



# Teacher as a Motivator: Gender, Ownership of Educator Certificates, and Age of Elementary Teachers in Improving Student Motivation during Online Learning

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## ABSTRAK

Proses pembelajaran daring di masa pandemi Covid-19 cenderung lebih sulit dan berakibat pada penurunan motivasi belajar siswa di SD. Guru SD memiliki peranan yang cukup penting dalam meningkatkan dan memelihara motivasi siswa selama mengikuti proses pembelajaran daring. Penelitian ini bertujuan mendeskripsikan peran guru ditinjau dari segi gender, kepemilikan sertifikat pendidik, dan usia guru dalam meningkatkan motivasi siswa selama pembelajaran daring. Metode yang digunakan dalam penelitian ini adalah metode deskriptif, dengan teknik analisis data secara kuantitatif. Responden dalam penelitian ini adalah guru SD sebanyak 11 orang. Penentuan sampel menggunakan teknik sampling jenuh. Metode pengumpulan data dalam penelitian ini adalah kuisioner. Kuisioner yang digunakan terdiri atas 15 butir pertanyaan yang mengacu pada 5 aspek guru sebagai motivator. Terdapat perbedaan peran guru sebagai motivator jika ditinjau dari segi gender, kepemilikan sertifikat pendidik, dan usia guru. Hasil penelitian menunjukkan bahwa guru SD telah berupaya memotivasi siswa selama pembelajaran daring dengan skor dominan baik. Sayangnya, pada beberapa aspek masih berada pada kategori cukup, yaitu pada indikator memberi reward-punishment, aspek variasi proses pembelajaran, dan aspek penggunaan teknologi. Hasil penelitian selanjutnya menunjukkan bahwa guru perempuan lebih unggul dibanding guru laki-laki, guru non sertifikat pendidik lebih unggul dibanding guru bersertifikat pendidik, serta guru usia muda lebih unggul dibandingkan guru usia tua.

## ABSTRACT

The online learning process during the Covid-19 pandemic tends to be more difficult and makes the students' motivation in elementary school low. Elementary school teachers have an important role in increasing and maintaining student motivation during the online learning process. This study aims to describe the role of teachers in terms of gender, ownership of educator certificates, and teacherage in increasing student motivation during online learning. The method used in this research is a descriptive method with quantitative data analysis techniques. Respondents in this study were elementary school teachers, as many as 11 people. Determination of the sample using a saturated sampling technique. The data collection method in this study was a questionnaire. The questionnaire consisted of 15 questions referring to 5 aspects of the teacher as a motivator. There are differences in the teacher's role as a motivator regarding gender, ownership of educator certificates, and teacherage. The results showed that elementary school teachers had tried to motivate students during online learning with a good dominant score. Unfortunately, some aspects are still in enough category, namely the indicators of giving reward-punishment, elements of the variation of the learning process, and aspects of using technology. The results also show that female teachers are better than male teachers, non-certified teachers are better than certified educators, and young teachers are better than older teachers.

## 1. INTRODUCTION

Online methods organize the encoding process during the Covid-19 pandemic. Online learning, commonly known as distance learning (PJJ), utilizes the internet network so that it can cause a variety of interactions in it (Ahmad et al., 2020; Lubis & Dasopang, 2021; Sadikin & Hamidah, 2020). Online education is an organized educational process that bridges the distance between teachers and students through technology (Ambarita et al., 2021). Online learning provides flexibility or freedom for students to study anywhere, anytime, and with anyone. Interaction between teachers and students in daring learning is carried out with various applications, such as google meet, google classroom, zoom, live chat WhatsApp group, video conference, or other supporting applications connected to the internet (Dewi, 2020; Khurriyati et al., 2021; Syarifudin, 2020).

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In the implementation of online learning, several problems or obstacles cause the learning process not to be implemented optimally. Some of these concerns include the limitations of teachers, parents of students, or students in the mastery of technology, loads of internet access in some areas, the absence of online learning support facilities, and the condition of the learning environment is less supportive or less conducive (Asmuni, 2020; Ihwanah, 2020; Juliya & Herlambang, 2021). Online learning problems experienced by teachers and students affect student learning motivation (Juliya & Herlambang, 2021; Widikasih et al., 2021). The issues that arise affect interaction, liveliness, feelings of pleasure and enthusiasm, and student learning motivation. Then, online learning is said to be more difficult for students, thus causing a decrease in student learning motivation in schools (Meşe et al., 2021; Puteri et al., 2020). The reduction in stimulus can be caused by low real-time interaction conducted by teachers or interaction between students and other students during the online learning process (Meşe et al., 2021).

