Another purpose of this activity is for students to be able to exchange thoughts, knowledge, and task completion information with each other (Arianti, 2018) .

Involving students in learning activities also gives them the opportunity to take responsibility and reduce their dependence on the teacher. Teachers can give responsibility to students to carry out certain tasks, for example helping their classmates or leading a discussion. Furthermore, teachers can also encourage students to give ideas and solve their own problems. At the end of learning activities, teachers can provide constructive and positive feedback so that students can learn from mistakes and improve their abilities (Alus et al., 2023) .

Fourth, teachers actualize various learning models, methods, and media. The interview results show that the teachers of MIN 6 Central Aceh use various learning models, methods, and media during the teaching-learning process. This is done by the teacher so that the learning that is carried out becomes more effective, interesting and meaningful for the students. Furthermore, the existence of varied learning methods can increase the enthusiasm and motivation of students to learn so that they can maximize their learning potential.

The results of the interview explained that the teachers of MIN 6 Central Aceh choose learning models, methods, and media that are adapted to the learning material and purpose. The models used are diverse. Some learning approaches and models that have been used by teachers in learning Bahasa Indonesia are *Cooperative Learning* , *Discovery Learning*, *Problem Based Learning* , PAIKEM, Communicative, and Contextual. On the other hand, the methods often used by Indonesian language teachers are lectures, discussions, question-and-answer, expository, simulation, and educational games. To implement the learning model and method, teachers are assisted with interesting and interactive media applications, such as using image media, audio, video, cards, and props.

The description above illustrates that the use of varied models, methods, or media in the learning process is very important. Its use makes it easier for teachers to explain the material and achieve learning goals. In addition, its existence also helps teachers in implementing learning activities that are more interesting, enjoyable, and meaningful for students (Budiasa, Suma, & Suastra, 2023) . There are several approaches, models, or other learning methods that are often implemented by teachers in learning Indonesian, among

them are Inquiry, *Problem Based Learning* , PAIKEM, Contextual, Cooperative/Collaborative, Participatory, and Quantum, (Budiasa et al., 2023; Syihabudin & Ratnasari, 2020)

Several studies have shown that the application of various models, methods, or media in the learning process can increase the learning motivation and learning outcomes of students. For example, the application of the *Discovery Learning* model , *the Auditory, Intellectually, Repetition (AIR)* model, *the Make A Match model*, *the Picture Index Card* strategy and the expository method which in his research were found to increase the learning outcomes and motivation of students in learning Indonesian (Hatmo, 2020; Hodriyah, 2022; Qomariyah, 2020; Saleh, 2019; Susmiati, 2020) . Similarly, the use of media with bright pictures, video recordings, and picture stories can also increase the motivation of students in learning Indonesian (Megaria et al., 2022; Qomariyah, 2020; Susmiati, 2020) .

Fifth, the teacher gives reinforcement or appreciation for the effort and performance obtained by the students. The results of observations and interviews with teachers and students at MIN 6 Central Aceh show that teachers are not shy in giving *rewards* or appreciation to their students. This reinforcement is given during the activity, for example when the student is quick to respond to the teacher's questions, when the student's study group becomes the best discussion group of the teacher's version, or when there is a student who gets a good grade from one of the exercises done. There are various types of tests or awards that are given, such as exclamations or speeches that make students feel proud and happy, giving gifts in the form of candy, snacks, or pencils, as well as signs of appreciation, such as giving stars or points.

The activities described above are almost similar to the research results that explain that the process of applying the *reward* system is carried out when there are students who can answer questions correctly or there are study groups that get the best grades. *Rewards* given can be in the form of gifts, praise, construction money, or trophies (Khofifa, Adisel, & Latipah, 2022) . Similar things were also found in the results of the research that showed that teachers give praise to their students as a form of appreciation for the success they get (Bariyah et al., 2023; Monika Manurung et al., 2023) .

