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## The Role of Teachers in Increasing Motivation to Learn Arts and Culture Subjects for Class IV SDN 1 Tanantovea

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### ABSTRACT

Learning motivation is an important factor that influences student success, especially in the subject of Arts, Culture and Crafts (SBdP) which requires creativity. This study aims to describe the role of teachers in improving the learning motivation of fourth grade students of SDN 1 Tanantovea in the subject of SBdP. The method used is descriptive qualitative with data collection techniques through observation, interviews, documentation, and questionnaires. The results of the study showed that teachers act as facilitators, learning managers, motivators, guides, and demonstrators. Based on the results of the questionnaire, 53.3% of students strongly agreed and 46.7% agreed that teachers make SBdP learning more enjoyable. As many as 60% of students agreed that teachers are always ready to guide when students experience difficulties. teachers use a variety of learning media, provide motivation, individual guidance, and deliver materials in an interesting way. With the active and creative involvement of teachers, the SBdP learning process becomes more meaningful and is able to foster student learning motivation optimally. This study concludes that the role of teachers is very significant in fostering students' interest in learning so that it can improve learning outcomes in fourth grade of SDN 1 Tanantovea.

## 1. Introduction

Elementary education holds a strategic position in shaping students' basic intellectual abilities, character, and creativity. Among the key factors determining student success is learning motivation, which serves as an internal drive for students to be engaged in the learning process. This is especially relevant for the Arts, Culture, and Crafts subject (SBdP), which requires high levels of student creativity and participation. In SBdP, students are expected not only to absorb material but to express themselves through artistic creations. Research by Hartati and Kusuma (2022) emphasizes that learning motivation is significantly affected by the teacher's ability to provide a pleasant and structured learning environment. Teachers play a central role in this process, especially when classroom infrastructure is limited or student attention is divided. Febriarti (2021) motivation serves as a psychological

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engine that influences perseverance and resilience during the learning process. It can be built not only through cognitive support but also through emotional encouragement and well-planned learning experiences. Without strong motivation, even high intellectual ability cannot ensure student success.

The teacher's role in motivating students becomes increasingly critical under the current Independent Curriculum. This curriculum requires teachers to implement student-centered, flexible learning models that emphasize contextual learning, project-based tasks, and creative exploration. However, despite the curriculum's progressive intent, many elementary school teachers still struggle to integrate theory and practice effectively, especially in remote or under-resourced schools (Azizah & Hakim, 2024). According to Ramadhani and Muhroji (2022), these difficulties include limited access to learning media, underdeveloped pedagogical competencies, and classroom time constraints. SBdP, as a subject that emphasizes practice and creativity, often suffers when traditional lecture methods dominate. Wahyuningsih (2024) also identified that students in early grades benefit most from teachers who act as mentors and role models, especially when their emotional maturity is still in development. Siswanto et al. (2022) teachers must therefore build trust and consistently model enthusiasm to inspire students' intrinsic motivation. This process requires not only skill but also patience, empathy, and adaptability to student needs. It is not enough for teachers to deliver content; they must also understand students' emotional states and tailor learning accordingly. A mismatch between teaching approach and student condition may lead to disinterest or even rejection of the learning experience.

Previous research highlights the importance of diverse instructional roles played by teachers, particularly in practical subjects like SBdP. Meri and Mustika (2022) explain that effective SBdP teachers act as facilitators, classroom managers, motivators, personal guides, and demonstrators. Each of these roles contributes to a positive learning environment, which in turn stimulates student motivation. Astuti and Saputra (2024) found that using varied media such as recycled materials, simple visual aids, or student-made artifacts can boost interest and make abstract concepts more tangible. Likewise, Isnawati and Rahmawati (2023) emphasized that the demonstration method is effective for increasing student engagement and participation in arts-based learning. Mawaddah and Sari (2021) further reported that students become more active when teachers use contextual learning methods that connect the material with students' real-life experiences. Teachers who personalize learning experiences tend to make students feel seen and appreciated, thereby increasing their willingness to participate. Practical demonstrations, hands-on activities, and creative project assignments can shift passive learners into active creators. However, the success of such methods still depends on the teacher's creativity, preparation, and ability to manage time effectively.

