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# The Role of Teachers in Supporting Student Learning Processes in School Learning Activities

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**Abstract**

Teachers play a very important role in shaping the quality of student learning processes at school. Learning is not only determined by the material presented, but also by how teachers design, implement, and assist students during learning activities. This study aims to describe the role of teachers in supporting the overall learning process of students, including learning planning, implementation of learning activities in the classroom, student guidance, learning evaluation, as well as supporting factors and obstacles faced by teachers. This study uses a descriptive approach involving two teachers who are directly involved in learning activities at school. Data was collected through written online interviews using WhatsApp chat, so that the informants could convey their experiences and views reflectively. The results showed that teachers played an active role in creating more meaningful learning through careful planning, selection of varied learning methods, and creation of a comfortable and conducive classroom atmosphere. Teachers also provide motivation and guidance to students, especially those who experience learning difficulties, thereby helping to increase student engagement and understanding. Support from the school environment and the availability of infrastructure are factors that help optimize learning, although limited facilities remain a challenge. This study shows that the consistent and continuous role of teachers contributes greatly to the success of the student learning process at school.

**Keywords:** Teacher, Learning, Learning Motivation.

## 1. INTRODOCTION

Teachers play a very important role in the learning process at school because student learning success is greatly influenced by the teacher's ability to design, implement, and evaluate learning activities. The role of teachers is not limited to delivering material, but also includes functions as facilitators, motivators, mentors, and classroom managers who are able to create a conducive learning atmosphere. Zulfatunnisa (2025) emphasizes that the quality of learning in the classroom is largely determined by the role of teachers in encouraging active student participation during

the learning process. In addition, Ramadhan (2023) states that teachers have a responsibility to develop students' potential through the application of learning methods tailored to students' characteristics and learning needs (Irianto et al., 2022).

Previous studies have discussed the role of teachers in the learning process with varying focuses. Some studies focus on the role of teachers in increasing student learning motivation, classroom management, and the application of specific learning strategies. Novisha et al. (2023) emphasize that the role of teachers influences student learning motivation through communicative and interactive

learning approaches. However, most of these studies still discuss the role of teachers partially and are limited to one specific aspect. Studies that specifically review the overall role of teachers in supporting the entire learning process, from the planning stage, implementation, student assistance, to learning evaluation, are still relatively limited. As a result, the picture of how teachers carry out their roles in learning activities at school has not been fully revealed (Hendriyani et al., 2022).

Based on this gap, the novelty of this study lies in its attempt to comprehensively examine the role of teachers in supporting the learning process of students in schools. This study not only focuses on the role of teachers as conveyors of material or motivators of learning but also integrates various other roles of teachers, such as learning planning, learning implementation, student mentoring, learning

## 2. METHOD

This study uses a qualitative approach with a descriptive qualitative research type. A qualitative approach was chosen because this study aims to gain an in-depth understanding of the role of teachers in supporting student learning processes in school learning activities. Through this approach, the researcher seeks to explore the meanings, views, and experiences of teachers in carrying out their roles during the learning process. The focus of the research is not on measuring or testing hypotheses, but rather on describing the phenomena that occur as they are based on the perspectives of the informants (Ahmad 2021).

The sources in this study were teachers who were directly involved in learning activities at school. The selection of sources was carried out using purposive sampling, which is a technique for determining sources deliberately by considering certain criteria, such as teaching experience, active involvement in the learning process, and the ability of the source to provide information relevant to the focus of the study. With this technique, it is hoped that the data obtained truly reflects the conditions and learning practices that occur at school.

Data collection in this study was conducted through online interviews in writing using WhatsApp chat. The interviews were conducted by sending a list of questions to the

outcome evaluation, and teacher strategies in dealing with learning obstacles in the classroom. With this approach, this study is expected to provide a deeper understanding of the contribution of teachers in creating effective and meaningful learning for students (Abidin et al., 2022; Yunansah et al., 2022).

This study aims to describe the role of teachers in supporting the comprehensive learning process of students in schools. Specifically, this study aims to identify how teachers plan and implement learning, explore the strategies used by teachers to increase student engagement and understanding, and determine the forms of guidance provided to students during the learning process. In addition, this study also aims to reveal the supporting factors and obstacles faced by teachers in supporting the learning process of students in schools.

informants via written messages, then the informants provided written answers according to their experiences, views, and practices in learning activities. The selection of WhatsApp chat as the interview medium was based on considerations of ease of access, time flexibility, and efficiency in data collection. In addition, written interviews allow informants to provide answers in a more calm and reflective manner, so that the information conveyed can be more in-depth and structured (Zainullah et al., 2023).

