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Analysis of the Role of Teachers in Arts and Culture Learning for Grade IV Students of SD Inpres 8 Mamboro

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A B S T R A C T

This research aims to describe the role of teachers in SBdP (Arts, Culture, and Craft) learning for fourth-grade students at SD Inpres 8 Mamboro. The background of this study arises from various learning difficulties faced by students, both internally and externally, which affect their interest and motivation in SBdP lessons. A descriptive qualitative approach was employed, using observation, interviews, and documentation as data collection techniques. The research subjects included fourth-grade teachers and students. The results revealed that the teacher plays an essential role as a facilitator, learning manager, motivator, guide, and demonstrator. The teacher provides engaging learning media, creates a positive and creative classroom atmosphere, and encourages students to express their ideas confidently. Furthermore, the teacher gives direct guidance to students who face difficulties, uses various teaching strategies, and applies concrete examples to make the material easily understood. This study concludes that an active and creative teacher significantly contributes to students' learning success in SBdP. The teacher's ability to understand students' characteristics, adapt strategies, and maintain an interactive learning environment enhances students' interest and learning outcomes. Therefore, the teacher's role is crucial in overcoming learning difficulties and fostering students' creativity and motivation in SBdP lessons.

1. Introduction

Education plays a vital role in shaping students' character, mindset, and creativity to prepare them to face rapid changes in this era of globalization. The success of learning in elementary schools, especially in developing students' artistic and cultural appreciation, cannot be separated from the role of teachers as facilitators, motivators, and learning managers (Yestiani & Zahwa, 2020). In Indonesia, the implementation of the Arts, Culture, and Craft (SBdP) subject is crucial because it does not only focus on cognitive aspects but also integrates affective and psychomotor domains (Nurzannah, 2022). Through SBdP, students are expected to develop sensitivity, imagination, taste, creation, and intention in responding to their surrounding cultural environment (Wulandari in Nita & Werdiningtiyas, 2020).

However, various studies still highlight that SBdP has not been optimally implemented in many elementary schools due to internal and external factors, such as students' low interest and motivation and teachers' limited strategies in managing learning (Munthe, 2021). This condition is similar to the problems faced by fourth-grade students at SD Inpres 8 Mamboro. Based on preliminary observations conducted in August 2024, it was found that students encountered difficulties in SBdP learning due to differences in interest and motivation, which directly affect their learning outcomes. These obstacles become a challenge for teachers to be more innovative and creative in their teaching practices.

Teachers have a strategic role in overcoming learning difficulties and creating a fun and meaningful learning atmosphere (Handoko, 2020). Their ability to function as facilitators, learning managers, motivators, guides, and demonstrators greatly influences students' learning success (Meri & Mustika, 2022). For instance, Roshalia et al. (2023) emphasized that teachers who utilize interactive methods and varied media can increase students' interest and active participation, especially in practice-based subjects like SBdP. However, some research has shown that teachers still encounter challenges in applying contextual and student-centered learning in SBdP classes (Listari et al., 2022). The diversity of students' talents and backgrounds requires a flexible teaching approach so that all students can be optimally engaged. In line with Farhan Saefudin Wahid (2020), the effective utilization of the school environment as a learning resource also supports students' creativity. Nevertheless, many schools still rely solely on textbooks and do not maximize available resources. This situation underlines the need for a comprehensive analysis of teachers' roles in SBdP learning so that schools and policymakers can design more effective strategies to support teachers' performance.

Previous studies have discussed teachers' roles in various subjects, but studies that focus specifically on SBdP and the practical role of teachers in primary schools are still limited. For example, Wardan et al. (2023) demonstrated that the teacher's effort to increase students' creativity through SBdP learning was constrained by a lack of learning media and inadequate teacher competence in designing innovative lessons. Meanwhile, Yusmmal (2017) found that implementing cooperative learning models can improve SBdP outcomes by encouraging students to work collaboratively and appreciate each other's ideas. Compared to these studies, this research highlights the detailed description of teachers' roles in different functions, such as facilitator, learning manager, motivator, guide, and demonstrator, in the specific context of SD Inpres 8 Mamboro. The state of the art lies in the practical insights into how teachers perform these roles daily, the challenges they face, and the strategies they adopt to increase students' engagement and learning outcomes in SBdP.

