

The Role of Teachers in Improving Student Motivation to Learn

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ABSTRACT

In today's digital age, rapid technological developments and the widespread use of social media have had a significant impact on student learning behavior, especially at the high school level. Symptoms such as decreased focus on learning, a tendency to become bored quickly, and dependence on digital entertainment pose serious challenges for the education sector. In such circumstances, teachers play a crucial role in reigniting students' enthusiasm for learning through innovative approaches that align with the dynamics of the times. This study aims to theoretically explore teachers' contributions in fostering students' learning motivation by referencing approaches and strategies examined through literature reviews. The method used is literature review (library research), analyzing various scientific sources such as books, journals, and relevant research findings on similar topics. The findings from this study indicate that teachers who apply interactive learning methods, build good communication with students, and utilize technology wisely have great potential to increase learning motivation. From these results, it can be concluded that teachers' ability to adapt to the times and actively serve as mentors and motivators is essential to address the learning motivation crisis among high school students.

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1. INTRODUCTION

In the world of education, teachers play a very important role, not only as instructors of subject matter, but also as sources of motivation and inspiration. Often, students' motivation to learn grows not solely because of the lessons taught, but because of the teacher's ability to spark their curiosity. Teachers who understand child psychology and their students' personalities can create a lively learning environment and encourage students to progress. A comfortable and stress-free learning environment has been proven to enhance student engagement in the learning process. Through a humanistic approach, teachers not only convey subject matter but also act as learning companions who motivate and provide emotional support. Students who feel valued and heard tend to have a stronger intrinsic motivation to learn. This is further reinforced by (Nurjali & Marfuah, 2024) When the learning process takes place in a very open atmosphere based on empathy, students are not only valued, but also feel safe to express themselves.

These conditions allow them to actively participate without feeling forced, so that the desire to learn arises naturally from within. In other words, a supportive and understanding environment motivates students to take initiative and participate voluntarily in the learning process. Teachers often use rewards and punishments to encourage student learning behavior. When used appropriately, this strategy can be very effective. Rewards, whether in the form of praise or small tokens of recognition, can make students feel that their efforts are

appreciated. Meanwhile, educational punishments can help students understand the consequences of their actions, rather than simply serving as punishment. Research by (Souisa et al., 2022) emphasizes that a disciplinary approach focused on reinforcing positive behavior has proven to be an effective strategy in shaping students' character, especially in increasing their sense of responsibility towards the learning process.

Instead of using harsh punishments, teachers who apply positive discipline choose to give educational sanctions that build awareness. On the other hand, sincere praise, even something as simple as saying "good job" or acknowledging a student's effort, can have a significant psychological impact. This fosters the growth of self-confidence, strengthens self-esteem, and cultivates intrinsic motivation in students to continue striving and developing. When students feel that their efforts are valued and mistakes are understood as part of the learning process, they become more open to guidance and take responsibility for their own learning. Learning models that encourage students to be active, such as group discussions, creative projects, or simulations, have been proven to attract students' attention more. When they are directly involved in the learning process, their sense of responsibility for their learning outcomes also increases. This is based on research by (Adji & Umbase, 2024).

The implementation of interactive learning strategies such as group work, creative presentations, and open discussions has been proven to create a more dynamic and participatory learning environment. In this environment, students do not only act as recipients of information, but also as individuals who actively build knowledge together. When they are directly involved in the learning process, they develop a sense of ownership of the material being studied. This sense fosters personal and collective responsibility for the final results. Additionally, the interactions that occur in activities such as group discussions not only develop critical thinking skills but also strengthen social skills and collaboration. All of this significantly enhances concentration, strengthens relationships among students, and builds intrinsic motivation for learning. Thus, this strategy is not merely a learning method but also a means of creating a healthy learning ecosystem focused on achieving optimal learning outcomes.

Teachers who are creative in managing classroom activities can significantly increase student motivation. One factor that is often overlooked is the quality of interpersonal relationships between teachers and students. In fact, open and empathetic communication between the two can create a sense of comfort that leads to increased interest in learning. When students feel that their teachers care, they tend to be more open and actively involved in learning. This opinion is supported by (Nurjali & Marfuah, 2024) That warm emotional relationships between teachers and students play an important role in fostering motivation to learn. When students feel that teachers are present not only as educators but also as caring and understanding figures, they tend to be more open and engaged in the learning process. Open communication, accompanied by genuine attention and empathy from teachers, creates a psychologically safe environment for students.

