

The Role of Teachers in Improving Student Learning Achievement at SDN 2 Gondang in the 2024/2025 School Year

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Abstract

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This study aims to describe and analyze the role of teachers in improving student achievement at SDN 2 Gondang in the 2024/2025 academic year. The research method used is a descriptive qualitative approach, with data collection techniques through observation, interviews, documentation. The research subjects consisted of teachers and students of SDN 2 Gondang. The results showed that teachers have a very important role in encouraging increased student learning achievement, both as educators, facilitators, motivators, mentors, and evaluators. Teachers at SDN 2 Gondang use a variety of active and varied learning methods, such as lectures, group discussions, contextual approaches (CTL), as well as the use of learning media in the form of pictures and teaching aids. In addition, teachers also take an individual approach to students who have learning difficulties, and establish communication with parents through liaison books and digital media. Students' learning achievements improve along with the use of appropriate learning methods and strategies as well as emotional and academic support from teachers. This finding confirms that the role of teachers is crucial in creating a conducive learning environment and encouraging students to achieve optimal learning outcomes.

Keywords: *Elementary School, Learning Achievement, Role of Teachers*

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INTRODUCTION

Education is a continuous and never ending process (never ending proces), so that it can produce sustainable quality, which is aimed at the realization of future human figures and is rooted in the cultural values of the nation and Pancasila. Education must foster the philosophical and cultural values of the nation as a whole and thoroughly. Sujana in (Pratama and Irwandi, 2021: 185). In the Legislation of the Republic of Indonesia No. 20 of 2003 concerning the national education system article 1 paragraph 1 (2003: 4) says that "Education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and the community of the nation and state. (Masang, Azis 2021: 19).

Education cannot be separated from the role of a teacher, because it is through the teacher that knowledge is given, therefore, the role of the teacher is also a very important thing in educating students. Teachers are always an example for their students and role models for their students in carrying out all activities. Teachers have an important role to change the behavior and thinking of students towards achieving educational goals. Therefore, teachers must be reviewed for readiness in

organizing learning and competence in organizing learning. (Inayah et al., 2013). According to Najmi (2021: 1), teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

Learning achievement is the result of the learning process that reflects the extent to which students understand and apply the knowledge they have learned. Learning achievement can be influenced by various factors, including student motivation, learning methods, and teacher teaching skills (Sarnoto et al., 2014). Based on the results of observations of teaching and learning in class II, the problems that researchers have found to date are that learning still uses the lecture method and only uses textbooks to explain learning and lack of student participation in learning activities, as well as lack of motivation in learning.

This is reinforced by the results of the researcher's initial interview with the second grade teacher Mrs. Herlina Silfya SDN 2 Gondang, the teacher only uses the lecture method and uses a packet book to support learning, the factors that influence the low learning achievement of students include the teacher himself realizing that his teaching methods are still monotonous, and the lack of individual guidance that suits the needs of students. To achieve maximum education, of course, requires the right role of teachers in achieving the desired education which is also accompanied by the skills of educators in teaching. The use of methods in the learning process is certainly very important in an effort to improve student achievement. So that the material presented can be well received, interesting, memorable and of course can be understood properly.

In connection with this, many educational institutions and teachers also try to improve the quality of education in accordance with the times by continuing to upgrade teaching skills, teaching methods, conducting trainings and by forming subject teacher associations as a medium for sharing experiences and sharing information about education. This is expected to have a positive impact on the development of the world of education and maximize the results of educating so that a better and more competent future generation is formed.

In line with the theory put forward by the theory of Hamalik (2003) the role of the teacher is not only as a teacher, but also as a guide and director of students so that they can learn optimally and obtain achievements according to their potential. The role of teachers is very important in the world of education because teachers are the spearhead in the learning process. The benefits of the teacher's role are that it can improve student achievement. Shaping the character and personality of students. The methods that can be used to improve student learning achievement are lecture methods, demonstrations, discussions, questions and answers, contextual approaches, this will be able to support learning well.