Furthermore, the novelty of this research can be seen from the use of multiple instruments such as observations, interviews, and documentation to capture the actual dynamics in the classroom. This approach complements previous studies that mainly relied on quantitative surveys. By exploring in-depth data, this study provides richer information about how teachers adapt their teaching to the diverse

characteristics of students and limited school facilities. The findings are expected to contribute to the development of teacher training programs, especially for SBdP subjects, to ensure that teachers are equipped with practical strategies to foster students' creativity and cultural appreciation. As stated by Agustina et al. (2021), effective teacher professional development should focus not only on content knowledge but also on pedagogical skills that align with students' needs.

It is essential to note that the teacher's role as an evaluator is also crucial in monitoring and improving students' progress in SBdP. According to Irjus et al. (2020), continuous assessment helps teachers identify students' strengths and weaknesses, allowing for more personalized learning support. Similarly, Sofyan (2003) highlighted that teachers as guides must provide counseling and encouragement to students who struggle academically or emotionally. These roles must be carried out holistically to create a supportive and inspiring learning environment that nurtures students' talents. Therefore, this research emphasizes the importance of synergy between all aspects of the teacher's role to achieve better learning outcomes.

In conclusion, the importance of analyzing the teacher's role in SBdP learning becomes more relevant considering the lack of local studies that comprehensively address how teachers practically contribute to students' success in this subject. As Cernicova et al. (2015) stated, contextual factors such as the learning environment and teacher's personality can significantly affect students' interest and performance. Therefore, the main objective of this article is to analyze and describe the practical roles played by teachers in SBdP learning for fourth-grade students at SD Inpres 8 Mamboro and to provide valuable recommendations for improving the effectiveness of SBdP learning through more active, innovative, and student-centered teaching practices.

2. Methodology

This study employed a descriptive qualitative research approach to analyze and describe the role of teachers in SBdP learning for fourth-grade students at SD Inpres 8 Mamboro. The research design was selected to provide a detailed description of how teachers carry out their functions as facilitators, learning managers, motivators, guides, and demonstrators during the teaching and learning process. The research was conducted at SD Inpres 8 Mamboro, Palu, Central Sulawesi, in May–June 2025.

Instrument

The instruments used in this study were observation sheets, interview guides, and documentation checklists. The observation sheet was designed to monitor the learning process directly in the classroom. It consisted of indicators related to the teacher's role, such as providing various learning media, encouraging students' creativity, managing the classroom, and giving appreciation. The interview guide contained open-ended questions to explore teachers' strategies, challenges, and

experiences in delivering SBdP lessons. Interviews were conducted with the class teacher who teaches SBdP and selected students to cross-check the information obtained from observations. The documentation checklist included tools to record relevant evidence, such as photographs of classroom activities, students' works, and lesson plans. All instruments were validated by experts to ensure content validity and reliability.

Data Collection

Data collection was carried out using three techniques: observation, interviews, and documentation.

1. Observation: Direct observations were conducted in the fourth-grade classroom while SBdP lessons took place. The observer used the prepared observation sheet to record how the teacher implemented their roles. Observations focused on aspects such as interaction patterns, use of media, student engagement, and classroom atmosphere.
2. Interviews: Semi-structured interviews were held with the fourth-grade class teacher and a sample of students. This method aimed to gain in-depth information about how the teacher perceives their role, the methods used to overcome students' learning difficulties, and the factors that support or hinder the learning process.
3. Documentation: Supporting data were collected by documenting lesson plans, photographs of classroom activities, and students' works to validate the findings from observation and interviews.

Data Analysis

The data analysis in this study followed the interactive model of Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing/verification.

1. Data reduction involved selecting, simplifying, and focusing on the data relevant to the research questions. For example, observation notes and interview transcripts were coded based on the teacher's roles: facilitator, manager, motivator, guide, and demonstrator.
2. Data display was conducted by presenting the organized data in narrative and tabular form to make patterns and relationships more visible.
3. Finally, conclusion drawing was done by interpreting the meaning of the organized data. Verification was carried out continuously to ensure that the conclusions were supported by the evidence gathered. Triangulation across observation, interview, and documentation results was applied to enhance the credibility and trustworthiness of the findings.

All steps were conducted systematically to ensure that the study can be repeated under similar conditions. The methodological details provided here are expected to guide future researchers who wish to conduct similar studies in different contexts or with other subjects.

