

**THE ROLE OF TEACHERS IN IMPROVING STUDENTS' LEARNING
MOTIVATION IN THE SUBJECT OF ISLAMIC CULTURE
HISTORY IN CLASS IV OF MI NU TERPADU**

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Abstract

This study aims to analyze the role of teachers in improving students' learning motivation in the subject of Islamic Cultural History (SKI) in class IV MI NU Terpadu Sumbergempol. The method used is a qualitative approach with a case study type, which allows researchers to investigate in depth the interaction between teachers and students in the context of learning. Data were collected through observation, interviews with the principal, teachers, and students, and documentation. The results of the study indicate that teachers act as effective educators, motivators, and facilitators. Through the use of innovative learning media and varied teaching strategies, teachers are able to create an interesting and enjoyable learning atmosphere. These findings indicate that the active role of teachers is very important in improving student motivation, which in turn contributes to a better understanding of the material of Islamic Cultural History and the development of student character. This study is expected to provide practical contributions for teachers in designing more effective and meaningful learning.

Keywords: Role of Teachers, Learning Motivation, History of Islamic Culture



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INTRODUCTION

In the world of education, each subject has its own characteristics and challenges in attracting students' interest. Islamic Cultural History (SKI) is one of the subjects that is often considered boring because it contains stories of the past, memorizing the names of figures, places,

and years of events.¹ Usually, IS teaching uses a passive lecture method so that students quickly get bored, unfocused, and even sleepy.² When the learning method does not actively involve students, their motivation to learn will decrease. In fact, motivation is an important factor in successful learning.³ Therefore, a more creative and varied learning approach is needed so that IS is not only a memorization lesson, but also provides a meaningful and enjoyable learning experience for students.

Learning motivation plays an important role in supporting students' success in absorbing lesson materials.⁴ When students' motivation is high, they will be more enthusiastic, focused, and active in participating in learning. Conversely, low motivation has an impact on decreasing interest and learning outcomes. In this case, teachers play a central role as drivers of student motivation. Teachers are not only conveyors of material, but also educators who create a conducive and enjoyable learning atmosphere.⁵ Through a creative and innovative approach, teachers are expected to be able to arouse students' curiosity. Especially in SKI subjects, teacher creativity is needed so that learning becomes more lively and relevant to the world of students.

Teachers have many strategic roles in teaching and learning activities, one of which is as a motivator.⁶ To carry out this role, teachers must be able to design learning methods that are in accordance with the characteristics of students. An interactive, fun, and challenging classroom atmosphere needs to be created so that students feel interested in learning. Creative learning media such as pictures, videos, or educational games really help students understand the material more enjoyably.⁷ In SKI learning, an innovative approach is an important need so that students do not get bored.⁸ With creativity, teachers can bring history lessons to life and make them more contextual and meaningful in students' daily lives.⁹

¹ Kiki Agustinar, Ulva Rahmi, and Andy Riski Pratama, "Problematika Pembelajaran Sejarah Kebudayaan Islam di Madrasah," *Concept: Journal of Social Humanities and Education* 2, no. 4 (2023).

² Novi Ariyanti and Nuke Ladyna Anggerawati, "Analisis Problematika Pembelajaran Sejarah Kebudayaan Islam (SKI) di Madrasah Aliyah," *Al-Jadwa: Jurnal Studi Islam* 4, no. 1 (2024).

³ Siti Rahayu Nasichatu Muslimatin, "Teacher Strategy in Character Formation Through the History of Islamic Culture Subject," *Edu-Kata: Jurnal Bahasa, Sastra Dan Pembelajarannya* 10, no. 2 (2024).

⁴ Amna Emda, "Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran," *Lantanida Journal*, 5, no. 2 (2017).

⁵ Ahmad Fauzi and Mahasri Shobabiya, "The Role Teachers In Increasing Learning Motivation Of Students At Islamic Elementary School Alam Anak Pintar Karanganyar," *ICHSS* 4 (2024).

⁶ Refta Disriani and MHMD Habibi, "Hubungan Motivasi Belajar Siswa terhadap Hasil Belajar Siswa," *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 1 (2023).