Motivation is an important thing that must exist to achieve learning goals. Motivation is an encouragement to do something and achieve certain goals (Emda, 2018; Filgona et al., 2020). Motivation is the desire or passion for doing something. That is, without motivation in yourself, all activities will not run smoothly (Emda, 2018; Oktiani, 2017). If it is associated with learning, motivation is an encouragement or passion for following learning activities. The level of motivation of students is important to know by the teacher. The existence of knowledge and understanding of learning motivation in students will provide many benefits (Khoirunnisa & Widiati, 2021; Sumarsono et al., 2020). First, it is to awaken, improve, and nurture the student's spirit to learn until it succeeds and achieves the goals that have been set. Second, improve and revitalize teachers to choose one role from the number of teacher roles. Third, give teachers job opportunities in pedagogical competence. A teacher is also required to understand the characteristics of each individual in the classroom so that later it can build, maintain, and increase the motivation of its students in learning (Oktiani, 2017; Sabaniah et al., 2021). If students already have high motivation in education, then indirectly, the skills and knowledge will increase (Khoirunnisa & Widiati, 2021). In the implementation of learning, a teacher must be able to be a motivator (Filgona et al., 2020; Mariyani & Rezania, 2021; Mayasari & Kemal, 2020; Sabaniah et al., 2021). With a teacher's motivation, students will be more confident and practice developing and showing their best. Creative teachers and good teachers can utilize everything in learning activities to increase student learning motivation (Haider & Jalal, 2018; Oktiani, 2017). Thus, teachers have an important role in increasing student motivation, especially in the online learning process.

The role of the teacher as a motivator can be reviewed from several indicators. Some indicators of teachers as motivators for students such as teachers provoke passions and desires in learning, teachers provide encouragement and explore the needs in education, teachers associate learning with hopes and ideals of the future, teachers reward (reward) in learning, teachers hold interesting and fun activities in learning, teachers create conducive learning environments, create competition and cooperation between learners and teachers, and evaluate or comment on learners' work /learning outcomes (Johnson, 2017; Manizar, 2017; Nurafrianti et al., 2020; Oktiani, 2017; Sabaniah et al., 2021). These eight indicators must be understood and implemented concerning building, maintaining, and improving students' motivation in learning. This role is very important in learning as a motivator, especially in online education. Unfortunately, the part of teachers as motivators in terms of gender, ownership of educator certificates, and the age of teachers in online learning have not been found in previous studies. Existing studies mostly only describe the role of teachers as motivators in general in the online learning process and are not focused on aspects of teachers as motivators (Mariyani & Rezania, 2021; Saumi et al., 2021; Winarsieh & Rizqiyah, 2020).

The data about the role of teachers as motivators, is very important to be known to be used as a foothold to improve or improve the quality of online learning in the future. Policies regarding the learning process in the future still can not be predicted. The online learning process has a considerable opportunity to stay implemented in line with the advancement of information technology in the 21st century. Teachers must continue to improve and reflect on the online learning process implemented, especially in the role of a learning motivator. Based on the description of the problem, this study aims to analyze the role of teachers in increasing student motivation during online learning and analyze the part of teachers as motivators in terms of gender, ownership of educator certificates, and teacherage. Hopefully, the results of this study can be used as a foothold and reflection for the development of teacher competence.

## 2. METHOD

The study aims to describe the role of teachers in increasing student motivation during online learning and analyze the part of teachers as motivators in terms of gender, ownership of educator certificates, and teacherage. To achieve this goal, the study used descriptive methods. Descriptive research methods are not intended to test a particular hypothesis but merely describe or describe a thing as it is

about a variable (Zellatifanny & Mudjiyanto, 2018). Descriptive research describes a phenomenon and its characteristics (Riastini et al., 2021).

This research is limited to teachers in State Elementary School 1 Pohsanten. The findings in this study only represent teachers in elementary school only. The research was conducted at SD Negeri 1 Pohsanten, Pohsanten Village, Mendoyo Subdistrict, Jembrana Regency. All teachers in the school were involved as research respondents. The teachers involved consist of classroom teachers, subject teachers, and local charge teachers. The number of teachers in the school is 11 people, with 7 male teachers and 4 female teachers. The eleven teachers in SD Negeri 1 Pohsanten involved in this study were undergraduate educated (S1). 5 teachers respondents have attended the teacher profession education (PPG) and are certified. The determination of the sample used is to use saturated sampling techniques. Saturated sampling is a sampling technique that uses all population members as samples (Sugiyono, 2018).