The main instrument in this study was the researcher, who played a direct role in the entire research process, from preparing the interview guidelines and conducting the interviews to analyzing the data. The interview guidelines were prepared based on the focus of the study and were used as a reference to keep the data collection process on track. All conversations and responses from informants obtained through WhatsApp chat were documented and used as the main material for analyzing the research data.

The collected data was then analyzed using qualitative descriptive analysis techniques. The data analysis process was carried out in several stages, namely data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting and focusing on data relevant to the research objectives. Next, the data was

presented in the form of a systematic descriptive narrative to make it easy to understand. The final stage was drawing conclusions, which involved formulating the meaning and findings of the research based on the results of the data analysis that had been carried out.

To maintain data validity, this study applied source triangulation, which involved comparing information obtained from several sources. In addition, member checks were also carried out, which involved reconfirming the interview results with the sources to ensure consistency of meaning and avoid errors in data interpretation. The entire research process was carried out in accordance with research ethics, whereby the participation of sources was voluntary, the identities of sources were kept confidential, and the data obtained was used solely for academic purposes.

### 3. RESULT & DISCUSSIONS

#### Result

Based on interviews conducted with two teacher informants via WhatsApp chat, various information was obtained regarding the role of teachers in supporting the learning process of students at school. The data obtained included teaching experience, lesson preparation, classroom teaching, efforts to motivate and guide students, as well as factors that support and hinder the learning process. To facilitate understanding, the interview results are presented in several subheadings according to the focus of the study.

#### Teachers' Teaching Experiences at School

Based on the interview results, teaching experience is an important process for teachers in understanding the diverse characters of students. The first source explained that while teaching in class, teachers are faced with students of various characters, requiring different approaches in giving attention to students. This experience helps teachers understand student behavior and how to deal with problems that arise in the classroom. "I have had many experiences while teaching in the classroom, one of which is that I have come to know all the students' characters, therefore I have to pay attention to students in different

ways." (N1) In addition, the first interviewee also revealed that resolving conflicts between students is not easy and requires careful consideration in finding a fair solution. "My first experience as a teacher was resolving student problems. I thought it would be easy, but it turned out to be difficult." (N1) The second informant expressed a similar view, assessing that teaching is full of dynamics but provides valuable lessons for teachers. "Every day, I meet children with different characters. Some are easy to manage, while others need more attention." (N2)

#### Teacher Preparation Before Teaching

The interviews showed that teachers prepare seriously before entering the classroom. The first interviewee explained that lesson preparation involves developing lesson plans and supporting teaching materials. "I usually prepare it at night, which includes lesson plans such as learning media, material summaries, and student worksheets." (N1) Meanwhile, the second source emphasized the importance of adjusting the material to the conditions and abilities of the students so that learning can be effective. "Usually, before entering the classroom, I prepare the material to be taught. I also look at the conditions and abilities of the students so that I can adjust how I deliver the material. In addition, I prepare examples or small activities so that the children can understand more easily and don't get bored quickly while learning." (N2)

#### Teachers' Efforts to Create Active and Comfortable Learning

In implementing learning, teachers strive to create an active and comfortable classroom atmosphere so that students are optimally involved. The first source said that the use of teaching methods and media that suit the students' needs is the main key. "What I do is use teaching methods and media that suit the students' needs, with two-way communication such as questions and answers, giving appreciation and rewards, and doing ice breaking." (N1) The second source also added that a relaxed learning atmosphere greatly affects student activity. "I try to make the atmosphere relaxed. I like to invite the children to chat about the material, ask questions, or

play small games to get them more excited. That way, students become more courageous to be active and feel more comfortable when attending classes." (N2)

#### Teaching Methods Used by Teachers

Regarding teaching methods, each resource person uses a different approach according to the needs of the students. The first resource person more often uses the Project Based Learning method because it is considered to be able to train students to think critically. "The method I use most often is Project-Based Learning, because by using this method, students not only create a project but are also trained to be able to design or work on projects with the aim of solving a problem. This method also trains students to think critically." (N1) Meanwhile, the second source prefers the discussion and question-and-answer method to encourage student participation. "The method I use most often is discussion and question and answer. This is because this method encourages children to speak up and not just remain silent. I choose this method because it makes students more active, and I can also gauge how well they understand the lessons." (N2)