In such an environment, students feel valued, are not afraid to ask questions, and are more confident in expressing their opinions. A teacher who can consistently build emotional closeness can become a source of inspiration that motivates students to learn with greater enthusiasm, even when the material being studied is perceived as difficult. Additionally, the opinion of (Budi et al., 2021) Positive and sincere emotional relationships between teachers and students are not merely complementary elements in the learning process, but rather an important foundation in shaping students' mental resilience and motivation. In an increasingly complex and stressful social environment, whether at home, among peers, or in the digital world, the presence of teachers who are empathetic, patient, and able to listen without judgment becomes very meaningful. Teachers do not only deliver lessons, but they also often serve as a place for students to express their feelings, share their concerns, or simply seek comfort.

The emotional support provided by teachers, even if simple, can be a strong pillar that helps students navigate difficult times. When students feel heard, understood, and accepted for who they are, their motivation to learn grows stronger because they do not feel alone in their academic and personal struggles. In other words, the quality of the interpersonal relationship between teachers and students not only influences the comfort of learning but also directly contributes to the growth of intrinsic motivation within students. Teachers do not only teach values through words but also through their daily actions. When teachers demonstrate discipline, responsibility, and integrity in their behavior, students are likely to emulate these traits. The attitudes and work ethic of teachers serve as a mirror for students in their learning process. Technology as a means of supporting modern learning today, the use of technology in learning has become an unavoidable necessity.

Teachers who are able to utilize various educational applications, interactive videos, and even social media as part of their teaching strategy can more easily reach students and maintain their interest in learning. Each student has a different learning style; some are visual learners, while others prefer hands-on practice. Supported by research from (Budi et al., 2021) That each student has a different way of learning. Some find it easier to understand through visuals, some absorb information better through hands-on practice, while others may be more responsive to verbal explanations. This uniqueness is not merely a matter of preference but reflects the diversity of thinking and information absorption. This is where the role of the teacher becomes

crucial. A teacher who can recognize each student's learning characteristics and adapt their teaching methods will create a more inclusive and humane learning environment.

When students feel that their learning style is valued, rather than being forced to conform to a single method, they become more open, confident, and motivated to learn actively. Adapting teaching strategies not only demonstrates the teacher's care but also serves as an important bridge in creating meaningful and long-lasting learning experiences. Teachers who understand and accommodate these differences with differentiated learning strategies provide space for students to develop according to their potential. Thus, motivation to learn grows because students feel understood and are not forced to follow learning methods that do not suit them. In addition to academics, teachers also play a major role in creating emotional balance in students. Often, students face pressure from external environments, and the presence of supportive teachers can be a crucial source of support. In such situations, teacher support not only boosts learning enthusiasm but also strengthens students' mental resilience in facing challenges.

The task of motivating students is not easy for teachers. Large class sizes, limited learning time, and mounting administrative tasks pose real challenges. However, teachers are still required to innovate to keep the learning environment lively and interesting. These challenges should be taken seriously in education policy. Students who are highly motivated to learn generally perform better academically. They are more diligent, take initiative to understand the material, and are able to manage their study time effectively. Several studies have shown that motivation is one of the primary predictors of academic success. The learning motivation instilled by teachers not only impacts students while they are in school but also shapes a mindset oriented toward lifelong learning. Teachers who can cultivate a love for learning leave a lasting impact on their students.

2. METHODS

This study was conducted using a descriptive qualitative approach through a literature review method. The aim was to gain an in-depth understanding of the role of teachers in improving student learning motivation at the senior high school level (SMA/equivalent). This study relied on a review of various relevant and reliable scientific references, including journals, books, and academic articles that have been published. The focus of this study is on the dynamics of the teacher-student relationship within the SMA educational environment, particularly in the context of how teachers influence students' learning motivation through their approaches, strategies, and interactions during the learning process.

This framework identifies, categorizes, and groups information from various sources into specific themes, such as teachers' motivational strategies, pedagogical approaches, and their impact on students' learning motivation. This research procedure was carried out in several stages. First, the researcher formulated the topic and focus of the problem. After that, a literature search was conducted using appropriate keywords, such as "High school students' learning motivation" and "The role of teachers in learning." The literature found is then selected based on specific research, and analyzed in depth. This process is carried out systematically so that the results obtained are not only descriptive, but also provide a comprehensive understanding of the topic being studied.