⁷ Ba'in et al., "Optimalisasi Ketrampilan Guru Sejarah dalam Mengembangkan dan Memanfaatkan Model-Model Pembelajaran Inovatif," *JURNAL PENGABDIAN MASYARAKAT BANGSA* 1, no. 9 (2023).

⁸ Rina Nuriana and Iis Husnul Hotimah, "Penerapan Meaningful Learning Dalam Pembelajaran Sejarah," *Jambura History and Culture Journal* 5, no. 1 (July 29, 2023), <https://doi.org/10.37905/jhcj.v5i2.20479>.

⁹ Ba'in Ba'in et al., "Optimalisasi Ketrampilan Guru dalam Mengembangkan dan Memanfaatkan Taman Sejarah Berbasis Virtual Reality sebagai Media Pembelajaran Sejarah," *Alkhidmah: Jurnal Pengabdian dan Kemitraan Masyarakat* 2, no. 4 (2024).

The success of education depends not only on students' intellectual intelligence, but also on the motivational support they receive during the learning process.¹⁰ Learning motivation can come from within (intrinsic) or from outside (extrinsic). Intrinsic motivation arises from the students' own desires, while extrinsic motivation is influenced by external factors such as teacher awards or encouragement.¹¹ When intrinsic motivation is low, teachers need to play an active role in providing external encouragement.¹² Strategies such as providing positive feedback, compiling interesting assignments, or challenging learning activities can increase student enthusiasm.¹³ This is very important in SKI lessons which are often considered less relevant. This is because motivation can have a positive influence on students during the learning process, namely by creating enthusiasm so that students remain interested and motivated.¹⁴

One of the main challenges in SKI learning is students' perception of history as something ancient and irrelevant to the present. Many students consider history to be unrelated to their future.¹⁵ To overcome this challenge, teachers need to develop a learning approach that can connect the past with the present. Teachers must show that history is not just a collection of facts, but also a source of inspiration, moral values, and life lessons. Choosing the right learning methods and media will be very helpful. With a contextual and meaningful approach, students can see the importance of learning SKI in shaping their character and insight.¹⁶

¹⁰ Fauzi and Shobabiya, "The Role Teachers In Increasing Learning Motivation Of Students At Islamic Elementary School Alam Anak Pintar Karanganyar."

¹¹ I. Made Aditya Dharma and Made Padmarani Sudewiputri, "Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemi Covid-19," *Jurnal Pedagogi Dan Pembelajaran* 4, no. 2 (August 30, 2021), <https://doi.org/10.23887/jp2.v4i2.38899>; Anindita Trinura Novitasari, "Motivasi Belajar sebagai Faktor Intrinsik Peserta Didik dalam Pencapaian Hasil Belajar," *Journal on Education* 5, no. 2 (2023).

¹² Herman Nirwana, "Motivasi sebagai Kunci Keberhasilan dalam Pembelajaran," *Jurnal Pendidikan Sosial Dan Konseling* 2, no. 4 (2025); Paijan Rambe, "Motivasi Belajar Dalam Pembelajaran Online Selama Masa Pandemi COVID 19," *TSAQIFA NUSANTARA: Jurnal Pembelajaran Dan Isu-Isu Sosial* 1, no. 02 (September 26, 2022), <https://doi.org/10.24014/tsaqifa.v1i2.18448>.

¹³ Anita Handayani and Akhmad Shunhaji, "Peningkatan Motivasi Belajar Peserta didik dengan Penggunaan Mind Map pada Mata Pelajaran Sejarah Kebudayaan Islam," *Journal of Education Research* 5, no. 2 (2024).

¹⁴ Erisa Agustin, Rina Mida Hayati, and Nurul Aisyah, "Penerapan Metode Mind Mapping pada Mata Pelajaran Sejarah Kebudayaan Islam untuk Meningkatkan Minat dan Pemahaman Konsep Belajar Siswa," *Attractive : Innovative Education Journal* 5, no. 2 (2023).

¹⁵ Ariyanti and Anggerawati, "Analisis Problematika Pembelajaran Sejarah Kebudayaan Islam (SKI) di Madrasah Aliyah"; Muti'ah Fadillah and Muh Wasith Achadi, "Analisis Implementasi Pembelajaran Sejarah Kebudayaan Islam (SKI) dalam Kurikulum Merdeka di Madrasah Tsanawiyah" 13, no. 2 (2024).