Giving reinforcement and appreciation to students as done by the teachers of MIN 6 Aceh Tengah is one of the best ways to increase learning motivation, build self-confidence, and encourage students to perform better. Appreciation can be in the form of verbal reinforcement (praise, thank you), non-verbal (smile, thumbs up), material/gift (small gift, sticker), or token of appreciation (Agustina, Yulistio, & Utomo, 2020; Intan Rahmانيar, Asis, & Sakaria, 2023; Khofifa et al., 2022) .

Sixth, teachers increase students' enthusiasm and passion when learning. This role is shown by the teacher by planning pleasant class activities for the students, developing the students' curiosity, and providing emotional support to the students, especially when they have difficulties in following the learning process. With the methods that have been displayed above, the indicated students have a high level of enthusiasm when receiving learning from their teachers. They become more active in class, focus on receiving presentations from the teacher, follow the teacher's instructions, and also want to collaborate and discuss with their fellow students.

Enthusiastic and passionate attitude in the students can be seen when the teacher presents the material about *spelling, reading, and writing the beginning* . One of the activities carried out was to find out the difference in sound from a fictional story heard through a recording. Students look enthusiastic in imitating the various sounds they listen

to. They are also made curious when listening to new sounds that make them guess what voice they hear. This activity makes students focus more on the teacher's presentation. They also pay full attention to the instructions given by their teachers. In addition, they also collaborate and discuss with their classmates in order to find the right answers to the questions their teachers give.

The description above explains that students at MIN 6 Aceh Tengah are quite enthusiastic about learning. This is in accordance with the characteristics of enthusiasm for learning that students; (1) active, enthusiastic, and quick in responding to the teacher; (2) listen to the explanation of the material presented by the teacher, then note the important things in it; (3) focus and try to understand the material; (4) dare to ask; and (5) serious in completing his tasks (Intaniasari & Utami, 2021) . Thus, the MIN 6 teacher in Aceh Tengah has also performed his role as a motivator in which the teacher also helps in increasing the learning enthusiasm of his students (Patiung, 2017) . In addition, what is described in the previous paragraph also implies that the teachers of MIN 6 Central Aceh have a concern to foster students' learning motivation. It is the enthusiasm and enthusiasm of the teacher that causes the students to be motivated to learn even better (Arianti, 2018) .

Seventh, teachers accommodate students in understanding the subject matter. Students who understand the material taught clearly is one of the important achievements for a teacher. Therefore, the teachers at MIN 6 Aceh Tengah make various efforts so that their role in this regard can be properly realized. Some of the methods used by the teachers at MIN 6 Aceh Tengah are as follows; (1) creating a conducive learning environment; (2) using varied learning methods and media; and (3) describe the material in a clear and structured manner, as well as in easy-to-understand language.

The teacher's role in accommodating students in understanding the subject matter can be seen when conducting interviews with teachers and observations in the classroom. At that time, the students were learning about the material *to understand new vocabulary* . Before teaching, the teacher ensures that the class is neat, calm, and away from noisy voices that disturb the students' comfort. Furthermore, in the core activity the students are given some texts in which there are new or rarely heard vocabulary. In order for them to easily understand the meaning of the vocabulary, the teacher presents the material using the PAIKEM approach with the *Make A Match* learning model and using the media of vocabulary cards. In addition, the teacher gives explanations in simple language, gives concrete examples, and gives a lot of exercises so that they can understand the material clearly.

What needs to be understood from the display above is that one of the roles of a teacher is as a learning planner as well as a learning resource for students. Because of this, teachers are required to plan learning activities in such a way that they can be implemented with their students. In order to meet these demands, teachers must prepare materials that suit the purpose and needs of students, choose the right method, and provide complete teaching materials. In addition, as a learning resource, teachers are required to master the material to be taught. For that, of course a teacher should have many references so that it is expected that he will have a better understanding of the material (Alus et al., 2023) .