3. RESULTS AND DISCUSSIONS

3.1 The Humanistic Approach in Learning

In the humanistic approach, learning emphasizes the development of individual potential as a whole, including emotional, social, and cognitive aspects. By creating an inclusive and supportive learning environment, students feel valued and supported, which in turn increases their intrinsic motivation. This approach can be implemented through open communication, rewards, and freedom in the learning process. This research procedure was carried out in several stages. First, the researcher formulated the topic and focus of the problem. After that, a literature search was conducted using appropriate keywords, such as "High school students' learning motivation" and "The role of teachers in learning." The literature found is then selected based on specific research, and analyzed in depth. This process is carried out systematically so that the results obtained are not only descriptive, but also provide a comprehensive understanding of the topic being studied.

Humanistic theory cannot be separated from a number of important figures who contributed to its development, such as Abraham Maslow, Carl R. Rogers, Arthur Combs, Aldous Huxley, David Mills, and Stanley Scher. Among these figures, the ones most frequently discussed in the context of education are Abraham Maslow, Carl R. Rogers, and Arthur Combs. Abraham Maslow is the most prominent figure in humanistic psychology. He is known for his theory of the hierarchy of human needs as the foundation for achieving self-actualization. According to Maslow, to achieve self-actualization, an individual must first fulfill their basic needs in a gradual and comprehensive manner. These stages begin with physiological needs (such as clothing, food, and shelter), followed by the need for safety, the need to love and be loved, the need for self-esteem, and finally the need for self-actualization. Each stage must be fulfilled properly; none should be ignored or skipped.

Based on this assumption, a teacher should not immediately blame students if they appear unenthusiastic in the learning process, fail to complete assignments, or even skip class. Such behavior may arise as a consequence of their basic needs not being met. Therefore, the humanistic approach requires teachers to better understand students' psychological conditions and individual needs, and to link them to empathetic and supportive learning strategies that foster holistic personal development. (Safitri & Gistituati, 2024). According to (Habsy et al., 2023) The humanistic approach is based on the belief that the essence of the educational process lies in the development of meaningful interpersonal relationships and healthy communication between individuals in the learning environment. These relationships are not limited to those between students, but also include interactions between students and groups within the school community.

In this approach, the success of education is not measured solely by academic achievements but also by the quality of human relationships formed during the process. One of the functions of humanistic education is the presence of love and compassion as the foundation of every interaction. When relationships among learners are built on mutual respect, care, and love, the process of personal growth and learning occurs more naturally and deeply. In such an environment, knowledge is not merely transferred but is lived as part of a meaningful experience. The humanistic approach to classroom management focuses on personality development, independence, and appreciation of students' interests and talents. Emotional education is considered the key to learning success, with teachers acting as facilitators who encourage students to learn independently, think critically, and creatively. An inclusive and flexible classroom environment fosters a supportive atmosphere for well-being and effective learning.

Collaboration between teachers, counselors, and parents is essential for understanding and supporting students' holistic growth. This collaboration involves open communication, cooperation, and shared responsibility. Collaboration benefits not only students but also their families. (Zaki et al., 2025). The application of a humanistic approach combined with the use of educational technology has proven to have a positive impact on the learning process. As stated by (Ursula, 2024), The use of digital media based on humanistic values not only encourages active student participation, but also allows teachers to recognize a decline in student motivation earlier. This approach provides space to respond to students' emotional and cognitive needs more appropriately. In the context of diverse and inclusive classrooms, where each student comes with unique backgrounds and needs, this integration becomes an important strategy in creating a fair and comprehensive learning process.

3.2 Interactive and Meaningful Learning Strategies

In the world of education, the term learning model is often used to describe the framework used in the teaching process. According to (Muslih & Roslaeni, 2021) The learning model encompasses the entire structure and design of learning, which consists of approaches, strategies, methods, and techniques. The learning model encompasses the entire structure and design of learning, which consists of approaches, strategies, methods, and techniques that are interrelated. The learning model has two main functions that make it important in the educational process. First, the term "model" has a broader scope than just strategies or methods. The learning model presents a comprehensive approach to how teaching and learning activities are designed and implemented. Second, the learning model also functions as an effective communication tool, both among educators and between educators and other parties, in discussing teaching practices, whether in the classroom, in extracurricular activities, or in other non-formal learning activities.

According to (Vargas-Hernández & Vargas-González, 2022) One of the core elements of meaningful learning is connecting new information with students' existing knowledge or experiences. To support this, strategies such as problem-based learning, collaborative group work, case studies, and contextual projects are highly recommended. These approaches not only help students remember information but also encourage them to understand it deeply and apply it in complex real-world situations. Meaningful learning also emphasizes the importance of independent learning. When students are given the space to choose topics, methods, or forms of evaluation, they become more engaged both emotionally and intellectually. This engagement strengthens understanding and encourages the development of higher-order thinking skills, such as analysis and evaluation. In the digital age, educational technology also supports meaningful learning processes.