Other studies also show that motivation increases when students feel emotionally supported and involved in meaningful learning activities. Putri and Gunawan (2021) emphasized that students with high motivation tend to be more persistent in completing assignments and show greater enthusiasm in classroom discussions. Teachers who provide constructive feedback and offer opportunities for self-

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expression can build students' self-confidence and learning ownership. Mahendra, Suranata, and Arini (2022) found that creative SBdP teaching that adapts to the uniqueness of student learning styles significantly improves student engagement and satisfaction. Emotional safety in the classroom is just as essential as academic structure. Rahayu and Subekti (2020) support this by stating that a well-managed and psychologically safe learning environment can lead to increased participation, especially in group projects or artistic performances. Students who feel comfortable are more likely to take intellectual risks and express ideas creatively. Therefore, teachers must strike a balance between providing structure and giving freedom. Overly rigid control may suppress creativity, while too much freedom may lead to confusion and lack of focus. This balance is especially crucial in SBdP, where both guidance and exploration are needed in equal measure.

Although numerous studies have examined student motivation and teacher roles, most have focused on general subjects such as mathematics and language, often overlooking the specific needs of SBdP in public elementary schools with minimal facilities. There is still a gap in research that documents how SBdP teachers apply motivational strategies in low-resource contexts and how students respond to these strategies in real classroom settings. This study addresses that gap by examining the actual teaching practices of SBdP teachers in Grade IV at SDN 1 Tanantovea. By doing so, it seeks to illustrate how teacher creativity, classroom management, and personal interaction all contribute to the development of learning motivation. The findings of this study are expected to provide valuable insights for both educational practitioners and policymakers. It can serve as a practical reference for teachers in similar contexts to refine their strategies, despite limitations in resources. It also contributes theoretically by mapping the connections between teacher roles and learning motivation in artistic education. With a focus on real classroom conditions, this research aims to show that motivation is not merely an internal factor but is largely shaped by external conditions and, most importantly, by the quality of teacher engagement.

## **2. Methodology**

### ***Research Design***

This study employs a qualitative descriptive approach aimed at deeply describing the teacher's role in improving students' motivation in Arts and Culture subjects (SBdP) in Grade IV of SDN 1 Tanantovea. According to Sugiyono (2022), qualitative descriptive research is used to explore phenomena in a natural setting and interpret meaning from participant perspectives through observation, interviews, and document analysis. The emphasis is placed on understanding meaning, reasoning, and the contextual aspects of human behavior. This approach is suitable for exploring teacher strategies and classroom realities that cannot be measured quantitatively. The study took place over two months, from March to May 2025, at SDN 1 Tanantovea, Donggala Regency, Central Sulawesi. Through this design, the researcher sought to describe, explain, and interpret how teachers perform various roles such as facilitator, motivator, and guide to enhance learning

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motivation in SBdP. The findings were expected to provide deep insight into the realities of elementary classroom practices.

### ***Instruments***

The research instruments used in this study include:

1. Observation guidelines, based on indicators of teacher roles such as facilitator, class manager, motivator, guide, and demonstrator (Meri & Mustika, 2022).
2. Interview guidelines, structured in a semi-open manner to explore the teacher's strategy in motivating students.
3. Questionnaires, designed using a four-point Likert scale and validated before distribution (Sugiyono, 2022).
4. Documentation, such as lesson plans, photos of learning activities, and students' artworks.

### ***Data Collection***

Data were collected through four main techniques:

1. Direct Observation, conducted in class IV of SDN 1 Tanantovea during the Arts and Crafts learning process. Observations focused on the opening, core, and closing activities.
2. Interviews, conducted in depth with Arts and Crafts teachers to explore experiences, learning strategies, and challenges faced. Interviews were recorded and transcribed.
3. Questionnaire Distribution, conducted to all 15 class IV students. The questionnaires were filled out independently under the guidance of the researcher to ensure understanding.
4. Documentation, in the form of taking photos of the learning atmosphere, teaching materials, learning media, and supporting documents such as RPP (Learning Implementation Plan).