LITERATURE REVIEW

Definitions and concepts Teacher role and Student learning achievement in this study, some key terms need to be defined to provide a clear understanding and avoid ambiguity. The following are definitions of terms used in this study :

1. Teacher's Role

Teachers are individuals who have the responsibility to educate, guide, and

inspire students in the teaching-learning process. In the Law on Teachers and Lecturers, teachers are referred to as professional educators whose main duties include educating, teaching, guiding, directing, training, assessing, and evaluating students from early childhood to secondary education levels (Roqib & Nurfuadi, 2020). According to Fatima et al. (2020), there are several main roles of a teacher, including : (a) Teacher as an educator : Providing knowledge and instilling moral values to students. (b) Teacher as a mentor: Help students understand their potential and provide direction so that they develop optimally. (c) Teacher as an advisor: Providing advice in academic and non-academic matters to help students in facing various challenges. In addition, teachers have an important role in creating a conducive learning environment, motivating students, and collaborating with parents and the school to improve the quality of learning.

2. Learning Achievement Learning

Achievement is the result obtained by a person after undergoing the learning process, both in school and outside school. Learning achievement shows the level of understanding, skills, and intellectual development of a person in a particular subject or field. According to Sarnoto et al. (2014), learning achievement is defined as the value given by the teacher based on the evaluation of student learning progress within a certain period of time. Harap (2017) states that learning achievement is a concrete result that a person achieves after going through the learning process. Winkel in Adinoto (2019) added that learning achievement reflects students' internal abilities that have been developed through the learning process in accordance with instructional objectives.

RESEARCH METHODS

The type of research used in this research is descriptive qualitative. Descriptive research aims to provide a systematic picture or description of the phenomenon being studied without intervening or experimenting. According to Sugiyono (2021), descriptive qualitative research is used to understand social reality by collecting in-depth data through direct interaction with research subjects. In this study, data will be collected through interviews with teachers and students, observation of the learning process in the classroom, and document analysis related to student learning outcomes. By using a qualitative approach and descriptive method, this research will provide a more comprehensive picture of how the role of teachers in improving student learning achievement as well as the factors that support and hinder the process.

Interviews are a data collection technique that involves direct dialogue between researchers and various parties, such as teachers, students, and principals. Observations are conducted systematically in the classroom to directly observe the interaction between teachers and students, the teaching methods applied, as well as student responses and participation during the teaching and learning process, documentation involves collecting secondary data from various archives and records available at the school.

After collecting and categorizing information related to these activities, the researcher began to compile a research framework as a basic reference when conducting direct research in the field. As for after the data is collected both from interviews, observations to data documentation, the process of analyzing and

presenting data findings will be presented. The summary of data analysis activities developed by miles and Huberman (1992: 16) with the following steps:

Data condensation is the process of compacting or summarizing data from the findings without eliminating any information. In this case, Miles and Huberman describe data condensation in a more in-depth way, namely as the process of compiling data refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in the complete section of written field notes, interview transcripts, documents, and empirical materials so that the data becomes stronger.

Data presentation (data display) After the data is selected, simplified and focused, the next process in data analysis is data presentation. In general, data display is a collection of organized and compressed information that allows conclusions and actions on research. The purpose of displaying data is to make it easier to understand what is happening and to do further work planning. After the data is grouped and well organized, the data displayed will be much easier for further analysis.

Data Reduction Data reduction means summarizing sorting out the main things that focus on the important things. Look for themes and patterns and discard unnecessary ones. In this stage, summarizing is done by selecting the main or important things. After the data is collected and well organized, researchers can simplify or code the results of the data findings so that they are easy to understand and make it easier for researchers to develop the focus of their research without eliminating the research data that has been collected.

Drawing and verifying conclusions The final step in qualitative research is drawing conclusions or verifying data. The initial conclusions that have been obtained are still temporary and will change if no valid and consistent evidence is found when the researcher goes down to the field.

RESULTS AND DISCUSSION

A. The Role of Teachers in Improving Student Learning Achievement at SDN 2 Gondang in the 2024/2025 Academic Year

Basically, the role of the teacher is as a teacher in improving student learning achievement, the teacher must be able to guide and direct student learning activities in accordance with the aspired goals. If the teacher designs good learning and makes the plan a guideline in implementing learning, the results will be good too. The role of the teacher is very influential in increasing student achievement. Learning achievement is the expression of ideal learning outcomes that include all psychological domains that change as a result of student learning experiences and processes. Learning achievement can be seen from various aspects of learning indicators, namely cognitive, affective, and psychomotor aspects. Where these achievements are some important aspects regarding the abilities about knowledge, attitudes, and skills that a student achieves.