Interactive media and online platforms can enrich materials, facilitate discussions, and serve as effective tools for reflection for students. The interactive mastery approach is one of the techniques used by educators in the early stages of learning, particularly in delivering introductory material. According to (Yahya et al., 2024) that an interactive approach, teachers play an active role as the main designers of interactive learning scenarios, where there is two-way communication between teachers and students, as well as among fellow students. The goal is to create a learning experience rich in academic interaction and encourage deeper knowledge acquisition. To improve the quality of interaction in the teaching and learning process, teachers are encouraged to create an open discussion space.

One way to do this is by giving students the opportunity to discuss their answers openly, either individually or in groups. In this context, teachers act as a “reflection wall” that not only receives answers but also provides feedback that encourages students to reflect on their understanding more deeply. Through this approach, the learning process becomes not only more lively and engaging but also creates a classroom environment that supports the development of critical thinking, communication, and creativity skills among students. According to (Hasibuan, 2025) that digital technology-based learning strategies are innovative approaches that aim to create learning processes that are more effective, engaging, and relevant to the needs of the digital generation. This approach not only strengthens understanding of the material, but also equips students with digital literacy skills that are essential in the modern era. The following are innovative approach strategies:

- a. An e-learning platform that allows teachers to organize materials systematically and make them easily accessible anytime, anywhere. E-learning also provides interaction spaces such as discussion forums and chat features, making the learning process more collaborative.
- b. Social media can be used as a means of delivering educational content in a more informal and inspiring way. Content such as quotes, short videos, or live sessions can spark dialogue and active student engagement.
- c. Mobile applications are practical supporting tools. Various educational applications enable students to learn independently and flexibly, with interactive features such as audio, quizzes, and visual explanations that deepen their understanding.
- d. Gamification, the application of game elements in the learning process, has been proven to be effective in increasing motivation. Through interactive quizzes, simulations, or thematic challenges, students can learn in a fun and meaningful way.
- e. Technologies such as virtual reality (VR) and augmented reality (AR) can be used to create immersive learning experiences, such as virtual visits to historical sites or thematically significant locations, which provide a deep and contextual impression.
- f. Blended learning, which combines face-to-face and online lessons, is also considered effective. This method provides flexibility in independent learning while maintaining direct social interaction.

According to (Khairany et al., 2024) Learning in the digital age should integrate various innovative approaches, such as Blended Learning, which combines face-to-face and online learning, Mobile Learning, which allows students to learn through mobile devices, and the use of Virtual Learning Environments that support a more flexible learning process. These approaches are able to meet the needs of today's students, who are more dynamic and independent. The use of various digital platforms, such as online discussion forums, interactive learning videos, and learning applications that can adapt to students' abilities, has proven to increase their motivation and engagement. This strategy not only facilitates access to materials but also provides space for students to learn according to their own styles and paces. In this context, the role of teachers has shifted from being mere conveyors of information to becoming facilitators who accompany students, guide them in critical thinking processes, and create more collaborative and participatory learning environments.

3.3 The Quality of Teacher-Student Relationships

In the world of education, the role of teachers is very important and cannot be equated with all educators, because being a teacher is a profession, as well as the ability to shape students' characters. According to (Sulthoni et al., 2024) Teachers are not only responsible for delivering material, but also serve as mentors, role models, and sources of inspiration for students. They provide tools, resources, and guidance that support the learning process optimally. Beyond focusing solely on academic achievements, teachers also pay attention to students' personal development, fostering empathy and responsibility through discipline and emotional support. In facing the challenges of students' lives, teachers act as listeners, understanders, and providers of care, making them not only educators but also companions who play a significant role in the social and emotional growth of their students. The role of teachers in education is central and cannot be equated with that of other educators.

According to (Azizah, 2023) Teachers are not only conveyors of material, but also mentors, role models, and sources of inspiration for students. They do not only focus on academic achievement, but also shape students' personalities, instill values of empathy and responsibility, and provide emotional support. As role models, teachers influence students' behavior in the long term through their example, such as demonstrating discipline, honesty, and integrity. Additionally, teachers help students recognize their potential, plan for the future, and consistently support their social and emotional development. According to (Munawaroh & Bisri, 2021) Communication quality is a two-way process between the sender and receiver of a message. Communication is considered effective when the message conveyed is well understood and responded to

appropriately by the receiver. In the world of education, teachers play an important role in establishing effective communication in order to create a meaningful and enjoyable learning process.