### ***Data Analysis***

Data were analyzed using the interactive model by Miles and Huberman (1994), involving three stages:

1. Data Reduction, namely selecting and filtering data that is relevant to the focus of the research (the role of the teacher).
2. Data Presentation, the reduced data is presented in the form of narrative descriptions, questionnaire percentage distribution tables, and visual documentation.
3. Drawing Conclusions, is done by formulating patterns, relationships between data components, and final conclusions about how the role of teachers influences student learning motivation.

Triangulation techniques are used to check the validity of the data, namely comparing the results of observations, interviews, questionnaires, and documentation. With this procedure, it is hoped that readers can replicate the research with similar conditions

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### 3. Results and Discussion

#### *Results*

This section presents the main findings of the study on how teachers' roles improve students' learning motivation in the Arts and Crafts (SBdP) subject in grade IV of SDN 1 Tanantovea. Data were obtained through a series of observations, in-depth interviews, distributing questionnaires to students, and documentation of learning activities. In general, the results show an increase in students' learning motivation which is closely correlated with the role of teachers as facilitators, class managers, motivators, guides, and demonstrator. Initial conditions before the strategy was implemented showed an imbalance between student attendance and active participation in class. This was revealed when the researcher conducted observations in the first week of SBdP learning, where some students were seen physically present but were less actively involved in the discussion process or the practice of making artwork. Data on student attendance and participation before implementing various learning strategies are presented in Table 1 below:

Table 1. Initial Student Attendance and Participation Rates

Category	Indicator	Frequency	Percentage (%)
Complete Student Attendance	Yes	12	80%
Incomplete Student Attendance	No	3	20%
Active Participation	Yes	8	53%
Passive Participation	No	7	47%

Based on Table 1, although most students were present, almost half of them were still passive. This condition can be seen from the behavior of students who tend to be quiet, do not ask questions, and only wait for instructions without the initiative to try. The classroom atmosphere in the initial conditions was still monotonous with one-way activities from teacher to student. Some students even seemed to chat more with their deskmates when the teacher explained the material. This shows the importance of a special strategy so that students' physical presence is followed by mental presence, namely being actively involved in learning. Teachers are aware of this condition and begin to prepare a variety of learning media to create a more interesting classroom atmosphere.

After the teacher began implementing varied learning strategies, the classroom atmosphere changed significantly. The results of distributing questionnaires to 15 students showed a positive perception of the SBdP learning atmosphere. This questionnaire was designed with a Likert scale and contained statements about how students felt the learning atmosphere, media use, and opportunities to be creative. As a result, the majority of students felt that the learning atmosphere was more enjoyable, the learning media was more interesting, and the teacher provided ample opportunities to be creative. The distribution of students' responses regarding their perceptions of the Arts and Culture (SBdP) learning atmosphere is summarized in the following Table 2:

Table 2. Student Perceptions of Arts and Culture Learning Atmosphere

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers create a pleasant learning atmosphere	8 (53.3%)	7 (46.7%)	0	0
Teachers use interesting learning media	7 (46.7%)	8 (53.3%)	0	0
Teachers provide opportunities for students to be creative	6 (40%)	8 (53.3%)	1 (6.7%)	0

From Table 2, it can be seen that no students disagreed or strongly disagreed with the statement of a pleasant learning atmosphere and interesting learning media. Although there was still one student who felt less given the opportunity to be creative, this shows that most students have felt the positive impact of the teacher's role. The results of this questionnaire strengthen field observations where students seemed more enthusiastic about asking questions, answering teacher questions, and being active in group discussions. Even some students who were previously quiet began to show a desire to try new ideas when making simple crafts from used materials. The classroom atmosphere became more lively because the teacher consistently invited students to interact through open questions and practical demonstrations.

