



## The Role Of Teachers In Improving Learning Interest In Civics Education Learning Of Grade IV Students Of Nusukan Barat State Elementary School

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### Article Info

#### Article history:

Received :

Acceptance :

Published :

Available online

<http://aspublisher.co.id/index.php/cakrawala>

E-ISSN: 3063-2447

#### How to cite:

Hidayah, Arifatul, Afni., Zahran, Azmi, Aisha., Rahmadhani, Ayu, Ananda., Rawanoko, Septina, Endrise (2024). "The Role Of Teachers In Improving Learning Interest In Civics Education Learning Of Grade IV Students Of Nusukan Barat State Elementary School". Cakrawala: Journal of Citizenship Teaching and Learning, vol. 2, no. 2, pp. 123-133, 2024.



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### ABSTRACT

Low student interest in citizenship education (civics education) is one of the problems often encountered in schools. This condition is influenced by various factors, including teacher teaching methods and student motivation. This study aims to describe the role of teachers in fostering students' interest in learning Civics Education in grade IV at ELEMENTARY SCHOOL Nusukan Barat, as well as the factors that influence this interest. This research uses a qualitative approach. Data collection techniques included observation during learning, semi-structured interviews with respondents from the fourth-grade teacher of ELEMENTARY SCHOOL Nusukan Barat, and documentation studies conducted in the fourth-grade classroom of ELEMENTARY SCHOOL Nusukan Barat. The results showed that the teacher's role as a facilitator, motivator, informant, and classroom manager has a significant influence in increasing students' interest in learning. In addition, there are supporting factors such as teacher creativity and competence, supportive school programs, and good communication between teachers and students. However, there are also inhibiting factors such as limited learning time, students' dislike of the subject, and lack of support from parents at home. Therefore, the active role of teachers in the learning process and classroom management is very important in fostering students' interest in learning. It is recommended that teachers continue to increase creativity in teaching and involve parents to support learning at home so that students' interest in learning Civics can be improved optimally.

**Keywords:** Citizenship Education, The role Of the Teacher, Interest In Learning.

## 1. INTRODUCTION

Students generally find it difficult to pay attention to lessons and in Civics learning they usually pay less attention (Villabona & Cenoz, 2022; Suhendar & Rambe, 2023). As a result, they appear lazy, bored during the learning process, which results in an unpleasant learning atmosphere. Students do not have a high interest in learning. This is one of the

factors that influences students not to understand the material. When studying, it is important for students to have an interest in learning. If students are not interested in the subject, they will not be interested in learning. The way teachers teach also influences students' interest in the subject. The influence of interest on a person's activities is very large, because someone will do something that they are interested in and it is impossible to do it if there is no interest. When facing challenges, strong interest will make someone try hard and not give up easily. Many problems arise in the learning process in schools. One of them is that students do not understand what they are learning or are not interested in learning, which is a common problem in the learning process. This is in line with the idea put forward by Sirait (2016) that interest in learning can be defined as the level of attention, satisfaction, and interest of a person in what they are learning. This interest is shown through enthusiasm, participation, and active learning. Teachers who carry out their roles well can influence students who feel like or are interested in learning (Jeon & Lee, 2023; Suhendar et al., 2023).

The results of observations and interviews conducted with the homeroom teacher of grade IV of Nusukan Barat Elementary School on September 11, 2024 showed that students' interest in civics education was still low. This lack of interest causes students to be unmotivated and inactive during lessons. This can be seen from the behavior of students who are not focused, talking to friends during lessons, not taking notes, and not paying attention to the teacher's explanation. Students often have difficulty understanding the material because they do not pay enough attention to what the teacher teaches. Various students show levels of interest in civics learning, including; some are very interested and like the subject, some do not like the subject. This dislike causes low concentration and active participation in class. To overcome this problem, teachers must play a role and participate actively in making learning interesting and enjoyable.