In practice, communication involves several stages, starting from when the sender has an idea, transforms it into a message, and then sends the message to the recipient. After the message is received, the recipient will provide feedback or response, which is an essential part of smooth communication. Teachers who are able to establish good communication will find it easier to create a comfortable learning environment. When the classroom atmosphere is positive, students will feel safer, more motivated, and more interested in the material being taught. In fact, the emotional connection formed with the teacher can make students not only enjoy their lessons but also appreciate and like their teacher personally. In the relationship between teachers and students, there are several important aspects that influence the quality of communication, including openness, honesty, trust, empathy, and the ability to listen attentively.

These five elements form the foundation of healthy and productive communication in a learning environment. Based on research by (Pratama, 2024) that teachers have demonstrated good performance in evaluating students, particularly through the preparation of questions relevant to the topic of learning about force. The purpose of this evaluation is to assess the extent of students' understanding of the material that has been taught. The learning process appears to be effective, as teachers are able to formulate problems, observe, analyze, and communicate the material clearly so that students do not experience difficulties in answering questions. In this study, the interaction between teachers and students was observed directly through observation methods, and the results showed that the delivery of learning objectives by teachers was systematic, structured, and in line with the competencies to be achieved. This has a positive impact on students' interest and enthusiasm in attending lessons.

The teacher's success in teaching is also evident in the communication strategies applied, where students are given space to ask questions, discuss, and express their opinions, both to the teacher and their classmates. Effective learning management is not just about finding the right teaching methods but also about the ability to establish meaningful communication that fosters students' curiosity and helps them understand and retain the material in the long term. Successful teachers are those who recognize the importance of meaningful communication in the classroom and can consistently apply it in the learning process.

3.4 The Use of Technology in Learning

The use of technology in education is now a major focus for many researchers and practitioners around the world, as various devices ranging from print media, audio-visuals, to computer- and internet-based applications have been proven to significantly support the learning process. According to (Baroroh et al., 2024) Technology helps teachers deliver material, encourages active student participation, and opens up wider access to various learning resources. Rapid developments in information and communication technology (ICT) have also had a major impact on the education sector. One innovation that is now widely used is the Learning Management System (LMS), a digital platform that is the backbone of online and hybrid learning. LMS not only facilitates the management of materials and assessments but also enables the monitoring of students' learning progress. Additionally, web-based learning and e-learning contribute to creating a more flexible, engaging, and interactive learning experience.

The use of LMS enables educational institutions to expand the reach of their learning services, improve academic administrative efficiency, and strengthen communication between educators and students in a virtual environment that supports collaboration and the exchange of ideas. Technology plays an important role in learning, especially in building collaborative relationships and helping students understand material in a more relevant and digestible context. (Salsabila & Agustian, 2024) specifically states that technology can be used for several main purposes. First, to create a collaborative communication network between educators, students, and various learning resources through various digital applications such as Zoom, Google Meet, Skype, Facebook, and other online platforms. Second, to provide a realistic yet safe learning environment for solving complex problems, such as through the use of hypermedia and interactive software that supports project-based learning.

Third, technology enables students to actively form understanding by accessing various up-to-date resources from the internet, such as research, images, and videos, so that they not only browse information but also understand and master what they are learning. According to (Dewi et al., 2025) The development of a Canva-based LMS can significantly improve students' critical thinking skills. This is achieved through features that support reflection, discussion, and continuous evaluation, encouraging students to engage actively and deeply in the learning process. The discussion space in the LMS provides opportunities for students to discover ideas, give feedback, and analyze lessons more independently. Additionally, the periodic and open evaluation process reinforces the reflective learning cycle, where students not only passively receive information but also challenge themselves to understand, assess, and connect knowledge to real-life contexts.

Thus, technology like Canva is not merely a tool but an integral part of pedagogical information that emphasizes active, contextual, and meaningful learning.

3.5 Introduction to Individual Learning Styles of Students

According to (Retnowati & Nugraheni, 2024) Learning styles are unique approaches or methods used by each student to process, understand, and retain information or knowledge acquired during the learning process. Since each individual has different learning preferences and tendencies, such as visual, auditory, or kinesthetic, it is important for students to identify the learning style that best suits them. However, in the process of identifying their learning style, students often require proper guidance and direction. This is where the role of teachers becomes very important, not only as conveyors of material, but also as facilitators who help students understand their potential and the most effective ways of learning for them. By understanding students' learning styles more deeply, teachers can adjust the methods, strategies, and learning media used to be more varied and tailored to the needs of each individual.

