

THE ROLE OF TEACHERS INCREASING STUDENTS' MOTIVATION IN THE IMPLEMENTATION OF BLENDED LEARNING STRATEGY DURING COVID-19 PHASE

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Abstrak

Penelitian ini bertujuan untuk mengetahui peran guru dalam memotivasi siswa pada penerapan strategi pembelajaran blended learning di masa COVID-19. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Penelitian ini dilakukan di SD Negeri 5 Montong Baan tahun ajaran 2021/2022 dengan menggunakan purposive sampling. Subjek penelitian dipilih oleh peneliti, yaitu 3 guru, dan 18 siswa. Untuk mengumpulkan data, penelitian ini menggunakan teknik wawancara, observasi, dan dokumentasi. Model analisis data yang digunakan dalam penelitian ini menggunakan konsep Miles dan Huberman yaitu; reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa hanya sebagian guru yang sering memotivasi siswa dan membuat siswa aktif selama pelaksanaan blended learning. Peran guru dalam menerapkan blended learning selama fase COVID-19 diantaranya menilai prestasi kognitif, afektif, dan psikomotorik, merangsang siswa untuk berperilaku baik, menjelaskan pentingnya beradaptasi dengan dunia yang terus berubah, membangkitkan semangat belajar siswa, dan memberikan bimbingan.

Kata Kunci: *peran guru, motivasi, blended learning*

Abstract

This study aims to analyze the role of teachers in increasing students' motivation in the implementation of blended learning strategy during COVID-19 phase. This study uses a descriptive qualitative approach. This research was conducted at SD Negeri 5 Montong Baan for the academic year 2021/2022 using purposive sampling. The research subjects were chosen by the researchers, specifically 3 teachers, and 18 students. To collect data, this study used data collection techniques in the form of interviews, observations, and documentation. The data analysis model used in this study uses the concept of Miles and Huberman, namely; data reductions, data display, and conclusions. The results of the study show that only some teachers often motivate students and make students active during the implementation of blended learning. The teacher's role in implementing blended learning during the COVID-19 phase includes to assess cognitive, affective, and psychomotor achievement, stimulate students to get

good behavior, explains the importance of adapting to a constantly changing world, raise learning spirit of student, and provide guidance.

Keywords: *teachers role, motivation, blended learning*

INTRODUCTION

Education is defined as a conscious effort carried out to advance the quality of human, both individual and social beings. Qualified human are expected to be able to comprehend science and certain fields. Education is not an extraneous thing to everyone because education has become the most essential part of daily life. Education aims to develop the student's potential to become human beings of faith and piety towards the Almighty, who has a noble character and is knowledgeable, creative, independent, and responsible as a citizen.

Education is fundamental in shaping the character of civilization and the progress of the nation. Without education, society will never make any progress in their lives so that they become backward or even uncivilized national society. Therefore, an empowered civilization will be born from a broad-scale education pattern that is relevant and effective based on the context and overcome all the challenges of the time.

One of the most important components in education is the process of teaching and learning. Teaching and learning are the interaction between two or more people involving students as a learner and teacher as an instructor. Through these activities, students can gain an understanding of the surrounding environment. The nature of teaching and learning cannot be separated from the role of the teacher. As a provider of knowledge, teachers are expected to be able to create a learning atmosphere in such a way that students are directly involved in every activity in the teaching and learning process.

Learning motivation is one of the determining factors for the success or failure of the teaching and learning process addressed by students. Motivation is an impulse contained within a person that aims to act, both planned and unplanned, to achieve certain goals (Saumi et al., 2021). According to Oktiani (2017) there are two kinds of motivation, in terms of intrinsic motivation that comes from within human and extrinsic motivation that comes from outside human. In intrinsic motivation, motivation comes purely from the human self

without any influence from others because the person already has the urge to do something. Meanwhile, extrinsic motivation, actions are strongly influenced by external stimuli and encouragement. It can be concluded that students' learning motivation will not grow if there is no strong determination within the students themselves or an urge to learn that comes from outside of them.

Teachers play an important role in increasing students' motivation and enthusiasm for learning (Yestiani & Zahwa, 2020). Djamarah (2014) explains that teachers have the responsibility to encourage, guide, and foster students, both individually and classically, to continue learning. The existence of teachers is used as a key in the learning process to improve the quality of education and provide learning motivation to students. Teachers who have high competence and totality will be able to provide material and generate motivation for students so that students' enthusiasm for learning appears. Students who have high learning motivation can be identified by their more diligent attitude, increased activity in learning, and their ability to solve the problems of learning difficulties they experience.

The realities on the field, due to the presence of COVID-19, the interaction between students and teachers is too limited. At the beginning of the spread of COVID-19, the teaching and learning processes were very different from the learning processes conducted before COVID-19. Various policies have been carried out by the government from time to time, starting with the issuance of school holidays. At the time, there are no teaching and learning activities carried out by teachers and students. Then the application of learning arises to accommodate full online learning from home. This condition influences students lose their motivation to learn because learning activity is not physically conducted between teachers and students. Learning from home makes students feel free without realizing they are students, feeling that there are no demands to study and do assignments, and there is no interaction and competition with other students (Abdillah, 2020). As a result, students become less active in the teaching and learning process. Thus, students do not understand what is conveyed by the teacher due to a lack of motivation and support for learning.

