

## Analysis Of The Role Of Teachers In Improving Learning Motivation Of 5–6-Year-Old Children At Al-Khuzamy Kindergarten In 2024/2025

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### Abstract

*This study aims to analyze the role of teachers in improving early childhood learning motivation in class B students at Al Khuzamy Menggala Kindergarten in the 2024/2025 academic year with a population of 35 students. The results of this study are: to determine the role of teachers in raising early childhood learning motivation at Al Khuzamy Menggala Kindergarten both in the learning process and outside of learning. The method used is qualitative with data collection techniques in the form of observation, interviews and documentation. Based on the results of the analysis and discussion, it can be concluded that the role of teachers in improving learning motivation at Al Khuzamy Menggala Kindergarten is good. The implementation of the teacher's role in increasing learning motivation is the teacher as a facilitator, the teacher as a director and the teacher as a motivator. To motivate students, teachers usually give praise to students who have done their jobs well, on the other hand, teachers also act wisely in dealing with students who are not disciplined, namely by giving punishment or in the form of reprimands so that students do not neglect their duties and obligations. For obstacles, teachers experience two obstacles, namely limited interaction between teachers and students, an environment that is less supportive. However, from these two obstacles, teachers have tried to increase children's learning motivation.*

**Keywords:** The Role Of Teachers, Learning Motivation

### INTRODUCTION

As teachers, we play a vital role in the world of education. We need to keep up with various innovations in the world of kindergarten education. By continuing to follow or implement... Educational innovation efforts are expected to improve the quality of students and education itself. Kindergarten education is the foundation for subsequent levels of education. Both teachers and children play an active role, with the teacher acting as a facilitator of children's learning activities, and the children acting as active learners.

Law No. 14 of 2005 concerning Teachers and Lecturers, Chapter I, Article 1, explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education (Ministry of National Education, 2005). In teaching and learning activities, teachers have a quite important role in making the knowledge taught acceptable to existing students. Not only do they play a role in teaching knowledge, teachers have many roles in the learning process. (Yestiana, Dea Kiki, et al., 2020)

A teacher is anyone authorized and responsible for guiding and developing students,

both individually and as a class, both in and outside of school. This definition implies that teachers are professionals with professional duties in education and learning. The role and function of teachers influence the implementation of education and learning. In learning, teachers have the role and function of encouraging, guiding, and facilitating students' learning (Wardani et al., 2021).

According to Slameto, the role and function of a teacher is to educate with an emphasis on providing direction and motivation for achieving both short-term and long-term goals, facilitating goal achievement through adequate learning experiences, and fostering the development of personal aspects such as attitudes, values, and self-adjustment in children. (Hidayati, Ayu Nur, 2022)

Motivation in the sense that is developing in society is often equated with 'enthusiasm', and learning outcomes are results achieved by an individual in developing his abilities through a process carried out with efforts with cognitive, affective, psychomotor and mixed abilities that he has to gain experience over a relatively long period of time so that an individual experiences a change and knowledge from what is observed both directly and indirectly which will stick to

him permanently, learning outcomes can be seen from the evaluation scores obtained by students.

Motivation is the foundation for students to achieve maximum learning outcomes, which will then be used to determine the achievement of expected competencies (Fahrudin & Ulfah, 2023). The grades obtained in learning outcomes also determine students' learning completion, which influences whether or not students advance to the next level.

Motivation is the term most often used to explain the success or failure of almost any complex task. Almost all experts also agree that a theory of motivation concerns the factors that drive and direct behavior. It is also generally accepted that a person's motives for engaging in a particular activity are based on underlying needs (Nisa, K., & Sujarwo, 2020). Learning motivation can arise from intrinsic factors such as the desire and longing to succeed, the need to learn, and hopes and aspirations. External factors include rewards, a conducive environment, and enjoyable and engaging activities. (Rahman, Sunarti, 2021)

Based on initial observations on Monday, February 13, 2025, field data at the research location at Al-Khuzamy Kindergarten showed that teachers play a crucial role in the classroom learning process, particularly in children's motivation. The teachers have been able to increase learning motivation because each teacher uses engaging methods and strategies to motivate children to learn.