The ultimate goal is to create a more personalized, efficient, and enjoyable learning process, so that the material presented can be better received, understood, and remembered by students. This approach, which takes learning styles into account, also contributes to increasing motivation, active participation, and overall learning outcomes. Each individual has a different pattern in the process of learning and absorbing information. This phenomenon is known as learning style, which is the unique way a person uses to capture, understand, and remember learning material. As researched by (Putri et al., 2021) In the context of identifying the learning styles of high school students, it is important to recognize that not all students have the same learning methods. Some students are more effective at understanding material through hands-on experience, while others find it easier to digest information through social interaction. Still others are more comfortable learning using visual aids such as pictures, diagrams, or videos.

Teachers' ability to adapt their teaching methods to students' learning styles has the potential to optimize learning outcomes. Conversely, a mismatch between teaching methods and students' learning styles can reduce the effectiveness of learning and have a negative impact on academic achievement. Thus, identifying students' learning styles is not only important theoretically but also serves as a practical foundation for creating a more effective and enjoyable learning process. An educational approach that considers individual learning styles will make students feel valued, motivated, and able to absorb material more effectively according to their own learning characteristics.

3.6 Challenges and Solutions

Motivation is a key element that plays a major role in the success of the learning process. Without strong internal motivation, students tend to lose enthusiasm for learning, which ultimately makes learning activities less effective and suboptimal. According to (Arum & Hanif, 2025) Motivation serves as the main driving force that encourages students to be more actively involved in the learning process, both mentally and physically. In addition, motivation also plays an important role in reinforcing positive behaviors related to learning. Students with high motivation tend to be more sensitive and open to various forms of support or recognition they receive from their surroundings, such as praise, acknowledgment, or positive feedback from teachers and peers. For example, a student who is enthusiastic about learning mathematics will feel more valued and continue to be motivated to learn when they receive appreciation for their efforts or achievements.

Students' lack of interest in a subject is often the main reason why they do not take notes or pay attention to the material presented by the teacher. This situation is a clear indication that students' learning motivation is low, particularly their intrinsic motivation, which stems from within themselves. This issue of low motivation requires immediate attention and intervention, such as through the role of Guidance and Counseling (BK) teachers who can facilitate and create a conducive learning environment, as well as provide appropriate motivational support for students. According to research (Faristin et al., 2023) That learning motivation is indeed very important to be applied in daily life, especially during the teaching and learning process. However, this motivation often becomes a challenge in schools because it is not uncommon to find students who are unmotivated, thereby experiencing difficulties in learning. In fact, high learning motivation greatly influences students' future success.

Students who have a strong desire to learn tend to be able to achieve their goals and aspirations more effectively. Therefore, efforts to enhance learning motivation should be a top priority in the field of education. This structured self-regulated learning approach is a concrete example of a practical solution that teachers can implement to help students take more responsibility for their own learning process. Based on research by (Muayadah, 2024) By recognizing the characteristics of individual learning styles and the initial conditions of students through pre-tests, teachers can tailor more personalized and effective learning strategies. In addition, a systematic evaluation process is also key to enabling teachers to determine the success of the methods applied and adjust their follow-up actions so that student motivation to learn continues to grow. Thus, this approach

not only enhances academic motivation but also strengthens students' self-confidence and independence in learning, which is particularly crucial at the high school level.

4. CONCLUSIONS

Teachers are not only conveyors of subject matter, but also mentors who understand, listen to, and provide emotional support to students. When teachers can establish open communication, create a comfortable classroom environment, and respect the unique personalities and learning needs of each student, motivation to learn naturally grows from within the students. If learning is presented in an engaging and interactive way through discussions, projects, and the use of technology, students will feel more involved and take ownership of their own learning process.

The problem of low motivation to learn can be overcome by teachers applying various adaptive strategies. One of these is recognizing each student's learning style and adjusting teaching methods to make them feel more personal. Technology can also serve as an effective bridge to reach students through media that are close to their daily lives. Additionally, collaboration with counselors and parents is crucial to ensure support for students comes not only from school but also from their surrounding environment. Through a combination of empathetic, flexible, and innovative approaches, teachers play a significant role in fostering a love for learning that not only persists in the classroom but also stays with students throughout their lives.

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