Following the downward trend in the spread of COVID-19, on November 20, 2020, the Indonesian government issued a joint decision with the minister of

education and culture, the minister of health, the minister of religion, and the minister of home affairs on implementation guidelines face-to-face learning in schools for the 2020/2021 school year during the COVID-19 pandemic with many provisions. This policy allows face-to-face learning at school but with a limited time, which is half the normal time before COVID-19. Therefore, teachers try to adjust government policies by implementing the best learning strategies that can take advantages of face-to-face learning even though they have very limited time and re-adopted online learning by taking its advantages. Thus, teachers can provide direct motivation and stimulus to students to continue learning without being limited by space and time by utilizing very broad resources. A learning strategy that combines face-to-face and online learning is considered as blended learning. According to Graham (2014) blended learning is learning that combines face-to-face learning with online learning experiences in an effective, efficient, and flexible way. Using a blended learning strategy, advantages that exist between face-to-face and online learning can be utilized.

Based on the explanation above, it can be concluded that demotivation is a very crucial problem in education during COVID-19 phase. The teacher's role is too important in motivating students to increase their passion for learning. Therefore, this study aims to analyze the role of teachers in increasing students' motivation in the implementation of blended learning strategy during COVID-19 phase

METHODOLOGY

This study uses a descriptive qualitative approach. Qualitative research is carried out to understand the phenomena experienced by research subjects such as behavior, perception, motivation, and action holistically by means of descriptions in the form of words and language in a special natural context and by utilizing various natural methods (Moleong, 2016). This research was conducted at SD Negeri 5 Montong Baan for the academic year 2021/2022 using purposive sampling. The research subjects were chosen by the researchers consisting of three teachers and sixteen students. Each class had six students who were taught by the teacher.

To collect data, this study used data collection techniques in the form of interviews, observations, and documentation. In qualitative research, to

determine the validity of the data, an examination technique is needed. In this study, the validity of the data was obtained by conducting a degree of credibility test and a comparability test. The criteria for the validity of the data can be met by using a triangulation examination technique. The data analysis model used in this study uses the concept of Miles and Huberman, who argue that activities in qualitative data analysis are carried out interactively and take place continuously until completed (Sugiyono, 2016). Components or activities carried out in data analysis, namely; data reductions, data display, and verifications or conclusions.

RESULTS AND DISCUSSION

The learning proportion of blended learning strategy in the new normal phase of COVID-19

Learning in the new normal phase of COVID-19 is not the same as studying in normal times before COVID-19. Besides having to follow very strict health protocols that have been set by the government, time allocation is too limited. Time allocation in learning proses as long as COVID-19 is reduced to half of the normal time before COVID-19. Previously, for 1 hour of lessons, a number of 35 minutes became only 15 minutes.

Because many things cannot be done in a very limited time due to the COVID-19 pandemic situation, which does not allow students to take part in normal learning at school, blended learning is adopted as a learning strategy. The blended learning strategy was chosen because it combines face-to-face learning at school with the advantages of online learning. So that the lack of learning time at school can be made up by studying at home with an online learning platform, and vice versa, the lack of online learning can be covered by learning activities at school. As explained by Martha Cleveland-Innes & Wilton (2018) blended learning is a learning strategy that combines face-to-face and online learning with mediation by technology, so students do not have to be in school full time at school and learning can be done with a learning platform from where they are. Below is a table of the proportion of face-to-face and online learning.

Tabel.1 Proportion of Face-to-face and Online Learning

Activities	Learning Activities			
	Face-to-face	Place	Online	Place
Preliminary Activities				
Orientation	√	School	√	Onsite
Apperception	√	School	X	Onsite
Motivation	√	School	X	Onsite
Main Activity				
Deliver material	X	School	√	Onsite
Evaluation	√	School	√	Onsite
Reward	√	School	X	Onsite
Closing	√	School	√	Onsite

In this case, the teachers organize learning activities both face-to-face and online learning with available time. Generally, all activities that require the teacher's role that cannot be replaced using online will be carried out at school, such as providing orientation, apperception, motivation, and rewards. Meanwhile, the learning process that can represent the teacher, such as looking for learning references or materials, doing assignments are administrated by students online through a learning platform to optimize the available time.

The Role of Teachers in Improving Students' Learning Motivation During the COVID-19

Teachers play an important role in the learning process. The quality of learning will be largely determined by the extent of the teacher's role. According to Djamarah (2014), the role of teachers in motivating students covers a corrector, an inspiration, an informant, a motivator, and a mentor.