Teachers play a very important role in the learning process. One of the main responsibilities of a teacher is to teach, educate, guide, instruct, train, and evaluate students during the learning process (Putra et al., 2021; Dalimunthe et al., 2024). The results of the study (Amalia et al., 2022) showed that the role of teachers in fostering interest in learning Civics in grade V students of ELEMENTARY SCHOOL Wirun is as an informant, motivator, class manager, and facilitator. In addition, another study (Sari et al., 2021) found that the role of teachers in student learning is as an informant, evaluator, motivator, mediator, and director. In addition, the role of teachers in fostering interest in learning is by providing learning facilities, implementing creative ideas, using media, and organizing learning.

If students have low interest in learning, of course there are several factors that influence students' learning difficulties in PKn learning materials based on research from (Melinda, 2024), Internal factors include students' interests and talents, low student motivation, lack of student concentration, lack of active student questions about learning activities, and low student interest in reading. External factors include lack of teacher efforts to help students and lack of parental supervision in assisting learning at home. In addition, research (Fuad & Zuraini, 2016) found that there are several factors that influence students' learning interests. The first factor is a factor from within the student

(internal), which influences students' learning interests that come from themselves, including physical and psychological (mental) aspects. The second is a factor from outside the student (external), which influences students' learning interests from outside themselves, for example family, school, and community environment.

This study is expected to increase knowledge about the role of teachers in fostering students' interest in learning in grade IV of ELEMENTARY SCHOOL Nusukan Barat. In addition, this study aims to explain the relationship between the role of teachers and factors that influence the growth of students' interest in learning PKn.

## **2. RESEARCH METHODE**

The type of research used in this study is qualitative research. According to (Kusumastuti, 2019) Qualitative research is a type of research used by a group of people to understand and explore a meaning that comes from a number of social or humanitarian efforts that go through important efforts. The location of this research was carried out in class IV ELEMENTARY SCHOOL Nusukan Barat Surakarta on September 10, 2024 at Jl. Sriwijaya No. 6, Nusukan, Kec. Banjarsari, Surakarta City, Central Java 57135. Implementation Method In the initial stage of implementation, the researcher collected research data, then the collected data was analyzed using qualitative research analysis to obtain a valid conclusion on the problem being studied.

The data collection techniques used are observation, interviews, and documentation studies. According to (Werner & Schoepfle in Hasanah, 2017). Observation is an activity of observing human activities in an organized manner that is carried out continuously to produce a fact. Observations were carried out in class 4 during civics learning using observation instruments. According to (Fiantika, 2022) Interviews are two-way communication in the form of an exchange of ideas or information through questions and answers that can construct the meaning of a particular topic. Interviews are used to find the problems being studied and find out information about the respondents in depth. Interviews were conducted with homeroom teachers 4, interviews were conducted in a semi-structured manner using interview guidelines that had been prepared and questions that were adjusted in the interview process. Documentation Study according to (Satori in Nasution, 2023) Documentation Study is a process of collecting information needed in research problems in the form of documents and data which are then reviewed to produce a fact to support the credibility of the results of observations and interviews. Documentation Study carried out with photos using a cellphone during the learning process and a copy of the Civics teaching module used.

## **3. RESULT AND ANALYSIS**

This research was conducted at ELEMENTARY SCHOOL Nusukan located at Jl. Sriwijaya No.6, Nusukan, Banjarsari District, Surakarta City, Central Java. This study discusses the role of teachers in the interest in learning Civics of grade IV students of ELEMENTARY SCHOOL Nusukan. In the learning process, the interaction between

teachers and students occurs because of the relationship. Students show interest or desire to participate in learning activities, which is termed as interest in learning. This is in line with the statement (Sirait, 2016) that interest in learning is interpreted as a person's attention, liking, or interest in learning activities that can be seen through enthusiasm, participation, and activeness. Students who have a sense of liking or interest in learning can be influenced by teachers who carry out their roles well. Teachers have a very important role in the continuity of the teaching and learning process. As professionals, teachers are responsible for educating, teaching, guiding, providing direction, training, and evaluating students during the learning process.