The results of interviews obtained with teachers at Al Khuzamy Kindergarten on Monday, February 20, 2025, where children can be motivated in learning, besides that students are quite interested when using new learning methods, children always listen to advice from teachers, children have started to be enthusiastic about participating in competitions held at school.

Based on the results of observations and interviews, researchers are interested in knowing more about the role of teachers in increasing children's learning motivation at Al Khuzamy Kindergarten, so researchers took the initiative to conduct research on "the role of teachers in increasing early childhood learning motivation at

Al Khuzamy Kindergarten in the 2025 academic year.

#### **METHOD (12pt)**

This study uses a descriptive qualitative research type. Qualitative research is research that aims to understand the phenomena experienced by research subjects such as actions, perspectives, motivations, actions, etc., holistically in the form of descriptive words and language, in a natural context by utilizing various natural methods (Moleong, 2022). Descriptive research is research that is intended to describe facts systematically, carefully and actually with the aim of solving actual problems and to collect, organize, explain and analyze data (Kurniawan, 2018).

Based on the explanations above, it can be concluded that qualitative research is research with the aim of examining how teachers act as internal motivators in class B of AL-Khuzamy Kindergarten.

The research location was AL-Khuzamy Kindergarten in Menggala, North Lombok Regency. The subjects were the principal, teachers, and students.

Data collection techniques are one of the factors in obtaining data that aligns with research objectives. Therefore, it is crucial for researchers to pay attention to the accuracy of the information gathering process, be thorough, plan the research systematically, and record the information gathered in the field.

#### **a. Observation**

Sugiyono explained that observation as a data collection technique has specific characteristics compared to other techniques. Observational data collection techniques are used when research concerns human behavior, processes, work, or natural phenomena, and when the number of respondents observed is small. Based on the data collection process, observation is divided into participant observation (participant observation) and non-participant observation (observation without direct involvement). In terms of the instrumentation used, observation can be divided into structured and unstructured observation (Sugiyono, 2020).

This study used semi-participant observation, where the researcher participated in some of the activities carried out by the subjects. This type of observation facilitated the researcher's observation. The observations involved the classroom teacher and students. This observation was necessary to obtain data on students' learning motivation.

#### **b. Interview (*interview*)**

In this study, the researchers used semi-structured interviews. These semi-structured interviews allowed for answers or questions beyond the predetermined list to gather more data through the prepared questions.

#### **c. Documentation**

Documentation is a source of data that supports research, in this research the documentation that researchers collected includes; In this research the documentation data referred to includes: Type of motivation, data related to the motivation given, photos of activities when providing motivation.

The data analysis technique used in this study is the Miles and Huberman model. The Miles and Huberman model consists of three stages as follows: (Saldana, 2014)

#### **1. Data Reduction**

The first stage in the data analysis process is data reduction. Data reduction is a process that makes it easier for researchers to select and sort the right data obtained in the field. Data reduction means sorting and selecting data, focusing more, simplifying, grouping raw data for easy understanding (H.R. Zulki Zulkifli Noor, 2015). Therefore, it can be emphasized that reducing data is summarizing, summarizing, selecting, or choosing data or main things that are considered important to provide a clear picture of the data needed in the research.

#### **2. Data Presentation**

After the data reduction stage, the next step is data presentation. In qualitative research, data is described in descriptive form and can be presented in tables, graphs, pictograms, and similar formats. In this

study, the data obtained were presented in tables, figures, and narratives. This was done to make it easier for researchers to understand the data and actual conditions in the field (Syahroni, 2022).

### **3. Conclusion Drawing and Verification**

The qualitative conclusions drawn in this study are expected to be innovative. This innovation is in the form of new findings in the form of descriptions or images of objects that were previously unclear, becoming clearer after the research was conducted. The author drew conclusions related to students' numerical abilities in the high, medium, and low ability categories that correspond to the numeracy indicators according to the 2017 GLN Team and the factors inhibiting students' numerical abilities (Gunawan, 2015).

The validity technique used by the researcher was triangulation. (Mardawani, 2020) stated that triangulation is information obtained from several sources: interviews, tests, observations, and documentation. The validity techniques used in the research were source triangulation and technical triangulation.