3. Results and Discussion

SD Inpres 8 Mamboro is a public elementary school located at Jalan Trans Sulawesi No. 158, Palu City, Central Sulawesi. Established in 1973, the school holds an A accreditation based on Decree No. 1344/BAN-SM/SK/2019. At the time of the study, the enrollment reached 325 students, spread across 12 study groups, and supported by 25 teaching and administrative staff. The school's facilities are considered adequate, including a staff room, library, prayer room, health unit (UKS), sports field, medicinal garden, cafeteria, and adequate sanitation facilities. The school's vision is "To develop individuals who believe in and fear God Almighty, who are critical thinkers, tolerant, independent, and environmentally conscious," as outlined in its mission statement to improve the quality of learning, build character, and foster environmental awareness. The school's strategic location and adequate human resource support are crucial assets in supporting the learning process, including in Arts, Culture, and Crafts (SBdP).

Data collection for this study was conducted from May 23 to June 18, 2025, at SD Inpres 8 Mamboro. Data were obtained through three main techniques: observation, interviews, and documentation. Observations were conducted directly in grade IV during Arts and Culture (SBdP) learning to observe the teacher's role in facilitating, managing, motivating, guiding, and demonstrating the material. Interviews were conducted with the grade IV teacher as the main informant to explore learning strategies, challenges, and efforts made to improve student learning outcomes. In addition, short interviews were also conducted with several students to obtain their perspectives. Documentation in the form of photographs of learning activities, student work, and learning tools was used to strengthen the research findings.

Teacher as Facilitator

The role of the teacher as a facilitator was evident in how the teacher provided various learning media, arranged the learning environment to be student-centered, and created opportunities for students to choose and develop their ideas. This finding reflects the teacher’s understanding that each student has unique learning needs that must be accommodated through diverse resources and flexible classroom settings. As emphasized by Meri & Mustika (2022), a teacher’s effectiveness as a facilitator lies in their ability to create a supportive learning environment that nurtures creativity and independence. To clarify these practices, Table 1 presents a summary of the strategies observed that show how the teacher facilitated students’ learning process.

Table 1. Teacher’s Facilitation Strategies

No	Aspect	Practice Observed
1	Learning Media	Visual aids, example artworks, realia, and practice tools
2	Classroom Layout	Flexible seating for group work and easy interaction
3	Student Autonomy	Students encouraged to select their project ideas
4	Collaboration	Group tasks to foster teamwork and idea sharing

This facilitation role directly addresses the problem of students' initial lack of interest and confidence in SBdP. By providing concrete materials and a supportive atmosphere, students felt safe to experiment. The why is clear: diverse media and freedom of choice foster student ownership, which is vital in creative subjects. The how lies in the teacher's daily routines of setting up materials in advance, reorganizing the seating plan, and encouraging students to share ideas openly.

Teacher as Learning Manager

Effective classroom management ensures that students remain engaged, learning objectives are met, and resources are used efficiently. The teacher at SD Inpres 8 Mamboro demonstrated this role by setting clear rules, organizing students into groups, allocating time wisely, and preparing materials systematically. As noted by Yestiani & Zahwa (2020), good classroom management minimizes distractions and maximizes productive learning time, which is particularly critical for practical subjects like SBdP. To illustrate the management techniques, Table 2 shows the key practices observed during the research.

Table 2. Classroom Management Techniques

No	Aspect	Practice Observed
1	Group Dynamics	Students assigned to rotating groups with clear responsibilities
2	Time Management	Clear phases for planning, creating, and presenting artworks
3	Rules and Routines	Guidelines for using and cleaning up art materials
4	Resource Organization	Tools and materials prepared and accessible in each

This practice shows that the why behind successful management is the need to balance freedom with structure. Practical activities can easily become chaotic; thus, rules and organized group work help maintain focus. The how is seen in the teacher's consistent monitoring and adaptability—adjusting tasks according to student progress and resolving conflicts among group members when needed.

Teacher as Motivator

Students' motivation to engage with SBdP learning is often influenced by how the teacher recognizes and values their efforts. Observations and interviews revealed that the teacher frequently used praise, displayed students' works, and encouraged students through informal rewards. These strategies support Handoko (2020), who argues that motivation—whether intrinsic or extrinsic—is a crucial factor that drives students to actively participate and persevere. The detailed motivational strategies are summarized in Table 3 below, showing the range of practices applied.