### **The Role of Teachers in Increasing Students' Interest in Learning**

Based on the data collection that has been carried out on the Civics subject in class IV of ELEMENTARY SCHOOL Nusukan Barat, the researcher obtained the following data:

#### **a) Teacher as a facilitator**

The role of the teacher is not only limited to delivering lesson materials and designing learning plans, but also includes providing facilities that support students in the learning process. This aims to help students overcome various problems or difficulties that arise during learning activities. As a facilitator, the teacher helps students understand the concepts taught, provides learning facilities and resources, and creates a conducive atmosphere for learning. According to Agustina (2017), an uncomfortable learning environment, such as a stuffy classroom atmosphere, tables and chairs that are not arranged properly, and minimal learning facilities, can cause students to lose their motivation to learn.

Based on data collection that has been conducted at ELEMENTARY SCHOOL Nusukan Barat, the role of teachers as facilitators has a significant impact on the effectiveness of the learning process. Teachers have provided supporting facilities for classroom learning such as learning media, teaching materials, and supporting technology that can be easily accessed. For example, the use of aids such as projectors, or digital platforms can help students understand the material more effectively and interestingly. In addition, teachers encourage students to think critically and independently in solving problems faced during learning. Teachers provide appropriate guidance or direction without providing solutions directly, so that students can develop their analytical and creative abilities.

Therefore, the role of the teacher as a facilitator is very important in providing facilities to support the creation of a pleasant learning atmosphere for students during the learning process.

#### **b) Teachers as motivators**

As motivators, teachers motivate students to be enthusiastic about learning, foster self-confidence, and show that civics material is relevant to everyday life. Nadhiroh, A. L. (2021) explains that learning motivation is one of the key factors that determines the success of the learning process in schools. In teaching and

learning activities, motivation plays an important role as an internal driver from within students, which is also one of the internal factors that can influence the student learning process.

Based on data collection that has been conducted at **ELEMENTARY SCHOOL Nusukan Barat**, the role of teachers as motivators also has a significant impact on the effectiveness of the learning process. Teachers have provided motivation to students quite well, although students' responses to the motivation vary. Some students show high enthusiasm in participating in **PKn** learning, but there are also some students who are less focused on the lesson and have not shown great interest in studying Civic Education.

Therefore, the role of teachers as motivators is very necessary to motivate students to learn in class. So that it can encourage students to be enthusiastic and active in learning.

**c) Teacher as an informant**

The teacher is a good informant, and is able to understand the needs of students. In other words, even though the teacher has not fully adjusted the material to the needs of students who have learning difficulties, the teacher still tries to convey information about the subject matter in an interesting way so that it can arouse students' enthusiasm for learning (Nurrahmawati, R. 2016). As an informant, the teacher plays a role in conveying information and knowledge to students. In this case, the teacher becomes the main source of information for students who are learning.

Based on data collection that has been done at **ELEMENTARY SCHOOL Nusukan Barat**, the role of teachers as informants also has a significant impact on the effectiveness of the learning process. In learning, teachers act as informants tend to start learning with a clear introduction, explain learning objectives, and provide detailed explanations according to the curriculum, teachers also have a strong understanding of the material can answer student questions well and provide additional explanations if needed, and teachers often provide opportunities for students to ask questions, discuss, or provide responses to the material presented.

Therefore, the role of the teacher as an informant is to deliver material systematically, use appropriate media, and interact actively with students. Teachers can create effective and meaningful learning so that they can improve students' understanding and encourage their interest in learning.

**d) Teachers as class managers**

Teachers as class managers or learning managers are responsible for leading the teaching and learning process and overcoming various problems or obstacles that arise during the learning activities (Minsih, M.2018). As class managers, teachers create a well-organized classroom atmosphere so that the teaching and learning process runs smoothly. In general, the purpose of class management is to utilize and provide facilities to support various teaching and learning activities. Meanwhile, the specific objectives include developing students' abilities in using

learning tools, creating conditions that support students to learn and work, and helping them achieve the expected results.