According to (Sugiyono, 2020), source triangulation is data collection using one technique from various sources, such as in this study, interviews will be conducted with students, homeroom teachers, and the principal. Using one technique on different informants

## **RESULTS AND DISCUSSION**

### **RESEARCH FINDINGS**

#### **1. Strategies Implemented by Teachers as Motivators in Increasing Children's Enthusiasm for Learning in Class B of Al-Khuzamy Menggala Kindergarten.**

Based on the research results that include observation, interviews, and documentation, it can be concluded that teachers at Al-Khuzamy Menggala Kindergarten, especially in Class B, apply holistic and contextual strategies as motivators to increase the enthusiasm for learning in children aged 5-6 years. The main strategies that are

consistently implemented include: (1) Application of habituation methods to instill discipline and positive learning routines; (2) Designing play-based learning that utilizes educational games, exploration, and art/creativity activities to create a fun learning atmosphere and stimulate children's natural curiosity; and (3) Providing intensive positive reinforcement in the form of praise, awards, and appreciation for children's efforts and achievements. A supporting strategy that is also significant is the use of visual media to attract attention, facilitate understanding, and increase children's involvement in activities.

The implementation of these strategies has proven effective in fostering children's intrinsic enthusiasm for learning. The results of observations and in-depth interviews with teachers (Mrs. Laila and Mrs. Umratul Utami) show positive impacts in the form of: (1) Increasing children's active participation in the entire learning process; (2) Strengthening children's self-confidence so they are not afraid to try new things and learn from mistakes; (3) Growing children's independence in completing assignments; and (4) Creating a positive, enthusiastic, and enjoyable learning atmosphere. Teachers also reflectively conduct ongoing evaluations, including asking for feedback from students, to ensure the effectiveness and appropriateness of the strategies used.

Philosophically, the approach implemented by the Class B teachers of Al-Khuzamy Menggala Kindergarten is in line with the views of the principal (Mr. H. Saefuddin Mahrif, Lc) regarding the importance of instilling a passion for learning and preparing educational provisions from an early age to face future challenges. The overall strategy implemented—including creating a safe, supportive, stimulus-rich, and appreciative learning environment—has not only succeeded in spurring momentary learning motivation, but also plays an important role in shaping the character of independent learners and a love for the learning process itself in children. This answers the needs of early childhood

education that emphasizes holistic development through meaningful and enjoyable learning experiences.

## **2. The Impact of the Teacher's Role as a Motivator on the Learning Motivation of Class B Children at Al-Khuzamy Menggala Kindergarten**

Based on the results of observations and in-depth interviews with teachers, it can be concluded that the role of teachers as motivators at Al-Khuzamy Menggala Kindergarten has a significant and multidimensional impact on the learning motivation of early childhood children in Class B. Key strategies implemented by teachers—including the use of positive language (specific praise, smiles, supportive hugs), the creation of a stimulating and comfortable physical environment (attractive decoration, flexible layout, adequate lighting and temperature), and active collaboration with peers and parents—have proven effective in creating a safe, enjoyable, and exploration-supportive learning atmosphere. The direct impacts observed are an increase in children's active engagement in every activity, a strengthening of self-confidence to ask questions and express opinions, and the growth of an intrinsic enthusiasm to explore new things.

The strategic impact of the teacher's motivating role is manifested in several crucial indicators of learning motivation. First, the creation of a sense of emotional security that becomes the foundation for children to dare to take risks in learning, such as trying new activities, completing challenges independently, and learning from mistakes without fear of judgment. Second, the emergence of consistent enthusiasm and joy throughout the learning process, as seen from facial expressions, enthusiasm for participation, and seriousness in completing tasks. Third, the development of children's initiative and independence, such as the desire to complete their own work, pride in showing off their work, and willingness to help friends. This shows that the motivation

that is cultivated is not merely extrinsic (due to praise/rewards), but has stimulated sustainable intrinsic motivation.