#### The Role of Teachers in Motivating Students

Student motivation is an important concern for teachers. The first source motivates students through advice, the use of interesting media, and ice-breaking activities. "By giving advice about enthusiasm for learning, ice-breaking, cheering, and singing." (N1) The second source motivates students by giving praise and relating the material to everyday life. "By encouraging and praising them when they try hard. I also like to give examples or stories that are close to their lives so that the lessons are more interesting. When children feel appreciated and cared for, they usually become more enthusiastic about learning." (N2)

#### Forms of Teacher Guidance for Students Experiencing Learning Difficulties

When students experience learning difficulties, teachers provide guidance according to the students' needs. The first source provides additional guidance on an individual basis. "The form of guidance I provide

is by giving additional lessons individually." (N1) Meanwhile, the second source chooses a personal approach with simpler explanations. "I usually approach them personally and explain the material in a simpler way." (N2)

#### How Teachers Assess Student Comprehension

Teachers use various methods to assess students' level of comprehension. The first informant asks students direct questions. "By asking, 'Do you understand?'" (N1) Meanwhile, the second informant uses discussions and exercises as indicators of student comprehension. "I usually assess students' comprehension through questions and discussions in class. I also often give exercises or small assignments to see if they can do them correctly. In addition, during discussions, if students can explain the material again in their own words, it is a sign that they understand." (N2)

#### Supporting and Hindering Factors in the Learning Process

The interview results showed that there were supporting and hindering factors in the learning process. The first informant mentioned the support of colleagues and infrastructure as supporting factors. "The supporting factors are the support from colleagues and the principal, as well as adequate infrastructure." (N1) However, the limitations of learning media were one of the obstacles. "The inhibiting factors are limited media resources or books and projectors." (N 1) The second informant added that classroom conditions and facilities also affect the learning process. "What can be inhibiting is an uncomfortable classroom or limited facilities." (N2)

#### The Importance of the Teacher's Role in Successful Learning

Both informants agreed that the role of the teacher is crucial to the success of student learning. Teachers not only function as conveyors of material, but also as mentors and motivators. "The role of teachers is very important for student success because teachers not only transfer knowledge to students but also contribute to shaping students' characters for the better, motivating and guiding

students." (N1) "The role of teachers is very important in student learning success. Teachers not only deliver material, but also guide, motivate, and set an example for students. If teachers can provide good support and guidance, students will find it easier to understand the lessons and be more enthusiastic about learning." (N2).

### **Discussions**

Based on research findings, teaching experience is a crucial asset for teachers in optimally fulfilling their role in the learning process. This experience helps teachers understand the diverse characteristics of students, including their behavior, academic abilities, and learning needs. With this understanding, teachers are able to determine the appropriate approach to interacting with and guiding students during the learning process. This aligns with findings (Bariyah et al., 2023), which state that a teacher's professional experience influences their ability to manage the classroom and build positive relationships with students, thus enabling a more effective and meaningful learning process.

In addition to teaching experience, the preparation teachers undertake before entering the classroom is also a crucial factor in supporting successful learning. Interviews indicate that teachers prepare materials, media, and learning tools to suit the students' conditions and abilities. Thorough preparation enables teachers to deliver material systematically and in a way that is easily understood by students. This aligns with Imawan (2024), who asserts that good lesson planning helps teachers manage time, methods, and learning media more effectively, thus optimally achieving learning objectives.

During the learning process, teachers strive to create an active and comfortable learning environment to maximize student engagement. These efforts are carried out through the use of varied learning methods, two-way communication, appreciation, and icebreaker activities to maintain students' focus and enthusiasm for learning. A conducive learning environment makes students feel safe and confident to actively participate in learning. This finding aligns with research (Roiyanita and Bahtiar, 2023), which states that a comfortable

and interactive classroom atmosphere can increase student engagement and interest in learning.

The choice of learning methods used by teachers also demonstrates their strategic role in supporting the learning process. Methods such as Project-Based Learning, discussions, and Q&A are chosen to train students to think critically, express their opinions, and actively participate in the learning process. Student-centered learning methods enable students not only to receive information but also to process and relate it to their learning experiences. This aligns with research (Jainiyah et al., 2023), which states that the implementation of active learning methods can increase student engagement and critical thinking skills.