Based on data collection that has been conducted at **ELEMENTARY SCHOOL Nusukan Barat**, the role of teachers as class managers also has a significant impact on the effectiveness of the learning process. First, teachers play a role in creating a comfortable and pleasant classroom atmosphere. This can be seen from how teachers organize the classroom, arrange the positions of tables and chairs, and ensure good air ventilation so that the atmosphere does not feel stuffy. Second, teachers are less able to manage interactions between students, both in small groups and as a whole. Third, teachers are able to provide equal opportunities for students to participate in class activities, be it discussions, questions and answers, or group activities. Fourth, teachers have provided clear and consistent direction about the applicable rules, and enforce these rules fairly, teachers help students understand the importance of discipline in the learning process. Therefore, the role of teachers as class managers greatly determines the success of the learning process, because without good management, the planned learning objectives will not be achieved optimally.

So it can be concluded that the role of teachers is very large and varied in increasing student interest in learning PKn in elementary schools. Teachers play a very crucial role in the continuity of learning. Teachers can act as facilitators, motivators, informants and also managers in a class.

### **Supporting Factors for the Role of Teachers in Increasing Students' Interest in Learning**

There are several supporting factors for the role of teachers to support students' interest in learning Pancasila Education. These factors can be categorized into internal factors and external factors. Internal factors that have been found include, first, the creativity of teachers as teachers, in teaching Civics learning. Basically, creative teachers in the learning process are the type of change in student behavior during class to attract students' attention. (Aras, 2022). Teachers are seen using various methods such as class discussions, lectures, questions and answers, besides that teachers can adjust the media used in the material being taught, for example in the material on the village government system, the teacher displays Power Point in front of the class so that the learning process is more varied so that it will arouse students' interest in learning. Research conducted by Nimury which examines the influence of teacher creativity on students' interest in learning in economics subjects. The results of this study indicate that there is a significant influence between teacher creativity and students' interest in learning (Nimury, 2019).

Second, good communication between teachers and students. Communication is a process in which symbols are conveyed from the sender to the recipient. This process allows individuals to establish closer relationships with others. The main goal is to create a uniform understanding of the symbols communicated, so that at least other people can know and are willing to accept the message in a more positive way. (Nisa, K. 2020). The communication between the homeroom teacher and students is quite good. Teachers can

select words that are appropriate to what they want to convey to students, at the opening of the lesson the teacher also motivates students to be more enthusiastic in carrying out learning activities, The teaching of concepts carried out by the teacher uses concrete examples so that the knowledge taught can be conveyed properly. The teacher also adjusts the class conditions, when it is crowded the teacher will use ice breaking to show the students' focus. Communication that is considered successful involves several key elements: (1) Openness, namely the readiness to accept and respond well to information obtained in interpersonal interactions. (2) Empathy, which means the ability to feel and understand the feelings of others. (3) Support, namely the existence of a supportive atmosphere so that communication can take place effectively. (4) Positive Attitude, where individuals must have a good view of themselves, which can encourage active participation from others and create a communication environment that is conducive to productive interactions. (5) Equality, which includes the recognition that both parties respect each other, have value, and can make meaningful contributions to each other. (Nisa, K. 2020).

Third, teacher competence in teaching. A teacher's ability is assessed to assess their quality as an educator. The level of expertise possessed by the teacher also affects student performance in class. There are three types of competencies that are the basis for a teacher's ability, namely: personal character, mastery of teaching materials, and teaching skills. If teachers can understand and master these three competencies, they will be better able to carry out the teaching process effectively (Magdalena, 2021). The teacher seems to be experienced in teaching the material so that in delivering the material the teacher looks accustomed and fluent, when managing the class the teacher can overcome problems that occur such as noisy students, students who do not pay attention or students who have difficulty in doing learning assignments. A teacher who is successful in teaching is one who has competence and a deep understanding of best practices in the learning process, especially in learning planning. (Cikka, 2020).

External factors that support the role of teachers in supporting student interest in civics learning include First. A supportive school environment. Indicators related to the school environment consist of two main components, the physical environment and the social environment. The physical environment refers to conditions that support students in carrying out various activities and everything related to efforts to refresh their minds. Rafsanjani, M. Z. (2024). Learning takes place well in the classroom because the school environment supports such as the availability of projector technology, LCD, in addition to morning habits such as literacy for all students will foster students' enthusiasm for reading lessons, one of which is in civics learning. In addition, a comfortable school environment will make students psychologically feel safe and comfortable to learn. The influence of the school environment on students' interest in learning is very significant, especially because students at the elementary school level are at an important stage in building the foundation of their knowledge and attitudes towards the learning process. Thus, research on the relationship between the school environment and students' interest in learning is very important to understand how schools can contribute to supporting students' academic and non-academic development (Kurniawan, 2022; Suhendar et al., 2024).

