Analysis of Teacher-Student Communication in Enhancing Learning Motivation

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Abstract
This article describes the role of teachers as motivators in enhancing student learning motivation, including in Islamic religious education. The study is qualitative with a descriptive approach aimed at uncovering facts and providing interpretation. The results show that teachers increase learning motivation through three communication methods: lecturing, acting as moderators, and managing group work. However, there are several problems faced by teachers, such as a lack of learning media and monotonous methods, which make students easily bored. Students also face challenges such as fear and shyness in asking questions, as well as a lack of concentration. A family environment that lacks care also affects students' studies. Factors that support learning motivation include the characteristics of inspirational teachers, facilities like school mosques, and the diversity of student characters. Meanwhile, obstacles include a shortage of educators, Islamic religious education schedules at the end of the day, and divided student attention.

Keywords: Analyze, Communication, Learning Motivation

INTRODUCTION
Formal educational institutions, commonly known as schools, are official educational institutions that operate legally and play a crucial role in achieving academic goals in a country. Each student has their strengths, but during the learning process at school, they need encouragement, both from external sources such as people around them and internally, due to their motivation and excellence. The learning activities students engage in are a series of processes to achieve the outcomes of their academic achievements. Two factors influence these achievements: external factors, which include family, society, school environment, and peers, and internal factors, which originate from an individual's personality and can consist of psychological and biological factors. These factors influence learning outcomes by affecting a person's orientation and internal conditions.

Effective learning processes depend heavily on communication and interaction during lessons.
Therefore, teachers are always expected to accompany students, play a role, take responsibility, and communicate effectively to ensure that the lesson material is conveyed and that students are active in communication, cooperation, and proactive, thus being able to foster high-achieving students. According to Muamar (2019), clear communication between the communicator, the teacher, and the students is crucial for effective teaching-learning interactions. These activities integrate practical actions in achieving the core goals of teaching and education: helping students fulfill their learning duties and enabling educators to guide and teach students appropriately according to the intended goals. Achieving the goal of increasing learning motivation is possible.

The success of the learning implementation is significantly influenced by learning motivation. Motivation is a form of encouragement that instills in students the desire, attention and drive to engage in learning behavior (Saebani & Maryono, 2019). It empowers individuals to set goals that will benefit their lives and motivates them to take action to achieve them. Although motivation itself cannot be directly observed, it can be discerned through actions and behaviors that arise from it. Motivation plays a critical role in the context of students as it guides their actions toward positive outcomes and equips them with resilience to overcome challenges, according to Maimunawati and Alif (2020).

Educators, or teachers, play a role in teaching students in the school environment. Teachers have a significant responsibility and function in teaching and educating students. So that all students can emulate and become a reflection of society, teachers must be able to provide a good example. Therefore, teachers must enhance communicative interactions with their students to improve the relationship between teachers and students. Being a teacher demands perfection and staying away from flaws, although they are naturally prone to mistakes as humans. As educators, teachers are expected to encourage or motivate their students to achieve their goals.

Based on direct observations obtained by the researcher at SMK Negeri 3 Lahat, the communication between teachers and students is predominantly one-way, mainly from the teacher to the students. In this scenario, students will have learning motivation if they receive specific guidance and attention from teachers. Some students feel shy about expressing their desires to teachers, some are reserved about discussing their learning issues with teachers, and some are indifferent about their learning success. A lack of interest or motivation to learn in a student is evident when tasks are not completed optimally due to the student's lack of diligence, quick surrender when facing difficulties, and suboptimal achievement of expected learning outcomes. One of the causes of these issues is the lack of active communication between teachers and students.

Motivation is one of the core factors in learning activities that can function as a continuation of learning activities because it can provide direction for a learning activity to achieve the desired learning goals or outcomes more effectively. The loss of motivation can lead to a loss of orientation towards achieving goals since the teacher is a motivator in the classroom besides being an educator. The teacher's role as a motivator means that the teacher can encourage and motivate students, thereby enhancing students' interest in learning, which changes over time, including motivation in Islamic
religious education. To monitor the rise or fall of students' interest and drive in undergoing learning activities. If a student has a reasonable learning interest, then a teacher should be able to maintain it, but conversely, if there are still students who are less motivated in learning activities, the teacher should look for the source of the decline in students' interest in facing ongoing lessons by applying methods or enjoyable learning strategies.