The teacher's role as a motivator is also clearly evident in this study. Teachers provide motivation through advice, praise, the use of engaging media, and linking learning material to students' daily lives. Motivation provided by teachers can increase students' enthusiasm and confidence in participating in learning. This finding aligns with research (Jang, Reeve, and Deci 2021), which confirms that teacher support in the form of positive reinforcement and learning relevant to students' experiences can increase learning motivation and active student engagement in the learning process.

When students experience learning difficulties, teachers fulfill their role as guides by providing additional guidance and a personalized approach. This approach helps students understand the material in a simpler way and at their own pace. Individual guidance provided by teachers demonstrates attention and concern for students' learning progress. This aligns with research (Nugrahanti et al., 2022), which states that teacher guidance plays a crucial role in helping students overcome learning obstacles and improve their understanding of the material.

To determine students' level of understanding, teachers use various forms of evaluation, such as direct questions, discussions, and assignments. These evaluations serve not only to assess learning outcomes but also to provide feedback for teachers to improve the learning process. This finding aligns with research (Putri et al., 2021), which states that ongoing learning evaluation

can provide a concrete picture of students' understanding and learning progress.

The success of the learning process is also influenced by supporting and inhibiting factors. Support from colleagues, the principal, and the availability of facilities and infrastructure are factors that help teachers conduct learning more effectively. Conversely, limited facilities and learning media can be obstacles that can reduce the optimization of classroom learning. This aligns with research (Sari and Nugroho 2022) which states that the school environment and the availability of facilities influence the quality of learning.

Based on this description, the teacher's role in supporting student learning processes at school appears crucial, both in designing, implementing, and guiding students during learning activities. The experiences, strategies, and approaches employed by teachers directly influence student engagement, motivation, and understanding. However, the effectiveness of this teacher role is likely influenced by other factors that have not been studied in depth, such as teacher-student interactions, supportive school environments, or adapting methods to individual student needs.

Furthermore, the teacher's role in the learning process is also closely related to their ability to adapt learning strategies to dynamic classroom conditions. Each class has different characteristics, including academic abilities, student backgrounds, and the learning environment created. Therefore, teacher flexibility in managing learning is crucial to achieving learning objectives. Teachers are required to be able to understand classroom situations and adjust the methods, media, and learning approaches used so that students remain actively engaged and feel cared for throughout the learning process.

Therefore, further research is recommended to more comprehensively explore how teachers address challenges and develop innovative learning strategies, as well as how these factors influence classroom learning practices. With a broader approach, it is hoped that future research will provide a deeper understanding of teachers' contribution to creating effective and meaningful learning for all students.

#### **4. CONCLUSION**

The learning process in schools is more effective when teachers position themselves as learning facilitators who fully understand students' needs. The interactions teachers establish, the way they manage the classroom, and the decisions they make during learning directly influence how students engage and respond to learning activities. When teachers present themselves with clear plans, flexible approaches, and open communication, students feel more comfortable being active, asking questions, and trying to understand the material without feeling pressured. This situation demonstrates that the quality of learning is not solely determined by the material taught, but by how teachers construct learning experiences for students.

On the other hand, the role of teachers in learning does not exist in isolation but is influenced by the surrounding supportive environment. School support, the availability of facilities, and collaboration with colleagues help teachers carry out their role more optimally, while limited resources can pose challenges to the learning process. Nevertheless, teachers' attention to students, especially in providing encouragement and assistance when students experience difficulties, is a crucial factor in maintaining the continuity of learning. Meaningful learning ultimately arises from a balance between teacher skills, school environmental support, and attention to individual student learning needs.

Based on these findings, further research is recommended to examine the role of teachers in a broader context, involving more informants and diverse school backgrounds to obtain a more comprehensive picture. Future researchers could also use different methodological approaches, such as quantitative or mixed methods, to examine the relationship between the teacher's role and other variables, such as learning outcomes, motivation, and student engagement, in a more measurable way. Furthermore, further research should consider other factors not examined in depth in this study, such as the use of learning technology, teacher-student interaction patterns, and support from the school environment and parents, so that they can make

a broader contribution to efforts to improve the quality of learning in schools.

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