Teachers have a strategic role in determining the success of learning in elementary schools. Teachers not only function as material conveyors, but also as motivators, mentors, and facilitators who are able to create a conducive and

enjoyable learning environment. The following is a description of the role of teachers at SDN 2 Gondang:

1. Teacher as Motivator

Teachers as motivators play a role in arousing students' enthusiasm for learning by providing encouragement, appreciation, and direction that spurs the spirit of learning. Teachers who are able to become motivators will encourage students to continue to develop and not give up easily. At SDN 2 Gondang, teachers motivate students through praise, symbolic rewards and by giving real examples of the importance of education. This is proven to increase student confidence and learning achievement. This is also reinforced by the opinion of Zainuddin & Sari (2021), in their journal saying that, the role of the teacher as a motivator greatly influences students' enthusiasm and interest in learning. Teachers who are able to motivate their students will create a more active and enjoyable learning atmosphere.

2. Teacher as a Mentor

The role of the teacher as a mentor is very important in helping students understand the material, forming character, and directing learning behavior and attitudes. Teachers play a role in guiding students to face learning difficulties, both academically and emotionally. Teachers at SDN 2 Gondang provide guidance through individual and group approaches, as well as providing time to dialogue with students who are experiencing learning difficulties. This is also reinforced by the opinion of Nugroho & Lestari (2020) in their journal stating that the role of teachers as mentors is able to create good emotional bonds between teachers and students, which has a positive impact on students' academic and social development.

3. Teacher as a facilitator

Teacher as a facilitator means providing facilities, media, and conditions that support the creation of an active, creative, and fun learning process. Teachers do not dominate learning, but provide freedom for students to explore knowledge. At SDN 2 Gondang, teachers use various learning aids, such as picture media, learning videos, and concrete objects to facilitate students' understanding of the material. This is also reinforced by the opinion of Rahayu & Fitria (2022), in their journal saying that the teacher as a facilitator plays a role in activating students' potential through providing space to think independently and solve problems creatively. This contributes to improving learning outcomes.

Based on the results of this study in line with research conducted by Apriati (2015) that the role of teachers in learning has been able to improve learning outcomes, this is indicated by the existence of teachers who act as media educators, models or examples, teachers and mentors, evaluators, facilitators, initiators, as an actor, mediator, and organizer. From the above, one of the teachers and students of SDN 2 Gondang revealed that the role of teachers in improving student learning achievement. How the teacher's method in increasing student learning participation SDN 2 Gondang. Participation comes from English "participation" which means taking part or participation. Krathwohl and Blomm in Dimiyati & Mudjiono (2006: 28) suggest that one of the affective domains of students in learning is participation, which includes willingness, willingness to pay attention and participate in an activity, for example obeying the rules.

Based on Tjokrowinoto's opinion in Suryobroto (1997: 278) participation is the mental and emotional inclusion of a person in a group situation that encourages

them to develop their thinking and feeling power for the creation of common goals with responsibility for these goals. From some of the above definitions, it can be concluded that participation is a person's mental, physical and emotional involvement in responding to activities that are being carried out in order to achieve common goals. In the teaching and learning process at school, participation can be interpreted as student involvement in the learning process in the classroom. Participation is very important to create active, creative and fun learning. In the learning process itself, student participation determines whether or not a learning goal is achieved.

The opinion of Oemar Hamalik (2001: 27), learning is the modification or strengthening of behavior through experience (learning is defined as the modification or strengthening of behavior through experiencing). According to this understanding, learning is a process, learning is not just remembering but also experiencing so that the result of learning is a change in behavior. Gagne as quoted by Dimiyati Mudjiono (2006: 10) describes learning as a complex activity, learning outcomes in the form of capabilities.