In-depth observation also shows how teachers play dual roles in SBdP learning. Teachers facilitate learning by preparing simple materials such as colored paper, glue, scissors, and recycled materials. Teachers also use visual media in the form of pictures of students' work from previous years to motivate new students. Demonstration activities are carried out directly in front of the class so that students can see the stages of making the work clearly. The following data summarizes indicators of teacher roles that have been successfully fulfilled during the learning process. The observed frequencies of various teacher roles performed during Arts and Culture lessons are shown in Table 3 below:

Table 3. Frequency of Teacher Roles in the Classroom

Teacher Role	Indicator Fulfilled	Not Fulfilled
Facilitator	5	0
Class Manager	4	1
Motivator	5	0
Guide	5	0
Demonstrator	5	0

Based on Table 3, almost all indicators of teacher roles were fulfilled well. The only note was in the aspect of classroom management, where the teacher had difficulty in managing discussion time so that several groups had to complete their work outside of class hours. However, overall, the teacher was seen actively moving from one group to another, providing feedback, and motivating students who lacked confidence. Photo documentation taken showed a cooperative learning atmosphere with teachers and students in dialogue with each other. This shows that student-centered learning strategies can run optimally if teachers consistently carry out dual roles.

The following are the main interview questions used to collect in-depth data from SBdP teachers:

1. What is your understanding of the teacher's role in improving student motivation in SBdP lessons?
2. What strategies do you apply to motivate students during SBdP learning?
3. How do you manage students who show a lack of interest or are passive during class?
4. What kind of media or tools do you use to make SBdP learning more engaging?
5. What challenges do you encounter in increasing student motivation, and how do you overcome them?
6. How do you assess whether students are becoming more motivated in learning SBdP?
7. In your opinion, what is the most effective role of a teacher (e.g., motivator, guide, facilitator) in SBdP?

These questions were delivered during face-to-face interviews and were recorded, transcribed, and analyzed thematically.

In addition to observation and questionnaire data, in-depth interviews with teachers showed that the strategies used were indeed designed to accommodate the character of fourth grade students, the majority of whom liked practical activities. Teachers said that the key to success lies in patience in guiding students one by one, especially students who tend to be shy about asking questions. Documentation in the form of student work is also evidence that SBdP learning is not just theory but also encourages real skills. Overall, these data show that teachers' efforts to increase learning motivation cannot be separated from their active role, creativity in managing the class, and the ability to adjust learning methods to students' conditions.

### ***Discussion***

The findings of this research confirm that the role of the teacher has a significant influence on students' learning motivation in SBdP (Seni Budaya dan Prakarya). Teachers not only serve as providers of knowledge, but also act as facilitators, motivators, class managers, and demonstrators. This is aligned with the research by Akhmad (2023), who asserts that when teachers carry out these multiple roles consistently, they can shape student attitudes and enthusiasm towards learning. In the context of SBdP at SDN 1 Tanantovea, the teacher's role as a motivator was seen when students were encouraged to actively participate in drawing and other forms of art. This aligns with the findings of Dewi (2020), who reported that verbal reinforcement and appreciation significantly increased student confidence and motivation. In this case, the teacher created a climate of emotional safety that allowed students to feel free in expressing their creativity, a vital factor in creative learning.

Furthermore, the teacher's use of relevant teaching strategies played a crucial role in enhancing motivation. One of the most noticeable strategies was the use of varied and contextual learning media, such as recycled materials or nature-based resources. This strategy aligns with the opinion of Rahman (2020), who stated that

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the integration of contextual media in SBdP learning enables students to connect learning materials with real-life experiences. In addition, teachers also integrated collaborative activities to enhance social interaction during art-making, which helped students develop not only their cognitive and psychomotor domains but also their social skills. The active participation of students during these activities shows that motivation can be fostered through engaging tasks. As noted by Kurniawati (2020), learning motivation increases when students are involved in hands-on projects that are meaningful to them. Therefore, the creative and participatory design of SBdP activities was fundamental in achieving the learning objectives.