Related to the paragraph above, the way the teacher conveys the material to the students also has relevance to the enthusiasm of the students in following the learning. Therefore, in order to arouse students' learning motivation, teachers must be able to connect the learning material with the students' needs, then relate it to their experiences. Thus, students will be more motivated to learn more enthusiastically (Monika Manurung et al., 2023) .

In line with the research results in several paragraphs above, there are research findings that show that teachers can improve students' understanding of learning by designing a conducive learning activity atmosphere and in accordance with the development of students (Patiung, 2017) . In addition, other research also mentions that the application of the PAIKEM approach can be one of the considerations to produce active, interesting, and enjoyable learning activities for students. Thus, it is expected that students will find it easier to accept and understand the learning material presented by their teachers (Bariyah et al., 2023) .

Eighth, teachers become good role models for students. Being a role model for students is one of the important roles of a teacher. Teachers who are role models can inspire students to increase their learning motivation so that they can study more actively and enthusiastically, behave positively, and reach their best potential. Some ways done by the teachers of MIN 6 Central Aceh so that this role can be done maximally are as follows; (1) show positive attitudes and behaviors, such as being polite, fair, honest, and open in communicating with students; (2) setting a good example, such as speaking politely and kindly, discipline, always following the rules, and maintaining cleanliness and tidiness; (3) care and attention to students, such as being familiar and mingling, appreciating, and not dominating; and (4) always strive to continuously become a growing and better person.

The findings above are in line with research findings that explain that in learning Indonesian at SMKN 1 Singaraja, the teacher acts as *a role model* , that is, behaving as a listener who does not dominate, be honest and open, disciplined, friendly, appreciative, and be positive (Sanjaya et al., 2022) . Similar research also mentions that teachers play a role as effective communicators for students so it is expected that teachers will have an understanding of the characteristics of their students. Having that knowledge will make it easier for teachers to solve students' problems, give them advice and encouraging words so that they become more motivated in learning (Alus et al., 2023; Mokoagow, 2021; Patiung, 2017; Putri & Setiawan, 2023) .

Ninth, the teacher should act as an evaluator who evaluates and reflects on learning outcomes. However, findings in the field show that there are still teachers who do not act in accordance with the role. The results of the observation show that there are still teachers who do not conduct assessments with the correct technique and in accordance with the learning material. Not only that, there are still some teachers who do not do learning reflection activities. In fact, this activity is very important to improve learning activities in the future. Improved learning will enable learners to

The last result above shows that the teacher has not been fully able to maximize the motivation of students to learn. In fact, if done optimally, the teacher's role as an evaluator can be one of the steps in increasing student learning motivation. This is in line with the opinion of experts who mention that as an evaluator, the teacher plays a role in evaluating the learning achievement of students, making it a reflection material for improving learning in the future, as well as identifying factors that become obstacles and supporters in the process of student learning success so that in the end it will have a positive impact on increasing their learning motivation (Arianti, 2018; Bariyah et al., 2023) .

CONCLUSION

Teachers have been able to fulfill their role in increasing the learning motivation of students in learning Indonesian at MIN 6 Aceh Tengah. However, among all the roles that have been observed and interviewed, it was found that the role of the teacher has not yet

been fully fulfilled. As for the roles of teachers that have been fulfilled and implemented well, they are as follows; (1) create active learners; (2) creating a positive and conducive learning climate; (3) actualize various learning models, methods, and media; (4) provide reinforcement or appreciation for the efforts and performance of students; (5) increase the enthusiasm and passion of students when learning; (6) accommodating students in understanding the subject matter; and (7) be a good role model for students. On the other hand, the teacher's role that still needs to be developed or improved again is; (1) involving students in learning activities in the classroom and (2) conducting assessments and evaluations of student learning achievements. The findings of this research have implications on the need for reflection and evaluation of the teacher's role so that the learning motivation of students becomes even better so that learning success can be achieved as much as possible.

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