¹⁶ Nurul Atik Hamida, Lau Han Sein, and Wahidah Ma'rifatunnisa', "Implementasi Teori Meaningfull Learning David Ausubel Dalam Pembelajaran Sejarah Kebudayaan Islam di MI Nursyamayah Tuban," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 6, no. 4 (August 3, 2022), <https://doi.org/10.35931/am.v6i4.1294>; Hafizah Mohamad Hsballah and Haslinda Hassan, "Creating Meaningful Learning Experiences With Active, Fun, And Technology Elements In The Problem-Based Learning Approach And Its Implications," *Malaysian Journal of Learning and Instruction* 19, no. 1 (2022), <https://doi.org/10.32890/mjli2022.19.1.6>.

The use of appropriate learning media plays a role in increasing student motivation and understanding of SKI. Audio-visual media such as videos have been shown to be effective in increasing student active involvement. Visual information is processed faster by the brain and arouses students' curiosity. At MI NU Terpadu Sumbergempol, the use of video media in SKI learning produces positive responses. Students are more focused, enthusiastic, and learning outcomes improve.¹⁷ This proves that interesting learning media can be an effective strategy, especially in subjects that are considered difficult or boring. Interesting media makes the material easier to understand and students are more motivated to follow the learning.¹⁸

Based on the results of initial observations at MI NU Terpadu Sumbergempol, SKI learning in grade IV was carried out using fun and varied methods. Teachers not only use lectures, but also integrate relevant video media, so that the classroom atmosphere becomes more lively.¹⁹ Students appear enthusiastic and actively involved in learning. This shows that teachers who carry out their role as motivators well can increase students' learning motivation. Teacher creativity in managing the classroom can create a memorable learning experience. Therefore, it is important to further examine the role of teachers in increasing SKI learning motivation.²⁰

Based on this background, researchers are interested in studying more deeply the role of teachers in increasing student learning motivation, especially in SKI learning in grade IV MI NU Terpadu Sumbergempol. This study focuses on teacher strategies in attracting interest and increasing students' enthusiasm for SKI which is often considered boring. It is hoped that the results of this study will not only contribute theoretically to Islamic education, but also be a practical reference for teachers. Thus, SKI learning can be more meaningful, enjoyable, and able to shape character and understanding of Islamic values through learning history and culture.

RESEARCH METHOD

This study uses a qualitative approach with a case study type. The qualitative approach was chosen because it allows researchers to deeply understand social phenomena in their natural context, namely the role of teachers in increasing student learning motivation in the subject of Islamic

¹⁷ I Bagus Endrawan and Hilmy Aliriad, "Problem-Based Collaborative Learning Model Improves Physical Education Learning Outcomes for Elementary School Students," *MIMBAR PGSD Undiksha* 11, no. 1 (March 25, 2023), <https://doi.org/10.23887/jpgsd.v11i1.59758>.

¹⁸ Hana Nurur Rohmah, "Urgensi Penguasaan Penerapan Variasi dalam Pembelajaran untuk Menumbuhkan Motivasi Belajar Siswa Sekolah Dasar," *Journal on Education* 5, no. 2 (2022).

¹⁹ Muslimatin, "Teacher Strategy in Character Formation Through the History of Islamic Culture Subject."

²⁰ Ariyanti and Anggerawati, "Analisis Problematika Pembelajaran Sejarah Kebudayaan Islam (SKI) di Madrasah Aliyah"; Nuriana and Hotimah, "Penerapan Meaningful Learning Dalam Pembelajaran Sejarah."