Holistically, the implementation of the teacher's role as a motivator at Al-Khuzamy Menggala Kindergarten has succeeded in creating a conducive learning ecosystem for the growth of early childhood learning motivation. Synergistic collaboration between teachers, parents, and the school environment strengthens the positive impact of the strategies implemented in the classroom. This child-centered, compassionate, and appreciative approach not only increases short-term learning enthusiasm but also instills the foundation of a lifelong learner's character—including a strong sense of curiosity, courage to express oneself, self-confidence, and joy in discovering new things. These findings reinforce the view that the teacher's role as a reflective and supportive motivator is a determining factor in optimizing children's learning potential during the golden age of development.

### 3. Supporting and Inhibiting Factors of the Teacher's Role as a Motivator in Class B of Al-Khuzamy Menggala Kindergarten

Based on the research results, there are several key supporting factors that facilitate the role of teachers as motivators in Class B of Al-Khuzamy Menggala Kindergarten. Institutional support from the school is the main foundation, reflected in the provision of adequate facilities and infrastructure (flexible classrooms, APE, technological devices), allocation of funds for the development of creative learning media, and the implementation of a program to improve teacher competency on an ongoing basis through *workshop of Pedagogical* (such as game-based method training) and collaborative forums (classroom observations, discussions between teachers, and PAUD cluster training). Multi-stakeholder collaboration also plays a significant role, especially synergy between teachers in designing varied learning and collaboration with parents through regular

communication (*WhatsApp Group*) and direct involvement in learning activities. In addition, teachers' pedagogical competence in designing enjoyable methods and the ideal number of students allows for a more personalized approach.

On the other hand, several inhibiting factors emerged in the implementation of the teacher's motivator role. Time constraints are a major obstacle to providing adequate individual attention, especially in accommodating the very diverse characteristics of children (differences in learning speed, interests, and needs). The limited role of parents outside of school, such as the lack of learning assistance at home and participation in supporting children's educational processes, also reduces the effectiveness of long-term motivation. Technical constraints such as the availability of supporting facilities that are not optimal in certain aspects and the potential for internal teacher motivational constraints due to workload also need to be considered.

Holistically, although challenges exist, supporting factors—especially systemic school support and collaboration—tend to be more dominant in supporting the role of teachers as motivators at Al-Khuzamy Menggala Kindergarten. The school's proactive efforts in improving teacher competency and building communication with parents have succeeded in mitigating some of the obstacles. However, optimizing the role of teachers requires systematic handling of inhibiting factors, especially through: (1) Strengthening *engagement of Parents* in children's education; (2) Development of time management strategies and learning differentiation to address the diversity of children's characteristics; and (3) Provision of learning support facilities on an ongoing basis. This synergy is crucial to maximize the effectiveness of motivation in fostering early childhood learning enthusiasm.

## DISCUSSION

### 1. Strategies Implemented by Teachers as Motivators in Increasing Children's

### **Enthusiasm for Learning in Class B of Al-Khuzamy Menggala Kindergarten.**

Based on observations and interviews, teachers in grade B at AL-Khuzamy Kindergarten implemented various learning motivation strategies tailored to the characteristics of 4-5-year-old children. These strategies proved effective in motivating children to learn, as reflected in their participation, enthusiasm, and independence in participating in activities.

#### **1. Praise and positive reinforcement**

Teachers routinely offer praise such as "great" or "smart" when children complete assignments. This reinforcement makes children feel valued and more confident.

#### **2. Fun learning method**

The use of songs, stories, and educational games makes learning feel like play. This increases children's interest and enthusiasm for participating in activities.

#### **3. Supportive learning environment**

The classroom above features bright colors, children's artwork displayed on the wall, and an educational play corner. This atmosphere creates a sense of joy and comfort, encouraging children to learn enthusiastically.

The findings of this research are in line with the theory of *Albert Bandura* which states that praise and positive reinforcement given by teachers will strengthen positive behavior in children (Herly, 2018). A conducive learning environment and warm interactions between teachers and children also support the social learning process, where children feel comfortable and motivated to follow the teacher's example. Thus, teachers as motivators at AL-Khuzamy Kindergarten do not only rely on direct instructions but also social learning that encourages children to learn actively and enjoyably, in accordance with Bandura's concept.

In addition, research from (Hawa, 2022) stated that other impacts include: increasing children's self-confidence, growing enthusiasm in participating in learning activities, increasing

active participation, children focusing more quickly and completing tasks, and the emergence of a positive attitude towards learning.

