

The Role of Teachers as Assessors and Mentors in Developing the Potential of MI/SD Students

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Abstract

This article discusses the role of teachers as assessors and mentors in developing the potential of students in Madrasah Ibtidaiyah (MI) or elementary schools (SD). Teachers function not only as transmitters of knowledge but also as facilitators, motivators, evaluators, and agents of change who play a crucial role in shaping students' learning independence, motivation, and religious character. This study employs a literature review method with a descriptive qualitative approach to examine relevant literature concerning the role of teachers in enhancing students' cognitive and affective potential. The findings indicate that the integration of teachers' roles as mentors and assessors can create a holistic learning process in which students develop intellectually, emotionally, socially, and spiritually. Therefore, teachers serve as key architects in shaping a generation that is intelligent, independent, and morally upright in accordance with the demands of contemporary education.

Keywords: *Teachers, Assessment, Mentoring, Student Potential, Islamic Elementary Schools (MI) and Elementary Schools (SD), Character Education, Problem-Based Learning.*

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INTRODUCTION

Education at the level of Madrasah Ibtidaiyah (MI) or elementary schools (SD) represents a crucial phase in shaping students' foundational character and intellectual development. Teachers play a central role in this process, where their responsibilities are no longer limited to merely transferring knowledge but also encompass the development of students' inherent potential in alignment with moral and spiritual values. In the modern era, characterized by rapid technological advancement and social change, teachers are required to become adaptive and multifunctional figures in order to maintain the relevance of education to contemporary developments (Putri et al., 2025: 18).

However, challenges in elementary education today remain significant, ranging from low learning motivation to difficulties in fostering independence among early-grade students. From the perspective of contemporary education, teachers must transform into facilitators, motivators, mentors, and agents of change who are capable of driving positive transformation within schools and the wider community. Furthermore, teacher professionalism, which is recognized through certification, has become an important determinant of effective teaching processes and improvements in students' academic achievement (Yasin et al., 2024: 279).

This article aims to examine in depth the various strategic roles of teachers in MI/SD. The discussion focuses on the integration of teachers' roles as educators who cultivate students' independence, motivators who stimulate learning interest, and evaluators who monitor character development and learning outcomes through innovative learning models such as Problem-Based Learning (PBL). Through the synergy of these roles, it is expected that meaningful educational interactions can be created to produce a resilient and independent generation capable of facing future challenges (Tuni'mah et al., 2025: 164).

RESEARCH METHOD

This study employs a library research method with a descriptive qualitative approach to explore the strategic roles of teachers at the *Madrasah Ibtidaiyah* (MI) and elementary school (SD) levels. The data collection process was conducted systematically through documentation techniques by examining primary and secondary scholarly sources, such as academic books, reputable journal articles, and other relevant scientific publications.

The main focus of data collection was directed toward literature discussing the functions of teachers as facilitators of students' learning independence, strategies for enhancing student motivation, and the implementation of teachers' roles as evaluators within the context of both character and academic education.

Data analysis was carried out using an annotated bibliography technique, in which the collected literature was reviewed, compared, and synthesized to build a comprehensive understanding of the topic under study. The researcher critically filtered and evaluated the information to ensure the validity of the data used in supporting arguments regarding the importance of integrating various teacher roles.

The results of the literature synthesis were then organized narratively to describe effective strategies for optimizing students' cognitive potential and religious character holistically in the context of contemporary education.

RESULTS AND DISCUSSION

Result

Teachers at the *Madrasah Ibtidaiyah* (MI) and elementary school (SD) levels have multifaceted roles that include functioning as mentors, motivators, evaluators, facilitators, and agents of change. In the context of contemporary education, teachers are responsible not only for students' cognitive development but also for shaping their attitudes and skills (Darojah et al., 2024: 103).

The findings indicate that the role of teachers as mentors is highly effective in improving the learning independence of early-grade students. This is achieved through techniques such as understanding students' individual characteristics, providing appropriate information and guidance, and establishing active collaboration with parents to overcome barriers related to self-confidence (A & Ain, 2025: 700).

The results of the review show that teachers enhance students' learning interest by implementing seven key strategies: varying teaching methods, creating healthy competition, administering periodic tests, providing assessments,

informing students of their learning outcomes, and implementing reward and punishment systems (Putri Dewiyana & Maknun, 2022: 1).