Cultural History (SKI).²¹ Case studies as a type of research are used to describe comprehensively and deeply about one specific case, namely class IV MI NU Terpadu Sumbergempol. The researcher acts as the main instrument in collecting data through observation, interviews, and documentation.²² This approach emphasizes the subjective meaning held by the informants and prioritizes rich and contextual descriptions of their events or experiences. The study was conducted in natural conditions and aims to reveal the meaning of social interactions that occur between teachers and students in SKI learning which are associated with increasing learning motivation. The data sources in this study include three main categories, namely people, places, and documents.²³ The data sources of people include the principal, class IV teachers, and several students who are directly involved in SKI learning. The data sources of places include the conditions of the learning environment at MI NU Terpadu Sumbergempol, both the classroom and the activities that take place in it. Meanwhile, document data sources include the Learning Implementation Plan (RPP), photos of learning activities, and student learning outcomes. Data collection techniques are carried out through in-depth interviews, non-participant observation, and documentation. Interviews are conducted in a freely guided manner, so that researchers can explore informants' answers more widely but remain focused on the focus of the research. Observations are conducted directly in the classroom without the researcher's active involvement in teaching and learning activities.²⁴ Meanwhile, documentation is used to strengthen and complement data from interviews and observations.

Data analysis is carried out through three main stages, namely data reduction, data presentation, and drawing conclusions.²⁵ Data reduction aims to filter relevant information from raw data obtained in the field. Data presentation is carried out in the form of descriptive narratives in order to systematically describe the relationship between the role of teachers and student learning motivation. Drawing conclusions is done through interpretation of patterns that emerge from categorized data. To ensure the validity of the data, a credibility test is carried out through extended observations, increased persistence, triangulation of sources and methods, and the use of reference materials such as photos and authentic documents. Triangulation is carried out by comparing the

²¹ Noor Azura Mat Said et al., "Conceptualizing Critical Thinking Learning Transfer Model: A Qualitative Approach," *Malaysian Journal of Learning and Instruction* 18, no. 1 (2021), <https://doi.org/10.32890/mjli2021.18.1.5>.

²² D.M. Mertens, *Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods* (California: Sage Publications, 2009).

²³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2016).

²⁴ Dedy Mulyana, *Metodologi Kualitatif: Paradigma Dan Ilmu Komunikasi Dan Ilmu Sosial Lainnya* (Bandung: Remaja Rosdakarya, 2014).

²⁵ Lili Sururi Asipi, Utami Rosalina, and Dwi Nopiyadi, "The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at IPB Cirebon," *International Journal of Education and Humanities (IJEH)* 2, no. 3 (2022).

results of interviews, observations, and documentation to ensure the accuracy of the information.²⁶ This research process begins with the planning stage, followed by field data collection, and ends with analysis and preparation of reports based on data that has been analyzed in depth.

RESULT AND DISCUSSION

This study aims to determine the role of teachers in improving students' learning motivation in SKI subjects at MI NU Terpadu Sumbergempol. Based on the results of observations, interviews, and documentation, data was obtained that teachers have a strategic role in carrying out three main functions, namely as educators, motivators, and facilitators. Analysis of field findings shows that teachers apply an educative, interactive, and supportive approach in an effort to improve students' learning motivation

The Role of Teachers as Educators

The role of teachers as educators is very important in increasing students' learning motivation. In this context, teachers are not only tasked with delivering material, but also to shape good student character. Mrs. Husna, a SKI teacher, emphasized that education is not only about intellectual aspects, but also about morals and ethics. This is in line with the statement of Mrs. Riani, the Head of Madrasah, who emphasized that teachers must provide good examples and role models for students.

One way for teachers to increase learning motivation is by preparing clear and structured learning tools. With the Learning Implementation Plan (RPP), teachers can direct the learning process more effectively. This makes it easier to deliver material and ensures that each step of learning is carried out properly.

The learning activities carried out by Mrs. Husna show efforts to build student character through prayer activities before starting learning. In this way, students are taught religious values that can foster good character. In addition, the lecture method combined with interactive discussions helps increase student interest. In this process, teachers encourage students to actively participate and speak, so that the learning atmosphere becomes more dynamic.

Teachers also give various assignments, such as Student Worksheets (LKS) and end-of-chapter assignment sheets, to measure student understanding. Assessment is not only done after the assignment is completed, but also includes constructive feedback, so that students can find out their mistakes and learn from the experience. This not only helps students to understand the material better, but also fosters an honest and responsible attitude.

²⁶ Muftahatus Sa'adah, Gismina Tri Rahmayati, and Yoga Catur Prasetyo, "Strategi Dalam Menjaga Keabsahan Data Pada Penelitian Kualitatif," *Jurnal Al 'Adad: Jurnal Tadris Matematika* 1, no. 2 (2022).