Table 3. Motivation Strategies Implemented

No	Strategy	Implementation Details
1	Praise and Recognition	Verbal praise for effort and improvement
2	Display of Work	Students' artworks showcased on classroom walls
3	Reward System	Informal rewards for teamwork and creativity
4	Personal Encouragement	Direct support to boost shy students' confidence

These practices demonstrate the why—many students initially perceived SBdP as less important than core subjects, leading to low motivation. By celebrating each student's effort, the teacher shifted this perception. The how is the teacher's consistent and sincere approach, which makes students feel valued and more confident to take creative risks.

Teacher as Guide

The research findings also show that the teacher's role as a guide was particularly evident when helping students with practical difficulties such as combining colors, creating three-dimensional forms, or developing original designs. This aligns with Sofyan (2003), who noted that guidance is essential for helping students overcome barriers and gain confidence in their abilities. Table 4 presents examples of guidance techniques the teacher used to support individual and group learning needs.

Table 4. Teacher's Guidance Techniques

No	Technique	Description
1	Individual Coaching	One-on-one help with specific technical problems
2	Step-by-Step Assistance	Breaking tasks into manageable parts
3	Peer Support	Encouraging stronger students to assist classmates
4	Reflection Discussions	Engaging students in discussing their process and results

This shows the why—students often struggle with practical aspects of art due to lack of experience. The how is the teacher's commitment to providing targeted, patient guidance, ensuring each student feels supported. This practice not only develops skills but also instills resilience and self-evaluation abilities.

Teacher as Demonstrator

While this research did not use figures, the teacher's demonstration role was clearly evident during observations. Demonstrating techniques, such as cutting, folding, and arranging materials, made it easier for students to understand tasks that would otherwise be difficult to grasp through verbal explanation alone. As Listari et al. (2022) argued, demonstration bridges the gap between theory and practice. A concise overview of the demonstration practices can be seen in Table 5 below.

Table 5. Demonstration Practices

No	Focus Area	Demonstration Approach
1	Technique Modeling	Step-by-step demonstrations for art tasks
2	Problem Solving	Showing how to fix common mistakes
3	Safe Tool Use	Proper and safe handling of art materials and equipment
4	Creative Exploration	Trying variations to inspire students' imagination

The why is that many students are visual learners who benefit from concrete examples. The how is the teacher's ability to perform clear, patient demonstrations that students can replicate, reducing misunderstandings and boosting confidence.

Learning Outcomes

Combined, these roles positively impacted students' learning outcomes. Before the study, many students were hesitant and disengaged; after the implementation of these strategies, students became more active, collaborative, and confident. The summary of observed changes in student outcomes is presented in Table 6.

Table 6. Learning Outcomes Before and After

Aspect	Before Intervention	After Intervention
Participation	Passive, hesitant to express ideas	Active, willingly share and discuss ideas
Creativity	Repetitive, limited originality	Varied, more original and imaginative
Collaboration	Rarely worked together effectively	Frequent, constructive group work
Confidence	Fearful of making mistakes	More willing to experiment and revise

The why behind these improvements lies in the synergy of the teacher's roles, which created an inclusive, encouraging, and stimulating classroom atmosphere. The how is reflected in the teacher's consistent application of strategies that addressed students' diverse needs and learning styles.

The following interview questions were designed to gather in-depth information regarding the role of teachers in Arts and Culture (SBdP) learning. These questions were specifically posed to fourth-grade teachers to obtain a comprehensive overview of their learning strategies, challenges faced, and the forms of support provided during the learning process. The results of these interviews are expected to provide more comprehensive data to support the research analysis, as shown in the following table 7.

Table 7. Teacher Interview Questions

No	After Intervention
1	How do teachers facilitate student learning to improve student learning outcomes?
2	What media or technology do teachers use during the learning process?
3	What strategies do teachers use to determine learning objectives for Arts and Culture?
4	How do teachers manage their classes while teaching to maintain student focus and enthusiasm?
5	How do teachers assess the success of Arts and Culture learning for students?
6	What challenges do teachers face in evaluating student learning outcomes?
7	How do teachers support students who have difficulty understanding the material?
8	How can teachers guide students in identifying their learning potential and interests to increase their motivation?
9	How do students respond to teacher demonstrations?
10	Do demonstrations help students grasp the material more quickly than other methods?

