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The Role of Teachers in Enhancing Students' Learning Motivation Through Group Discussion–Based Mathematics Learning in Grade 5 At SDN 2 Cilandak

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ABSTRACT

This research is motivated by the low motivation of students to learn mathematics subjects at the elementary school level. Learning motivation is one of the important factors affecting the quality of mathematics learning. However, in practice, mathematics learning is still often perceived as a difficult and uninteresting subject by students, thus having an impact on low learning motivation. This study aims to describe the existence of teachers in increasing student learning motivation through mathematics learning based on group discussion activities. This study uses a case approach with data collection methods carried out through observation, interviews, and documentation. The respondents of the study are grade V teachers and grade V students of SDN 2 Cilandak. The results of the study show that (1) The existence of teachers is reflected through the role of teachers as planners, implementers, facilitators, motivators, and evaluators in mathematics learning based on group discussions; (2) Group discussion activities can create a more active, collaborative, and fun learning atmosphere, thereby encouraging optimal student involvement. The conclusion of this study is that mathematics learning based on group discussion activities can be an alternative effective learning strategy to increase student learning motivation with optimal teacher existence support.

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1. INTRODUCTION

Mathematics learning in elementary school has a very strategic role in shaping students' logical, critical, systematic, and analytical thinking skills. Mathematics not only serves as a means of mastering concepts and numeracy skills, but also as a vehicle to practice reasoning skills and solve problems in daily life. This is in line with the goals of national education as mandated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3, which emphasizes

that education aims to develop the potential of students to become knowledgeable, capable, creative, independent, and responsible human beings.

However, various previous research results show that mathematics learning in elementary schools still faces a number of problems. Math is often perceived as a difficult, abstract, and less interesting subject by most students. Research conducted by Sardiman (2018) revealed that students' low motivation to learn in mathematics subjects is influenced by monotonous learning methods and lack of active student engagement. In line with this, Dimyati and Mudjiono (2015) stated that learning motivation is an internal factor that greatly determines the activeness and success of students in following the learning process.

Low learning motivation has a direct impact on low student involvement in learning activities, such as lack of courage to ask questions, express opinions, and work together in completing assignments. This condition has implications for low student learning outcomes. In fact, current education policies emphasize the importance of student-centered learning. Permendikbud Number 22 of 2016 concerning Standards for the Process of Primary and Secondary Education emphasizes that the learning process must be carried out in an interactive, inspiring, fun, challenging, and motivating students to actively participate in accordance with their talents, interests, and psychological development.

In this context, teachers have a central role in creating a conducive and meaningful learning atmosphere. Teachers not only play the role of delivering material, but also as learning designers, facilitators, motivators, and supervisors of students. Uno (2017) emphasized that the success of learning is highly determined by the teacher's ability to choose learning strategies and models that are able to arouse students' motivation to learn. One alternative learning strategy that is considered effective in increasing student learning motivation is mathematics learning based on group discussion activities.

Group discussion-based learning provides opportunities for students to learn collaboratively, actively interact, work together, express opinions, and solve problems together. According to Slavin (2014), cooperative learning and group discussions can increase students' learning motivation, sense of responsibility, and confidence because they are directly involved in the learning process. In addition, this approach is in line with humanistic values in education that place students as learning subjects who have potential and differences that need to be appreciated. In line with the views of Suharyanto H. Soro (2024), the teachers who exist are teachers who are able to revive educational interactions and place students as active subjects in learning. Thus, mathematics learning based on group discussion activities can be an effective alternative learning strategy to increase student learning motivation with optimal teacher existence support.

SDN 2 Cilandak, mathematics learning in grade V has begun to implement group discussion activities as one of the learning strategies to increase student activity and motivation. However, the success of implementing these strategies is highly dependent on the existence and role of teachers in managing learning effectively. Therefore, it is necessary to conduct research to examine in depth how the existence of teachers in increasing student learning motivation through mathematics learning based on group discussion activities in grade V at SDN 2 Cilandak.

2. METHODS

This study uses a case study approach with observation, interview, and documentation data collection methods. This approach was chosen because this study aims to deeply understand the existence of teacher competence in increasing student learning motivation through mathematics learning based on group discussion activities. Suharyanto H. Soro (2023) Defining a case study is a scientific activity carried out consciously, both single and plural problems using observational data collection methods, interviews, questionaires, and documentation or the like so that they can describe and exploit the findings comprehensively and in-depth. In this context, case studies are used to describe systematically and factually the role of teachers, the implementation of group discussion learning, and students' learning motivation in mathematics learning.