As educators, teachers have the primary responsibility to teach and educate students in an effective manner.²⁷ In this context, the role of teachers as educators is not only limited to delivering material, but also includes the formation of students' character and morals.²⁸ Extensive knowledge and good teaching skills are essential for teachers to create a conducive learning atmosphere. When students feel appreciated and supported, they are more motivated to learn and actively participate in learning.²⁹

Students' learning motivation is greatly influenced by the way teachers organize the learning process.³⁰ Teachers need to prepare good learning tools, including a clear Learning Implementation Plan (RPP), so that learning objectives can be achieved properly.³¹ The use of various methods is also important to maintain student interest during the learning process. Methods such as storytelling, discussion, and varied assignments can create interesting learning experiences and encourage students to be more actively involved in learning.³²

The role of teachers as educators is demonstrated by teachers during learning with the following results: first, preparing learning tools. the learning tools provided are in the form of RPP. By preparing learning tools, teachers can control the progress of learning because they have been supported by the formulation of objectives, methods, strategies and others in learning activities. Second, the use of different learning methods. The use of various learning methods, with the aim that students do not get bored easily in learning and instead attract students' attention during learning. And third, assessment, Assessment is given not only to the results of students' work on the tasks that have been given but also to the behavior or attitudes of students during learning activities.³³ In closing, the role of teachers as educators in increasing student learning motivation is crucial. By creating a positive learning atmosphere, preparing good learning tools, and using a

²⁷ Nur Fitri Amalia and Moh Vito Miftahul Munif, "Tantangan dan Upaya Pendidikan dalam Menghadapi Era Society 5.0," *MAANA: Jurnal Pendidikan Islam Anak Usia Dini* 1, no. 2 (2023).

²⁸ Dewi Anggreini and Eko Priyoadmiko, "Peran Guru Dalam Menghadapi Tantangan Implementasi Merdeka Belajar Untuk Meningkatkan Pembelajaran Matematika Pada Era Omicron Dan Era Society 5.0," in *Prosiding Seminar Nasional Pendidikan Guru Sekolah Dasar*, 2022.

²⁹ Fauziah Aini and Zaka Hadikusuma Ramadan, "Peran Guru Dalam Mengembangkan Nilai Etika Dan Moral Peserta Didik Sekolah Dasar," *ELSE (Elementary School Education Journal)* 8, no. 2 (2024).

³⁰ Amalia Ratna Zakiah Wati and Syunu Trihantoyo, "Strategi Pengelolaan Kelas Unggulan Dalam Meningkatkan Prestasi Belajar Siswa," *Jurnal Dinamika Manajemen Pendidikan* 5, no. 1 (October 1, 2020), <https://doi.org/10.26740/jdmp.v5n1.p46-57>.

³¹ Firman Mansir, "The Urgency of Islamic Education Learning Methods At Schools And Madrasa In The Digital Era," *Tadrib: Jurnal Pendidikan Agama Islam* 9, no. 2 (December 31, 2023), <https://doi.org/10.19109/zzyghw45>.

³² UIN Sunan Kalijaga, UIN Sunan Kalijaga, and UIN Raden Fatah, "Variasi Metode Dan Media Pembelajaran Dalam Kegiatan Belajar Mengajar," *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah* 7, no. 1 (2023).

³³ Eka Yulia Syahrawati, Endang Susantini, and Sifak Indana, "Profile of Blended Learning Implementation in Learning Activities," *IJORER : International Journal of Recent Educational Research* 3, no. 1 (January 30, 2022), <https://doi.org/10.46245/ijorer.v3i1.183>.

variety of methods, teachers can help students achieve their maximum potential.³⁴ This is in line with the theory of motivation which states that student learning motivation will increase when they feel that the learning is relevant and interesting to them.

The Role of Teachers as Motivators

The role of teachers as motivators is very important to raise students' enthusiasm for learning. In SKI learning, which often involves a lot of reading and memorizing, teachers need to create a fun and interesting atmosphere. Mrs. Husna did icebreaking before starting the learning to create a more fun atmosphere. This activity helps students feel fresher and ready to learn. In addition, teachers also intersperse learning with games related to the material, to maintain students' focus and enthusiasm.