Students' potential development is carried out through a cognitivist approach using concrete learning media (L. Custilas et al., 2024). In addition, the strengthening of religious character is implemented through the integration of values derived from the Qur'an and Hadith into daily activities, as well as the habituation of religious practices within the school environment (L. Custilas et al., 2024: 1).

Teacher certification has been shown to contribute positively to the quality of education. Certified teachers demonstrate higher teaching effectiveness, greater innovation in the use of technology in the digital era, and the ability to produce students with better academic achievement (Diva et al., 2025: 44).

The use of the Problem-Based Learning (PBL) model in MI/SD has been proven to stimulate students' critical and independent thinking skills by presenting contextual and real-world problems (Tuni'mah et al., 2025: 164).

Discussion

The Role of Teachers in the Learning Process in MI/SD

Education at the *Madrasah Ibtidaiyah* (MI) and elementary school (SD) levels represents a crucial phase in which teachers bear full responsibility for developing the entire potential inherent in students. From both Islamic and contemporary educational perspectives, teachers are not only responsible for transferring knowledge but also for shaping students' attitudes, knowledge, and skills in a comprehensive manner. As facilitators and designers of the learning process, teachers must be able to develop adaptive curricula so that educational practices remain relevant to societal and technological developments (Darojah et al., 2024: 103).

One specific role of teachers at the elementary level is that of a mentor who fosters learning independence, particularly among early-grade students. Teachers perform this role by understanding students' individual characteristics, providing necessary information and guidance, and establishing positive habits within the school environment. Through individualized approaches and collaboration with parents, teachers help students overcome challenges such as low self-confidence and excessive dependence, enabling them to set learning goals and evaluate their own learning outcomes (A & Ain, 2025: 700).

In efforts to optimize learning outcomes, teachers also function as motivators who stimulate students' learning interest, especially when motivation levels are low. Strategies that can be applied include the use of varied teaching methods, the creation of healthy competition through tests or assessments, and the implementation of transparent evaluation practices. Additionally, providing appreciation in the form of rewards and educational punishments serves as an important instrument for teachers to encourage students' enthusiasm for learning in MI/SD (Putri Dewiyana & Maknun, 2022: 1).

Amid the challenges of globalization, the role of teachers has expanded to include that of agents of change both within schools and in the broader community. Teachers are required to be adaptive to technological developments and shifting social values in order to become driving forces for positive

transformation. As role models, teachers have a significant influence in instilling moral and ethical values and in creating a conducive learning environment capable of addressing dynamic social challenges (Yasin et al., 2024: 279).

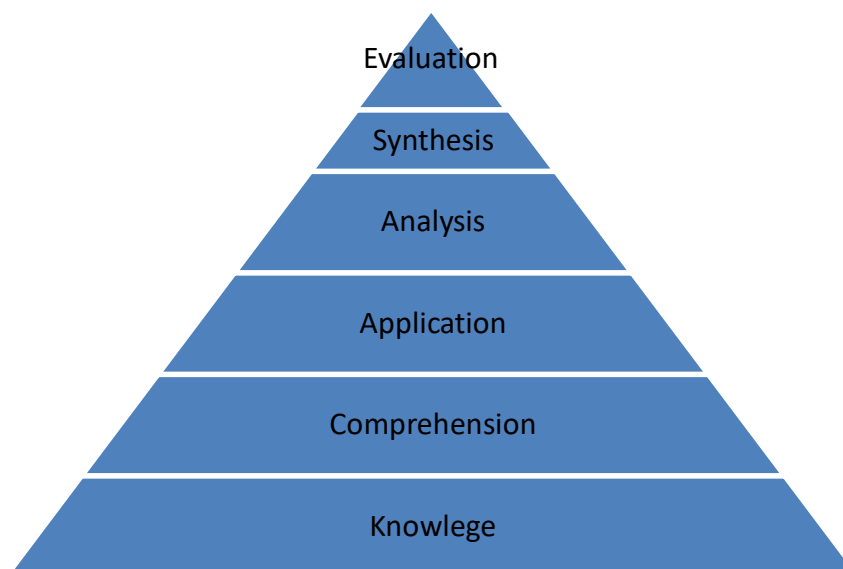
The quality of these teacher roles largely depends on their professionalism and competence, which in the Indonesian education system is strengthened through teacher certification programs. Certification emphasizes mastery of four key competencies: pedagogical, professional, social, and personal competencies. Certified teachers tend to demonstrate higher teaching effectiveness and greater innovation in instructional methods, which directly contributes to improved student academic achievement compared to teachers who have not yet obtained certification (Diva et al., 2025: 44).