METHOD

The type of research used by the author in this study is qualitative research. Qualitative research collects words or sentences from individuals, books, documentation, and other sources. The research approach used in this study is the descriptive approach, characterized as research that strives to uncover facts followed by interpretation. Descriptive research can include pilot studies or formulations to explore the nature of an event before conducting more detailed actual research.

RESULTS AND DISCUSSION

Teacher Communication with Students in Enhancing Learning Motivation at SMK Negeri 3 Lahat

In the realms of both formal and non-formal education, teachers play an indispensable role. In schools, numerous teachers instruct, guide, train, teach, and act as tutors for their students. Therefore, teachers must communicate effectively with students. Good communication positively affects the quality of student learning and makes the teaching process more effective since teachers serve as role models for their students. Consequently, teachers need to understand what forms of communication are most effective in enhancing student motivation towards learning.

Challenges Causing Low Motivation Among Class X Students in Participating in the Learning Process at SMK Negeri 3 Lahat

Barriers are common in all activities, including the learning process, affecting teachers and students. Several factors hinder teachers' strategies in fostering student learning motivation. These include a lack of parental attention, students' tendencies towards laziness, and various environmental conditions that demotivate learning. Based on findings and facts gathered through interviews, observations, and documentation regarding the communication strategies of teachers in increasing the motivation of Class X students at SMK Negeri 3 Lahat, it was found that teacher-student communication significantly impacts learning motivation. Understanding the various types of communication that teachers can use to motivate students at SMK Negeri 3 Lahat in Islamic Education subjects can aid in evaluating the effectiveness of these communication strategies in creating a learning environment that encourages and supports students in achieving their learning objectives. School environmental factors that hinder effective communication include not only the noise of vehicles and the heat within classroom settings but also students' home environments, which may lack a strong interest in education and the surrounding community environment. The most significant contributors are the family and community environments. Students' issues include
embarrassment and fear of expressing opinions or asking questions, limited student comprehension, and a lack of concentration.

**Barriers to Learning Motivation**

A rigid or irrelevant curriculum can reduce student interest, especially if it lacks engagement or fails to account for religious understanding diversity. Less interactive and monotonous teaching methods can bore students, decreasing their learning motivation. An unconducive school environment, such as poor facilities or an unsupportive atmosphere, and minimal family support for religious education can also hinder learning motivation. Students may feel uninvolved in learning due to insufficient teacher engagement or lack of opportunities for active participation, leading to motivation loss. Misunderstandings of material or difficulties in understanding Islamic Education can also be barriers, often due to individual background differences.

**Supporting Factors for Learning Motivation**

Understanding the relevance of Islamic Education material to daily life or future career aspirations can enhance student motivation. Teachers who effectively explain and link this relevance to real life can spark student interest. Using varied teaching methods, such as group discussions, role-playing, or hands-on experiences, can make learning more enjoyable. Additionally, incorporating technology in teaching, like interactive educational videos or online learning platforms, can boost motivation. Social support from classmates or study groups and teacher support, through praise for achievements or additional help with material, can also enhance motivation. A deep understanding of the material and the ability to apply it tends to increase student motivation. The opportunity to ask questions and clarify complex concepts is crucial for thorough understanding.

**Overcoming Challenges to Foster Student Motivation**

Teachers need to explore students’ interests and talents, for example, incorporating interests like mathematics into teaching. Cooperation between teachers and parents and effective communication of student concerns to parents can encourage more enthusiastic parental involvement in their children’s education. This approach, proposed by Anisatul (2022), considers the individual conditions of students, instruments, environment, teaching materials, or objects studied. Additionally, the learning environment significantly impacts learning and must be carefully considered.

**CONCLUSION**

Based on the descriptions in previous chapters, the information collected, and the analysis and discussions conducted, the following conclusions can be drawn:

Efforts to enhance learning motivation among students through teacher interventions involve three types of communication: 1) Lecturing, 2) Moderating, and 3) Managing (group work). Challenges from teachers include incomplete learning media and a lack of varied teaching methods, leading to student boredom. Challenges from students include fear and embarrassment about asking questions and discussing learning issues, inadequate student comprehension, and divided attention,
resulting in a lack of focus on the lesson material. Environmental challenges include a family environment indifferent to the student's studies. Factors supporting student learning motivation include the teacher factor, characterized by teachers who can serve as good role models; the facilities and infrastructure factor, represented by the presence of school mosque buildings; the student factor, with the diversity of student characters; and the learning environment factor. Meanwhile, barriers include a shortage of educators, the scheduling of Islamic education subjects at the end of the school day, and the continued lack of focus among some students during learning sessions.

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