The assignments given by teachers are also carefully considered. The assignments are not only given, but are packaged in an interesting form, such as Crossword Puzzles (TTS). In addition, the implementation of a ticket system to provide an imbalance to students who complete assignments on time is an additional motivation for them.

Praise is also an effective motivational tool. Mrs. Husna gives praise to students who successfully answer questions or get good grades, which can increase students' self-confidence and motivate them to study harder.³⁵

Teachers not only function as transmitters of knowledge, but also as motivators who can raise students' enthusiasm for learning.³⁶ In the learning process, teachers need to find effective ways to inspire and motivate students so that they have a high interest in the subjects being taught.³⁷ One way that can be done is by holding fun activities, such as games related to open material. This not only helps reduce student boredom but also makes learning more interactive and enjoyable.

Ice breaking before starting learning is also an effective technique to raise students' enthusiasm.³⁸ This activity can help students feel more relaxed and ready to follow learning with more focus. By creating a cheerful and enthusiastic atmosphere, students will be more enthusiastic

³⁴ Nirwana, "Motivasi sebagai Kunci Keberhasilan dalam Pembelajaran."

³⁵ Helsa Mariana Ningsih and Wasith Achadi, "The Role Of The Teacher in Implementing The Project To Strengthen The Profile Of Pancasila Students : Peran Guru Dalam Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila," *Thawalib: Jurnal Kependidikan Islam* 5, no. 1 (April 5, 2024), <https://doi.org/10.54150/thawalib.v5i1.447>.

³⁶ Arya Setya Nugroho, "Analysis Of Difficulties And Metacognition Abilities Of Pre-Service Primary School Teachers In Reviewing Research Articles," *Jurnal Cakrawala Pendas* 9, no. 4 (October 31, 2023), <https://doi.org/10.31949/jcp.v9i4.6736>.

³⁷ Septi Anggraini, "Learning Concepts Learning Approach Models in Improving Students' Understanding of Mathematical Concepts," *EDUCTUM: Journal Research* 2, no. 5 (September 30, 2023), <https://doi.org/10.56495/ejr.v2i5.416>.

³⁸ Dharma and Sudewiputri, "Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemi Covid-19."

about learning. Teachers need to try to make learning less monotonous so that students feel more comfortable and actively involved in the learning process.³⁹

Praise and awards are also an important part of the teacher's role as a motivator. By giving praise to students who excel, teachers can encourage other students to try harder. Praise serves as recognition of students' efforts and achievements, which can increase their self-confidence. Overall, by combining various motivational strategies, teachers can create a learning environment that supports and motivates students to achieve academic success. From the explanation above, it can be concluded that the role of the teacher as a motivator includes: game play that is useful for reducing and eliminating student boredom when following the learning process because the character of the game is fun, motivating and entertaining. Furthermore, there is ice breaking before starting learning which is a simple, light and concise game or activity that functions to change the composition of frozenness, rigidity, boredom or drowsiness in learning. Giving assignments becomes the next role as a motivator, giving assignments is done to increase student interest in learning or student learning motivation, so that in giving assignments the teacher should not use ordinary methods.⁴⁰ Finally, there is giving praise which is one type of reward, the purpose and benefits of rewards are to create positive behavior to lead to better learning activities.

The Role of Teachers as Facilitators

As facilitators, teachers are tasked with providing media and a supportive learning environment. Mrs. Husna uses concept maps to help students understand SKI material better. Concept maps created by teachers help students organize information and understand the relationships between materials. This has proven effective in increasing students' learning motivation, because they feel helped and find it easier to understand the lessons. Teachers also play a role in creating a safe and comfortable environment, so that students feel close and can communicate better. By establishing good relationships, students feel more open to sharing problems or difficulties they face in learning.

³⁹ Esti Setiawati et al., "Efektivitas Pembelajaran Outdoor Learning Process Terhadap Peningkatan Kerja Sama, Motivasi Belajar, dan Hasil Belajar IPS Siswa Sekolah Dasar," *Jurnal Paedagogy* 10, no. 1 (January 17, 2023), <https://doi.org/10.33394/jp.v10i1.6477>.

⁴⁰ Wayan Maba and Ida Bagus Nyoman Mantra, "The Role of Inspirational Teachers in Increasing Students' Learning Motivation," *Pancasila International Journal of Applied Social Science* 3, no. 2 (2025).