Overall, the synergy among teachers' roles as educators, mentors, motivators, and professional agents of change determines the success of the learning process in MI/SD. Teachers must be able to position themselves flexibly according to students' needs, both as sources of knowledge and as emotional supporters. This success is reflected in teachers' ability to create meaningful educational interactions that not only enhance students' intellectual abilities but also shape resilient and independent character in facing future challenges.

The Role of Teachers as Assessors in Learning

The role of teachers as assessors or evaluators constitutes a crucial component of the educational cycle at the MI/SD level. Teachers are not only responsible for transferring knowledge but also for monitoring and evaluating the extent to which students' inherent potential has developed. From the perspective of Islamic education, such assessment aims to ensure that students' attitudes, knowledge, and skills develop in alignment with expected moral and spiritual values (Alimah & Purwowidodo, 2025: 1).

In innovative learning models such as Problem-Based Learning (PBL), the teacher's role as an assessor shifts from merely evaluating final outcomes to assessing the learning process itself. Teachers act as facilitators who monitor how students design solutions to contextual problems and develop critical thinking skills. Assessment is conducted on students' ability to collaborate and their independence in exploring solutions, enabling teachers to provide appropriate guidance so that learning objectives can be achieved effectively (Tuni'mah et al., 2025: 164).



The Role of Teachers as Assessors in Learning

As character assessors, teachers hold significant responsibility in evaluating the affective aspects or behavioral development of students. This assessment is not only conducted through formal instruments but also through daily observations of students' honesty, discipline, and sense of responsibility. Teachers evaluate changes in character as indicators of educational success, and the results of these assessments are used to provide more specific moral guidance for each individual student (Alimah & Purwowododo, 2025: 83).

Assessment in the religious domain at the MI/SD level is also a major focus, where teachers evaluate the internalization of religious values. Teachers assess students' daily religious practices, such as congregational prayers and memorization of short Qur'anic chapters, as part of evaluating their religious character. Such assessments are essential because rapid technological development must be balanced with strong character, which can only be measured through consistent observation of students' behavior both inside and outside the classroom (Alimah & Purwowododo, 2025: 246).

Teachers also function as diagnostic assessors who identify learning difficulties and challenges faced by students. Through effective communication with parents and school authorities, teachers evaluate external factors that influence students' academic performance. The results of this diagnostic assessment serve as the basis for designing appropriate intervention or improvement strategies tailored to the unique characteristics of each student, ensuring that no learner is left behind in the academic process (Alimah & Purwowododo, 2025: 90).

Finally, the teacher's role as an assessor includes reflecting on the effectiveness of the teaching methods implemented. By analyzing students' learning evaluation results, teachers can determine whether the media and strategies used—such as presenting real-world problems in the Problem-Based Learning (PBL) model—have achieved their intended objectives. This evaluation is reciprocal: students' success reflects the quality of teaching, while students'

difficulties provide valuable feedback for teachers to innovate and improve future instructional design (Tuni'mah et al., 2025: 170).

The Role of Teachers as Mentors for Students

The role of teachers as mentors is a fundamental element in the educational process aimed at optimizing the potential of each student. As mentors, teachers are not only responsible for delivering subject matter but must also recognize and understand the diversity of students' potentials, interests, and talents. Through appropriate approaches, teachers help students develop holistically, encompassing intellectual, emotional, and social aspects so that they can achieve a better quality of life in the future (Ramadhan, 2024: 1).

In performing mentoring functions, teachers need to apply individualized approaches that are tailored to the unique needs of each student. This is important because every learner has different learning styles and levels of understanding. Teachers who act as mentors provide emotional support and create dynamic interactions, enabling students to feel heard and motivated to explore their abilities more deeply without feeling pressured by rigid standards (Ramadhan, 2024: 4).

The quality of guidance provided by teachers largely depends on their competency standards and professional qualifications. Professional teachers must master pedagogical, personal, social, and professional competencies in order to guide students toward high-quality education. With strong competencies, teachers can design effective and innovative mentoring strategies and serve as role models for students in developing character and positive work ethics from an early age (Sustiana et al., 2025: 93).

In the digital era, the role of teachers as mentors faces both new challenges and opportunities in guiding students. Teachers are required to possess adequate digital literacy to guide students in using information technology wisely and responsibly. Mentoring strategies in this era are no longer limited to face-to-face interactions but also involve the integration of technology in educational practices, where teachers guide students to filter information and develop creativity through available digital platforms (Putry et al., 2025: 18).