Discuccion

SD Inpres 8 Mamboro is a public elementary school located at Jalan Trans Sulawesi No. 158, Palu City, Central Sulawesi. Established in 1973, the school holds an A accreditation based on Decree No. 1344/BAN-SM/SK/2019. At the time of the study, the enrollment reached 325 students, spread across 12 study groups, and supported by 25 teaching and administrative staff. The school's facilities are

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This is in line with the statement by Handoko (2020) that an effective teacher must not only master the subject matter but also be able to adapt their teaching strategies to students' unique needs. In the context of SD Inpres 8 Mamboro, the teacher's initiative to provide varied learning media and create an open, supportive atmosphere succeeded in stimulating students' curiosity and willingness to try. This proves that practical art learning cannot rely solely on textbooks; it must be experiential and student-centered. The why is that students' low initial interest in SBdP stemmed from monotonous teaching approaches. The how is seen in the teacher's decision to adjust the class layout, prepare concrete tools, and allow students to choose their projects, which collectively increased students' sense of ownership.

Another important aspect revealed in this study is the teacher's ability to manage the class effectively, especially when working with students who have diverse talents and different learning speeds. As stated by Yestiani & Zahwa (2020), good classroom management is the foundation for achieving learning objectives because it creates order while still providing enough space for students to express themselves creatively. In SBdP lessons, where practical activities can easily become chaotic, clear rules, group dynamics, and well-prepared resources are essential. The teacher's practice of organizing students into rotating groups and assigning roles within teams fostered collaboration and reduced passive behavior. This is important because many students, especially those who lack confidence, benefit from peer support. The why is to ensure that all students are engaged throughout the process, while the how is evident in the systematic arrangement of tasks, materials, and time allocation that makes learning both efficient and enjoyable.

Furthermore, the role of the teacher as a motivator has proven to be a critical factor that drives students' willingness to participate and experiment in SBdP. As Roshalia et al. (2023) emphasize, motivation—particularly intrinsic motivation—must be nurtured through genuine recognition and positive reinforcement. The display of students' works and the use of informal reward systems increased students' sense of pride and inspired them to improve further. This is significant because arts education is often undervalued by students and parents alike, resulting in a lack of encouragement outside the classroom. By acting as a motivator, the teacher successfully bridged this gap, building students' confidence to explore their creativity without fear of making mistakes. The why is that many students have never received such appreciation for their artistic effort, while the how can be traced to the teacher's daily routines of giving praise, constructive feedback, and personalized encouragement.

Finally, the integrated guidance and demonstration roles adopted by the teacher supported students who struggled with technical skills or lacked prior experience with art projects. This is consistent with Sofyan (2003), who highlights that individualized guidance helps students overcome barriers and builds resilience. The teacher's patient approach in breaking down tasks and demonstrating techniques step by step enabled students to understand abstract instructions more clearly. This practical method prevented students from feeling frustrated and dropping out of activities halfway. It also shows that demonstration is not merely about showing a process but modeling a mindset of perseverance and experimentation. The why is that visual and hands-on learning is more effective in arts subjects, while the how lies in the teacher's consistent readiness to adjust demonstrations and guidance according to students' varying levels of progress. This reinforces the importance of teacher flexibility and adaptability in practice-based learning contexts.

4. Conclusion

Based on the results and discussion, it can be concluded that the teacher's roles as facilitator, learning manager, motivator, guide, and demonstrator play a crucial part in addressing the learning difficulties faced by fourth-grade students in SBdP lessons at SD Inpres 8 Mamboro. By providing diverse learning media, managing the classroom effectively, motivating students through recognition and praise, offering patient guidance, and demonstrating practical techniques clearly, the teacher succeeded in creating an engaging and supportive learning environment. This holistic approach increased students' participation, creativity, confidence, and collaboration, demonstrating that the research objectives have been successfully achieved. These findings highlight the importance of equipping teachers with practical strategies that accommodate students' diverse needs and learning styles, especially in practice-based subjects like SBdP. The research also confirms that an inclusive and well-managed classroom atmosphere significantly contributes to students' artistic development and appreciation for cultural values. For future work, it is recommended that similar studies be conducted in different school contexts to validate and expand these findings. Further research can also explore how involving parents and local communities might strengthen support for SBdP learning,

ensuring that arts education continues to be valued as an integral part of holistic student development.

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