As a facilitator, teachers have the task of providing facilities and infrastructure that support students in the learning process.⁴¹ This includes providing relevant learning media, such as concept maps, which can help students better understand open material.⁴² By using the right media, by understanding students' personalities and potentials by understanding their potential and personalities. Then teachers can attract students' attention and make it easier for them to understand the concepts taught. Good facilities can create a fun learning atmosphere and arouse students' curiosity.⁴³

In addition to providing media, teachers also need to design a variety of interesting assignment models. Varied assignments can prevent student boredom and provide challenges that motivate them to learn more⁴⁴. By giving assignments that are in accordance with students' interests and abilities, teachers can help them achieve success in learning. It is important for teachers to adapt to students' needs and create learning experiences that suit their characteristics.⁴⁵

In this context, teachers also need to act as partners for students. By listening to students' opinions and feelings, teachers can build better relationships and support their learning process. Through positive interactions, students will feel more comfortable and motivated to participate in learning.⁴⁶ Thus, the role of the teacher as a facilitator is very important in creating a conducive learning environment and supporting student learning motivation. Based on research conducted by researchers, teachers as facilitators in learning do not only convey material by telling stories but also provide media in the form of concept maps. Providing media in the form of concept maps is the role of teachers in facilitating students to facilitate student learning activities. The provision of media in the form of concept maps by teachers can attract students' attention during learning, in addition, using concept maps makes it easier for students to understand the material in general.

⁴¹ Saski Anggreta Fauzi and Dea Mustika, "Peran Guru Sebagai Fasilitator Dalam Pembelajaran Di Kelas V Sekolah Dasar," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 3 (June 30, 2022), <https://doi.org/10.31004/jpdk.v4i3.5113>.

⁴² Nabila Sapitri et al., "Peran Guru Profesional Sebagai Fasilitator Dalam Kegiatan Pembelajaran Di Sekolah Dasar," *caXra: Jurnal Pendidikan Sekolah Dasar* 3, no. 1 (June 30, 2023), <https://doi.org/10.31980/caxra.v3i1.878>.

⁴³ Aiman Faiz, Anis Pratama, and Imas Kurniawaty, "Pembelajaran Berdiferensiasi dalam Program Guru Penggerak pada Modul 2.1," *Jurnal Basicedu* 6, no. 2 (March 1, 2022), <https://doi.org/10.31004/basicedu.v6i2.2504>.

⁴⁴ Ba'in et al., "Optimalisasi Ketrampilan Guru Sejarah dalam Mengembangkan dan Memanfaatkan Model-Model Pembelajaran Inovatif."

⁴⁵ Risa Damira and Daulat Saragi, "Peran Motivasi Belajar Siswa Terhadap Hasil Belajar Pada Muatan IPS (Studi di SD Negeri 067245 Medan Selayang)," *Jurnal Manajemen Pendidikan Dasar, Menengah dan Tinggi (JMP-DMT)* 4, no. 2 (2023); Disriani and Habibi, "Hubungan Motivasi Belajar Siswa terhadap Hasil Belajar Siswa."

⁴⁶ Mega Rahmawati and Edi Suryadi, "Guru Sebagai Fasilitator Dan Efektivitas Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 4, no. 1 (January 14, 2019), <https://doi.org/10.17509/jpm.v4i1.14954>.

CONCLUSION

The role of teachers is very crucial in increasing students' learning motivation, especially in the subject of Islamic Cultural History (SKI) in class IV MI NU Terpadu Sumbergempol. Through a creative and interactive approach, teachers not only function as material deliverers, but also as motivators and facilitators who are able to create a fun and conducive learning atmosphere. The use of interesting learning media, such as videos and educational games, as well as the application of various methods, have proven effective in attracting students' interest and enthusiasm for learning. Teachers are also expected to provide constructive feedback and create a safe environment, so that students feel appreciated and motivated. This study shows that with the active role of teachers in designing relevant and interesting learning, students' learning motivation can increase, resulting in a meaningful and enjoyable learning experience. In conclusion, good learning management by teachers makes a significant contribution to students' success in understanding SKI material and shaping their character.

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