Overall, the success of teachers in mentoring students requires strong collaboration and continuous professional development. Teachers must actively engage in professional discussions and technology training to enrich their mentoring methods so that they remain relevant to the demands of the times. With support from schools and government institutions, teachers can perform their roles as holistic mentors who not only develop students' intellectual capacities but also strengthen their spiritual and technical abilities.

Development of Student Potential in MI/SD

The development of students' potential at the MI/SD level is a primary responsibility of teachers, encompassing planning, organizing, and directing classroom learning activities. Teachers play an important role in identifying students' talents and providing an environment that supports their growth. Through structured guidance and instruction, teachers ensure that every student can achieve the intended learning objectives and experience the practical benefits of knowledge in their daily lives (Lestari, 2023: 267).

One crucial aspect of developing this potential is the use of a cognitivist approach that focuses on students' reasoning and thinking processes. Teachers support the development of students' cognitive potential by utilizing concrete learning media and simple language so that explanations can be understood optimally. By understanding children's cognitive development stages, teachers can design activities that challenge students to think critically and creatively (L. Custilas et al., 2024: 1).

Motivation plays a crucial role as a driving force in encouraging students to achieve better learning outcomes. Teachers of Islamic Religious Education (PAI), in particular, play an important role in stimulating students' enthusiasm for learning through continuous motivation. When students possess strong motivation, they become more diligent in learning, which directly opens opportunities for broader self-development and positive character formation (Lestari, 2023: 272).

Overall, the effectiveness of developing students' potential in MI/SD depends greatly on teachers' ability to integrate cognitive strategies with strong motivational support. Teachers must act not only as transmitters of knowledge but also as evaluators who monitor the development of each student. Through the synergy between innovative teaching methods and moral encouragement, elementary school students can optimize the full range of their potential.

Integration of Teachers' Roles as Assessors and Mentors in Developing Student Potential

The integration of teachers' roles as assessors and mentors is a key factor in creating learning processes aimed at developing students' full potential. As mentors, teachers plan and organize classroom learning to ensure that each student receives appropriate guidance. At the same time, the role of evaluator is carried out to measure the extent to which learning objectives have been achieved, enabling teachers to determine follow-up guidance so that the knowledge acquired can be applied meaningfully in students' lives (Lestari, 2023: 267).

In the context of character education, teachers act as educators who guide the internalization of religious values based on the Qur'an and Hadith. This mentoring process cannot be separated from the assessment function, where teachers must consistently monitor and evaluate students' daily attitudes and behaviors both inside and outside the classroom. Such assessments aim to ensure that rapid technological developments are balanced with strong moral character through guided positive habits (Alimah & Purwowododo, 2025: 1).

The effectiveness of developing students' potential also depends on teachers' ability to stimulate learning motivation. Teachers act as mentors who provide encouragement, while assessment results serve as instruments to measure improvements in students' learning interest. When teachers provide honest evaluations and constructive feedback, students become more motivated to improve their performance, thereby opening opportunities for their potential to develop more optimally (Lestari, 2023: 272).

Holistically, the synergy between moral guidance and academic evaluation shapes students with integrity. Teachers who are able to integrate these two roles can more easily identify students' strengths and weaknesses from an early age. Through clear vision and mission planning and continuous evaluation, teachers

not only enhance students' intellectual development but also guide them to become individuals who are faithful, pious, and morally upright in accordance with the goals of contemporary education (Alimah & Purwowododo, 2025: 246).

CONCLUSION

This study on the role of teachers as assessors and mentors in developing the potential of MI/SD students emphasizes that teachers hold a central responsibility that goes beyond merely transferring knowledge. Instead, teachers function as key architects in optimizing the entire inherent potential of students. Through their role as mentors, teachers strategically recognize the diversity of students' talents and individual characteristics in order to foster learning independence and provide emotional support, enabling students to face the challenges of the digital era with confidence.

This synergy is further strengthened by the teacher's role as an assessor or evaluator who not only measures academic outcomes but also consistently monitors the development of students' religious character and the effectiveness of innovative learning models such as Problem-Based Learning. By integrating adaptive mentoring functions with comprehensive assessment practices, teachers are able to create holistic educational interactions that cultivate a generation that is intellectually capable, personally resilient, and firmly grounded in moral and spiritual values in accordance with the demands of contemporary society.

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