Second, support from parents, most students get support from their parents regarding learning activities carried out at school. The role of parents is very crucial in supporting children's learning development. When children receive assignments from teachers, parents need to be actively involved to provide the necessary guidance and direction. (Rizkiyana, 2023). Parents of grade IV ELEMENTARY SCHOOL Nusukan Barat mostly play an active role in student learning activities in learning, good relationships between parents and homeroom teachers, parental participation in the committee to provide input or discussions, and parental trust in the homeroom teacher regarding the rules applied during learning. Parents have a responsibility in carrying out educational responsibilities, parents need to provide consistent support, provide guidance, encourage, and work together to achieve quality education for children. The role of parents is very crucial in influencing their children's learning outcomes. These duties and responsibilities include directing children's growth at home, in accordance with the programs that have been set at school (Rahayu et al., 2021).

### **Inhibiting Factors of Teachers' Role in Increasing Students' Interest in Learning**

Based on the results of observations of Civics learning at ELEMENTARY SCHOOL Nusukan Barat, inhibiting factors were found, among others, the amount of time available for learning at ELEMENTARY SCHOOL Nusukan Barat is often considered less than ideal. This is caused by internal factors, such as some students who appear unenthusiastic because they have not had breakfast before going to school; some students also do not like certain subjects such as Civics, so they tend to be quiet and inactive during the lesson, and some students have difficulty understanding the questions given as seen from their lack of involvement when the teacher asks questions or when asked to work on questions. Students have difficulty understanding the subject matter because of this inactivity. While some students seem lethargic and do not pay attention to the teacher's instructions, some others seem busy talking and joking with their classmates. As a result, students who were initially focused on the lesson become distracted and lose concentration, which causes them to understand the material less. This is in line with research (Wibowo, 2016) which found that student activity is one of the important components of successful learning in the classroom. Student learning activity is one of the main components that is important for the success of the learning process.

Students' interest in studying at ELEMENTARY SCHOOL Nusukan Barat is also influenced by external factors. Supporting factors show that most parents have helped students study at home, but there are also parents who are less supportive of their children's learning activities at home. Teachers say that parents are very important in determining the success of their children's education. However, there are some parents who are too busy working so that they cannot pay attention to their children's education at home. Students become lazy and lose their desire to learn if they do not get this assistance. In addition, the large number of playmates at home often makes students prefer to play without paying attention to the time to study. Students do not want to study alone outside the classroom and only rely on what is taught at school, if they do not have control and assistance from their parents. This is in line with previous research (Melinda,



2024) which found that internal factors include students' talents and interests, low motivation, lack of focused concentration, lack of active student questions about learning activities, and low student interest in reading. External factors include the lack of teacher efforts to help students and the lack of parental supervision of home learning assistance. Observations at ELEMENTARY SCHOOL Nusukan Barat show that these problems have a direct impact on students' low understanding of the subject matter and reduce students' interest in learning.

#### 4. CONCLUSION

Based on the discussion above, it can be concluded that the role of teachers is important in increasing the learning interest of fourth grade students, especially in Civics subjects. Teachers act as facilitators, motivators, informants, and class managers. As facilitators, teachers provide learning facilities, create a conducive atmosphere, and encourage students to think critically. As motivators, teachers motivate students through approaches relevant to everyday life. As informants, teachers deliver material systematically and interactively. As class managers, teachers create a comfortable and organized learning environment. Supporting factors include teacher creativity, good communication between teachers and students, teacher competence, a supportive school environment, and parental support. However, obstacles such as lack of student motivation, limited learning time, and minimal parental guidance are still challenges that affect the effectiveness of learning. The optimal role of teachers, supported by supporting factors, has proven significant in increasing students' interest and understanding of Civics learning.

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