1. Teacher as a corrector

According to Djamarah (2014), as a corrector, teacher must be able to assess cognitive, affective and psychomotor achievement because the teacher must know every development of the student. Based on this opinion, the teacher at SD Negeri 5 Montong Baan assesses and corrects his students through the attitudes, behaviors, actions, and ways of thinking of students. All of this will be seen by the teacher when students are studying in the classroom and when students go out to play with their friends. Based on the results of the review during the study, it was seen that only one out of three teachers who frequently motivated their students when they saw their students made mistakes and were reprimanded with proper words. Students

were motivated by the teacher with the verbal touch that made students aware of the behavior that they show were wrong. As a result, there is a change in behavior in a positive direction in the students.

The results of the teacher's role as a corrector can be seen from the behavior changes of students. The teachers who played the role as correctors to students contributed changes in attitudes, behaviors, and actions in a positive direction within students. In contrast, the teachers who did not take the corrective role in class, there was no change shown by students relating to attitudes, actions, behavior, and ways of thinking because the teacher did not give students direction to realize their mistakes.

2. Teacher as an inspiration

The teacher becomes a good inspiration for students to promote their thinking skills and attract them to learn. Especially, amid the COVID-19 phase, students need more new ideas for thinking and acting. As explained by Azhar et al., (2021), teachers must provide creative ideas for action that can be imitated by students.

Based on this statement, it can be interpreted that inspiration from teachers is needed, especially during this COVID-19 pandemic. Students need instructions for the progress of their thinking. However, the results of the review showed that there were still teachers who often set bad examples for their students, starting from the way they spoke, their behavior in class when teaching, and so on. Only one out of three teachers who were observed that their behavior in front of students was worth giving instructions to their students by using proper words.

It can be seen from students who came to school on time, prayed before learning, and so forth. Students applied all of those because the teacher always provides good examples and instructions to students. In contrast, teachers who were often come lately, giving poor examples, students also were often late, and the class was not controlled at the beginning of learning. The students used to play than pray and prepare the materials while waiting for the teacher to come.

3. Teacher as an informant

As an informant, the teacher at SD Negeri 5 Montong Baan overall have provided good information on the development of technology to their

students. Indeed, learning during the COVID phase, which has a low intensity of face-to-face learning, the teacher provides information on the importance of using technology as an online learning platform that can be done from home. As explained by Sukitman (2020), the teacher must provide students with understanding to change the learning paradigm that is only carried out in classrooms at school into understanding wherever and whenever and must adapt and take advantage of existing technological advances.

Based on this, it can be interpreted that information is needed by students in the development of science and technology. Students who always listen to information from their teachers related to student learning can always understand learning well. Students always participate in learning activities effectively. Teachers must also be able to provide good understanding and information effectively under the learning that has been programmed in the curriculum itself.

4. Teacher as motivator

Based on the observation at SD Negeri 5 Montong Baan, only one of three teachers often motivated their students, which can encourage students to be passionate and active again in participating in learning, and teachers more often motivate students who have lower thinking power to attract student activity. Motivation is expected to encourage students to be interested and enthusiastic about learning. During the COVID-19 phase, students' motivation to learn drastically decreased due to boredom and tiredness from online learning. Students need a booster to raise the spirit of learning (Saumi et al., 2021)

Therefore, it can be interpreted that motivators can be used as a driving force so that students are active and passionate about learning. In motivating students, teachers should analyze the motives behind students' being too lazy to study and their decreasing achievements. When motivating students, the teacher must also pay attention to the needs of the students so that motivation can be effective when done in that way.

Students who were given motivation boosted their spirits to increase their enthusiasm for the learning process, both face-to-face and online. It can be seen that students were active in learning and never get bored while doing the teaching and learning process in class, especially until they are sleepy. All

of this is never seen in students who are often motivated by their teachers. In contrast, students who were less motivated by the teachers, they were lazy at studying, rarely finished assignments, and played more than learned.

5. Teacher as a mentor

The role of the teacher, which is no less important than the role mentioned above, is as a guide. Teachers should be more concerned with this role because the presence of teachers in schools is to guide students in the learning process to become mature and competent human beings (Djamarah: 2014).

Based on this opinion, it can be interpreted that, as teachers, they must provide good guidance. It is the duty and responsibility of students to provide knowledge and direction to keep the spirit in the carrying out of learning. Without the guidance of a teacher, students have difficulty coping with their development to adapt to existing conditions. It can be seen the difference between students who are always well guided and those who use proper words that are easily understood by students. Students always listen to what the teacher says, understand what to do, and can share knowledge and guidance with their friends.

CONCLUSION

The teacher has a very important role, not only as a transferor of learning materials but also fully responsible for the self-development of students. One of the things that teachers must guard against is students' motivation to learn. Students are individuals who are still very unstable, and their moods are easily changed. A bad mood will interfere with student learning performance so that it will have an impact on student attitudes and learning outcomes. Especially during the COVID-19 phase, many students feel bored studying online. When there was a policy that allowed face-to-face learning half the normal time before COVID-19, schools quickly adopted blended learning by combining face-to-face learning at school and online learning at home. So that learning activities that require face-to-face meetings between teachers and students at school can be fulfilled and learning that can be done without the presence of the teacher can be done at home.

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