So after learning something people will have skills, knowledge, attitudes and values. And of course the emergence of capabilities comes from environmental stimulation and cognitive processes carried out by the students themselves. The definition of learning according to Slameto (2003: 2) is "an effort process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with the environment.

B. Teachers' Methods in Improving Student Learning Achievement at SDN 2 Gondang

Related to teachers' methods in teaching, researchers obtained data through interviews and observations of teachers and students at SDN 2 Gondang, while the series of activities began with interviews, after the interview data was collected, the researchers went into the classroom to observe teacher and student activities during the learning process. In the learning process at SDN 2 Gondang, teachers use various methods to suit the characteristics of students and learning objectives. The methods used not only play a role in delivering material, but are also able to increase student motivation and learning achievement. The following is a description of some of the methods used by teachers :

1. Lecture Method

The lecture method is used by teachers to convey information or knowledge directly. Although one-way in nature, this method is still relevant if used effectively and combined with other methods. At SDN 2 Gondang, teachers use lectures to explain new material, give directions, and convey important information efficiently. This method is especially helpful when teachers have to convey basic concepts that require direct and systematic explanations. This is also reinforced by the opinion of Suryani (2020), who said in her journal that the lecture method remains effective when delivered in a communicative language, accompanied by visual aids, and combined with questions and answers to check students' understanding.

2. Question and Answer Method

The question and answer method involves interaction between teachers and students that aims to explore understanding and increase students' active participation in learning. At SDN 2 Gondang, teachers use this method to encourage

students to think critically and express their opinions. In addition, this method makes it easier for teachers to assess students' mastery of the material. This is also reinforced by the opinion of Fitriyah & Huda (2021) in their journal showing that the question and answer method increases students' courage in expressing opinions and strengthens their memory of the subject matter.

3. Demonstration Method

The demonstration method is carried out by showing a process or steps of an activity directly so that students can witness and understand how something works. At SDN 2 Gondang, teachers often use this method for lessons such as science and cultural arts, for example when explaining how to grow plants or make art. Demonstrations make it easier for students to understand material that is practical. This is also reinforced by the opinion of Wulandari (2019), the demonstration method is effective in improving students' understanding because they can directly see the process being studied, so that learning becomes more concrete and meaningful.

4. Group Discussion Method

The group discussion method provides space for students to collaborate and exchange ideas. In discussions, students learn to understand various points of view and build an attitude of cooperation. Teachers at SDN 2 Gondang often use this method in lessons that require problem solving or in-depth understanding of concepts. Students are divided into small groups to discuss a particular topic and present the results to the class. According to Sanjaya (2008:126), the discussion method encourages students to think critically, express opinions, and respect the views of others. It is very effective for improving students' concept understanding and social skills. In addition, teachers at SDN 2 Gondang also use interactive learning media, such as educational videos and visual images. The use of this media aims to attract students' attention and make the subject matter easier to understand. The use of learning media is supported by Arsyad (2011:15) who states that learning media can help clarify messages, overcome space and time limitations, and increase student learning motivation. This is reinforced by the opinion of Putri and Ramadhan (2020), the group discussion method has proven effective in improving students' critical thinking skills and responsibility for learning tasks.

5. Contextual Teaching and Learning (CTL)

Contextual teaching and learning (CTL) is learning that connects material with students' real-life experiences to make it easier to understand and more meaningful. Teachers at SDN 2 Gondang apply this approach by providing examples from the students' surrounding environment. For example, when learning math, teachers use real objects to teach the concept of measurement. This is reinforced by the opinion of Astuti & Suryono (2021) in their journal saying that the contextual approach increases motivation and learning outcomes because students feel that learning is directly related to their daily lives.

CONCLUSIONS

Teachers have a very important and complex role in improving student achievement. Teachers not only function as teachers who deliver material, but also as facilitators, mentors, motivators, and even mediators in the learning process. This role is carried out through an empathetic approach, attention to students' individual

needs, and efforts to build good communication between schools and parents. Teachers at SDN 2 Gondang apply a variety of varied and creative learning methods. These include lectures, group discussions, questions and answers, demonstrations and the contextual teaching and learning approach. The use of learning media such as pictures, teaching aids and educational games has been proven to increase students' interest and participation in the learning process.

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