The researcher used a data collection method, namely participatory observation. The researcher positions himself as a researcher and a teacher. In other words, researchers record and record phenomena or events that occur during the mathematics learning process. The next method is an in-depth interview with respondents. The researcher spent approximately 10 minutes on one respondent. The interview was conducted in a natural face-to-face manner with a pleasant atmosphere. Interviews were conducted with grade V teachers to obtain more in-depth information about the planning, implementation, and evaluation of mathematics learning based on group discussions as well as teachers' efforts to increase students' motivation to learn. In addition, documentation is used to collect supporting data in the form of learning tools, photos of learning activities, and other documents relevant to the research.

The last method is documentation, in the form of learning tools, photos of activities, and notes of student learning outcomes. This research was carried out at SDN 2 Cilandak, especially in grade V. The selection of the location was based on the consideration that the school had implemented mathematics learning based on group discussion activities. The respondents of the study were grade V teachers and grade V students of SDN 2 Cilandak.

Data analysis is carried out through the following stages:

1. Data reduction, which is selecting and focusing data that is relevant to the research objectives.
2. Data presentation, in the form of narrative descriptions.
3. Drawing conclusions, as a result of the interpretation of research data.

This research procedure is prepared as systematic steps taken by researchers in carrying out research, starting from the preparation stage to the stage of reporting research results. This research procedure consists of several stages as follows: In the preparation stage, the researcher conducts a preliminary study to identify problems that occur in mathematics learning in grade V of SDN 2 Cilandak, especially related to student learning motivation. The researcher also conducted a literature review of various relevant sources, such as books, journals, and laws and regulations related to mathematics learning, learning motivation, the role of teachers, and learning based on group discussion activities.

The research implementation stage was carried out after obtaining a research permit from the school. At this stage, the researcher collects data through observation, interview, and documentation techniques. Observations were carried out to directly observe the mathematics learning process based on group discussion activities, the role of teachers in managing learning, and the activeness and motivation of students to learn during the learning process.

After the data is collected, the researcher conducts a qualitative data analysis. Data analysis is carried out through the data reduction stage, namely selecting and focusing data that is relevant to the research objectives. Furthermore, the data is presented in the form of a systematic narrative description to make it easier for researchers to understand the relationship between data. The final stage of data analysis is drawing conclusions, namely formulating research findings based on the results of the interpretation of the data that has been analyzed.

Stages of Data Validity Checks

To ensure the validity of the research data, the researcher triangulated the technique by comparing the data obtained from observations, interviews, and documentation. This step is done to ensure that the data obtained is truly accurate, consistent, and scientifically accountable.

Research Report Preparation Stage

The final stage in the research procedure is the preparation of a research report. The researcher compiles research reports systematically in accordance with the rules of scientific writing that apply at the Islamic University of Nusantara. The results of the research that have been analyzed are presented in the form of a mini research report which includes introduction, theoretical review, research methodology, research results, discussion, conclusions, and suggestions.

Data Triangulation

Data triangulation is a data validity check technique used in qualitative research to increase the level of credibility of research findings. According to Moleong (2019), triangulation is carried out by utilizing various data sources, data collection techniques, and data collection times to obtain more accurate and accountable data.

In this study, data triangulation was carried out through technical triangulation, namely by comparing and assessing the suitability of data obtained from observations, interviews, and documentation. The observation data were used to directly describe the implementation of mathematics learning based on group discussion activities, the role of teachers in managing learning, and the activeness and motivation of students to learn during the learning process. The interview data was used to obtain more in-depth information about the planning, implementation, and evaluation of learning from the teacher's perspective. Meanwhile, documentation data is used as supporting data in the form of learning tools, notes of learning outcomes, and visual evidence of learning activities.

The triangulation process is carried out by comparing the findings of the three techniques to see their consistency and relevance. If the observation data shows an activeness and increase in student learning motivation, then the findings are confirmed through the results of interviews with teachers and reinforced with relevant documentation data. On the other hand, if there are differences or inconsistencies in the data, the researcher conducts further research until a complete and comprehensive understanding is obtained.

Thus, the application of data triangulation in this study is expected to ensure that the data obtained is valid, objective, and scientifically accountable, so that the results of the study truly reflect the conditions of mathematics learning based on group discussion activities in grade V of SDN 2 Cilandak.

3. FINDINGS AND DISCUSSION

Based on the results of observations, interviews, and documentation conducted during the research, it was obtained that grade V teachers played an active role in designing and implementing mathematics learning based on group discussion activities. The teacher prepares a learning plan by paying attention to the learning objectives, the material to be delivered, the formation of groups, and clear discussion steps. During the implementation of learning, the teacher organizes the students into small groups and gives assignments or math problems to discuss together. The teacher acts as a facilitator by guiding the course of the discussion, providing direction when students have difficulties, and encouraging each group member to participate actively. Teachers play the role of learning planners by compiling lesson plans that contain systematic group discussion strategies. In addition, teachers play the role of facilitators by providing LKPD, learning media, and directing group discussions. Teachers also act as motivators by providing verbal reinforcement such as praise and encouragement to students.