Another key factor in increasing motivation was teacher preparedness and adaptability. Teachers at SDN 1 Tanantovea demonstrated flexibility in adjusting their teaching methods based on student responses and needs. The teacher frequently monitored student engagement and adjusted explanations, activity levels, or timing when needed. This practice is supported by Prasetyo & Mareza (2024), who emphasized that reflective teaching—where teachers evaluate and adapt instruction continuously—can improve student engagement and motivation. In SBdP learning, where the subject matter is not strictly academic but more skill-based and expressive, this adaptability is essential. Teachers must be able to detect when students are disinterested and respond with motivational strategies such as personal encouragement or changing the activity structure. According to Meri & Mustika (2022), teachers who personalize instruction by offering choices and giving space for creativity tend to have students who are more motivated and self-directed.

The learning environment also greatly contributed to student motivation. The teacher in this study created an inclusive classroom atmosphere, ensured equal opportunities for all students to participate, and gave attention to individual efforts. This is in line with the study by Hasanah (2024), which explains that a classroom that promotes inclusivity and student appreciation contributes to better learning outcomes. Students at SDN 1 Tanantovea expressed greater enjoyment and felt proud when their work was recognized by their teacher and peers. The teacher also regularly displayed students' artwork on classroom walls, which increased their sense of achievement and ownership. This behavior supports the findings of Ramadhani & Muhroji (2022), who noted that recognition and validation from teachers significantly influence student persistence and motivation in expressive subjects such as SBdP. Thus, the teacher's consistent effort to build a supportive climate was instrumental in developing student engagement.

In addition to classroom interaction, the alignment of teaching with student interests also contributed to motivation. The teacher often asked students what themes they enjoyed or what materials they wanted to use in art projects. This student-centered approach reflects the idea from Wahyuningsih (2024), who found that motivation improves when students feel that their preferences are considered in lesson planning. Students became more enthusiastic and eager when they felt that their voice mattered in the learning process. Moreover, the teacher emphasized the process over the product, which reduced fear of failure and encouraged experimentation. This reflects the core of SBdP learning—where exploration,

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freedom, and creative expression are central. As stated by Mahendra et al. (2022), effective SBdP learning is rooted in the process-oriented nature of art and requires that students feel safe to try and even to make mistakes.

Lastly, the study reaffirms that motivated students exhibit stronger participation, better concentration, and more enjoyment in the learning process (Aini & Rahmah, 2022). Based on questionnaire results, most students claimed they were enthusiastic about attending SBdP classes because they were allowed to express their ideas freely and received praise from their teacher. This supports the conclusion of Fahrudin & Ulfah (2023), who found that students' intrinsic motivation rises significantly when they are given autonomy and feedback. In SBdP learning, the presence of intrinsic motivation is especially important, as the subject depends on emotional involvement and creative spontaneity. The teacher's role in supporting this through warmth, structure, and responsiveness is vital. Overall, the results of this study contribute to the understanding that the success of SBdP learning is not solely determined by facilities or curriculum, but more by how the teacher translates those into meaningful, engaging, and motivating experiences for students.

#### **4. Conclusion**

Based on the results of the research that has been conducted, it can be concluded that the role of teachers is very influential in increasing student learning motivation in the subject of Arts, Culture and Crafts (SBdP) for grade IV at SDN 1 Tanantovea. This study successfully describes how teachers carry out dual roles as facilitators, class managers, motivators, guides, and demonstrators optimally. These roles have proven to be able to create a pleasant learning atmosphere, increase active student participation, and encourage their creativity in their work. Teachers also succeeded in adjusting learning strategies to student characteristics through the use of simple but interesting learning media, individual guidance, and direct practice that supports understanding of the material. These findings indicate that learning motivation is not only determined by internal factors of students, but is also greatly influenced by the quality of teacher and student interactions in the classroom. The success of this study is expected to be a practical reference for teachers in other elementary schools to apply a similar approach. For future research, it is recommended that further studies be conducted on different subjects or other levels of education so that strategies for strengthening learning motivation can be adapted more widely according to the needs of students in various learning contexts.

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