### **2. The Impact of the Teacher's Role as a Motivator on Children's Learning Motivation in Class B of Al-Khuzamy Menggala Kindergarten**

The research results show that the teacher's role as a motivator has a very positive impact on children's learning motivation in grade B of Al-Khuzamy Kindergarten. Children who were previously passive, lacking in confidence, or easily bored showed increased enthusiasm for learning after receiving a motivational approach from the teacher.

According to Lev Vygotsky, children's motivation and learning abilities develop optimally through social interactions, especially with adults or more capable people, in this case teachers (Mawarni Purnamasari & Na'imah, 2020).

### **3. What factors support and inhibit the role of teachers in motivating Al-Khuzamy Menggala Kindergarten?**

There are supporting and inhibiting factors for teachers in motivating students.

#### **1) Factors that Support Good Teacher Competence**

Teachers have an understanding of early childhood development as well as classroom management skills with a fun and communicative approach.

##### **a) Support from the School**

The school provides sufficient learning media, comfortable classrooms, and supports teachers' creativity in creating teaching aids and varied activities.

##### **b) Collaboration with Parents**

Parents actively accompany their children in learning at home and respond positively to teachers' suggestions, which strengthens children's enthusiasm for learning while at school.

#### **2) As for the Inhibiting Factors**

a) Significant Differences in Children's Characters

Some children are highly active, while others are very shy or lack self-confidence. This makes a motivational approach more personalized and time-consuming.

b) Limited Learning Time

The short learning duration in kindergarten limits teachers from providing a maximum motivational approach for each child, especially in activities that require personal guidance.

c) Lack of Support from Some Parents

Some parents are less active in monitoring or continuing learning stimulation at home, so that children receive less reinforcement outside of school.

In line with these findings, Julaiha revealed Factors That Influence Learning Motivation in Early Childhood "Learning motivation in early childhood can be influenced by various factors, including the learning environment, social interactions, basic needs, interests, and beliefs that children have (Julaiha et al., 2023)."

## CONCLUSION

1. The teacher's strategy as a motivator in Class B of Al Khuzamy Kindergarten is implemented through various approaches that are fun and build children's enthusiasm for learning. The teacher uses game-based learning methods, provides praise or rewards, creates a positive classroom atmosphere, and maintains active communication with parents through WhatsApp groups and in person. The teacher also involves parents in learning activities to strengthen their involvement and support for their children.
2. The impact of the teacher's role as a motivator is evident in the increased enthusiasm and participation of children in learning activities. Children become more active, confident, and enthusiastic during lessons. A motivating approach also helps foster a positive attitude toward learning from an early age.

3. Factors supporting the teacher's role as a motivator include teacher training (such as creative methods workshops), support from the principal, the availability of teaching aids (APE), and good cooperation between teachers and parents. Inhibiting factors include limited learning media, differences in children's characteristics and needs, and limited time and resources to develop varied learning strategies.

## SUGGESTION

Based on the conclusions above, the researcher provides the following suggestions:

1. For Teachers  
Teachers are expected to continue developing creativity in motivating children through approaches appropriate to their age and character. It's also crucial for teachers to pay attention to children's emotional needs so they feel valued and their enthusiasm for learning grows.
2. For Schools  
Schools should provide regular training on early childhood motivation strategies, and consider providing support teachers in classes with large numbers of students.
3. For Parents  
Parents are expected to support their children's learning process at home by providing positive reinforcement and creating a pleasant learning atmosphere, as well as establishing regular communication with teachers.
4. For Further Researchers  
This research is expected to be a reference for further research, especially those discussing the relationship between the role of teachers and learning motivation with a more in-depth approach or broader scope.

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This study revealed that teacher motivational strategies (play methods, appreciation, a positive environment, and parent collaboration) successfully increased children's participation, confidence, and enthusiasm for learning. Support from teacher training, school policies, and the availability of educational resources (APE) were key drivers, although challenges such as limited media, diverse child characteristics, and time constraints still needed to be addressed.

We hope these findings will be beneficial for the development of early childhood pedagogy. Thank you for your cooperation and inspiration.

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