The results of interviews with teachers show teachers' awareness of the importance of an active role in increasing students' learning motivation. The teacher stated:

> *"If I just explain, children get bored quickly. With group discussions, they become more active and I can accompany them one by one."*
> *The teacher also emphasized that the teacher's active presence in the discussion makes students feel cared for and appreciated:*
> *"Children become more courageous to ask questions because they know their teacher is supportive, not judging them to be wrong or right."*

The results of the study also showed an increase in students' motivation to learn. This can be seen from the students' activeness in participating in learning, courage in expressing opinions, enthusiasm

in completing group assignments, and the ability to work together with their group mates. Students appear to be more engaged in the learning process and show a higher interest in mathematics lessons than conventional learning. According to Sardiman (2018), learning motivation is the overall driving force in students that gives rise to learning activities and provides direction to these learning activities. In the context of this research, teachers play a role as an external factor that is able to arouse students' motivation to learn.

The existence of teachers shown through the role of facilitator, motivator, and supervisor is in line with the opinion of Uno (2019) who states that teachers must be able to create learning conditions that allow students to be intrinsically motivated. Teachers who actively accompany students in group discussions provide a sense of security and increase student confidence. This encourages students to be more courageous to express their opinions and be actively involved in learning.

Group Discussions as a Strategy to Increase Learning Motivation

Group discussion-based learning provides students with the opportunity to learn collaboratively. According to constructivist theory, knowledge is built through social interaction and learning experiences. The results of the study showed that group discussions were able to increase students' motivation to learn because students felt directly involved in the learning process. Group discussions also help students understand abstract math material more concretely through peer explanations.

> *I see that group discussion activities have their own value, especially related to student learning motivation. As a teacher, I certainly have a special target for my students. My target is to make students enthusiastic or motivated to participate in a series or activities or activities. Because I use every moment as much as possible in order to achieve learning goals.*

The active presence of teachers in mathematics learning based on group discussions has real implications for students' learning motivation. Teachers do not only function as material presenters, but as figures who facilitate, guide, and give meaning to the student learning process.

> *One of the teachers said in an interview: "I see that children are more enthusiastic when given the opportunity to discuss. They feel that their opinions are valued, so their motivation to learn increases."*

This statement is in line with the opinion of Sardiman (2018) who states that learning motivation functions as a driving force that causes, directs, and sustains learning activities. In this context, teachers play the role of external drivers who are able to arouse students' motivation to learn through the right learning strategies. In addition, Uno (2019) explained that students' intrinsic motivation can grow if teachers are able to create a learning atmosphere that gives students a sense of security, appreciation, and opportunities to actively participate. This can be seen in learning group discussions, where students not only receive information, but are directly involved in the process of thinking and problem solving.

> *"If the teacher accompanies the group, I dare to ask questions. It's a bit scary to make a mistake, but when you talk about it, you feel more confident."*

The statement shows that the active presence of teachers is able to increase student confidence, which is one of the indicators of intrinsic motivation. The constructivist approach emphasizes that knowledge is built by students through social experiences and interactions. In mathematics learning based on group discussions, students build their understanding through the process of asking, discussing, and expressing opinions. Teachers play the role of facilitators who help students construct their own knowledge. This is reinforced by other student statements:

"When discussing, friends explain in an easy-to-understand way. So understand better than just listening to the teacher."

The collaborative approach in group discussions also helps students learn to work together, respect the opinions of others, and take responsibility for group tasks. This activity not only increases motivation to learn, but also develops students' social skills.

4. CONCLUSION

Based on the results of research and discussion on *the Existence of Teacher Competence in Increasing Student Learning Motivation through Mathematics Learning Based on Group Discussion Activities in Class V at SDN 2 Cilandak*, it can be concluded as follows:

The existence of teachers has a very important role in increasing students' learning motivation in mathematics learning. Teachers not only function as material presenters, but also act as facilitators, motivators, and supervisors who actively accompany students during the learning process.

Mathematics learning based on group discussion activities is able to create a more active, fun, and participatory learning atmosphere. Through group discussions, students have the opportunity to interact, exchange opinions, and build understanding together.

The learning motivation of grade V students of SDN 2 Cilandak has increased, which is marked by an increase in students' activeness in asking questions, the courage to express their opinions, their enthusiasm for participating in learning, and their responsibility in completing group assignments.

The success of the implementation of group discussions in mathematics learning is inseparable from the existence of teachers who are able to manage the classroom, create a conducive learning atmosphere, and provide positive reinforcement and support to students.

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