The research instrument used is a questionnaire. This questionnaire contains 15 questions. The details of the question refer to the 5 aspects of teacher indicators as motivators. These aspects are: First, the teacher provokes desire, interest and desire in learning. Second, the teacher encourages and explores the need for learning. Third, the teacher rewards learning. Fourth, the teacher holds interesting and fun activities in learning. Fifth, the teacher evaluates or comments on learners' work/learning outcomes. Experts have validated the instruments in this study before use. The questionnaire answers consist of 5 answer options, namely SB (Excellent), B (Good), C (Enough), K (Less), and TP (Never). The grid of research instruments is presented in Table 1.

**Table 1. Instrument Grid**

No.	Aspects	Indicator
1	Teachers provoke passions, interests and desires in learning	1. Teachers provide stimulus to stimulate children's desire to learn 2. Teachers use relevant media in online learning
2	Teachers encourage and explain the need for learning.	1. The teacher conveys the things needed during the learning process 2. The teacher gives positive words to students during the learning 3. The teacher appreciates students' answers, work, and learning progress. 4. Teacher guides and gives guidance if students face difficulties
3	Teachers reward them in their learning.	1. Teachers reward students who are active, creative, and well-mannered in learning. 2. The teacher punishes students who are not disciplined in the learning process.
4	Teachers held interesting and fun activities in learning	1. Using various methods/models of education following the learning objectives 2. Varying in the learning process 3. Doing ice breaking 4. Using technology that goes into learning
5	Evaluate and comment on learners' work/learning outcomes	1. Teacher evaluates learning activities 2. Teachers assess affective, cognitive, and psychomotor aspects 3. Teachers provide feedback/comments on the work/learning outcomes of the learners

(Manizar, 2017; Nurafrianti et al., 2020)

Data analysis is done quantitatively by calculating the average and percentage of the data obtained. In descriptive research, quantitative analysis can be used using rates, standards, or other statistical analyses. The data processing results are then presented in the form of tables or diagrams (Nassaji, 2015; Riastini et al., 2021).

### 3. RESULT AND DISCUSSION

#### Result

The results showed that elementary teachers had increased students' learning motivation during the online learning process. The results of this study will be grouped into several aspects: First, the stimulation aspect of learners through various variations. Second, the stimulation aspect of learning participants through classroom management. The third was the simulation aspect of learning learners through assessment. Fourth, the teacher's gender towards the stimulation of learners' learning. Fifth was

the ownership of educator certificates to the learning activities of learners. Sixth, the age of the teacher towards the motivation of learning learners. First, the aspect of stimulation of learners through variation, observed indicators were variations in media use, rewards and punishment, learning processes, and the use of technology. The percentage of questionnaire results of aspects of stimulation of learners through variation can be seen in [Table 2](#).

**Table 2. Percentage of Aspects of Stimulation through Variation**

No.	Indicator	Result (%)				
		SB	B	C	K	TP
1	Media Variation	0%	55%	45%	0%	0%
2	Variations of Reward and Punishment					
	Giving Positive Words	36%	64%	0%	0%	0%
	Giving Appreciation of Student Work	27%	64%	9%	0%	0%
	Rewarding Active, Creative, Well-Mannered, and Disciplined Students	9%	36%	55%	0%	0%
	Punishing An Undisciplined Student	0%	36%	64%	0%	0%
3	Variations in the Learning Process					
	Using Model/Method	0%	18%	73%	9%	0%
	Using Innovative Learning Media	0%	27%	64%	9%	0%
	Doing Ice Breaking	0%	36%	64%	0%	0%
4	Variations in the Use of Technology	0%	9%	82%	9%	0%

Referring to [table 1](#), teachers, in general, have made several efforts to motivate students through a wide variety. However, these efforts were dominant in the category enough for aspects of learning processes, the use of technology, and the provision of reinforcement. During the online learning process, teachers had not stimulated learners' motivation through variations to the maximum. Second, the aspect of stimulation of student learning through classroom management was observed. The element was that the teacher stimulates the student's learning desire through various activities, delivers things needed during the training, and guides if students experience obstacles. The percentage of aspects of stimulation of learners through classroom management can be seen in [Table 3](#).

**Table 3. Percentage of Stimulation Aspects through Classroom Management**

No.	Indicator	Result (%)				
		SB	B	C	K	TP
1	Stimulate Students' Learning Desire	9%	82%	9%	0%	0%
2	Delivery of Things Needed in Learning Activities	27%	64%	9%	0%	0%
3	Guiding and Guiding Students Who Are Experiencing Obstacles	9%	82%	9%	0%	0%

The table above showed the tendency of teachers to motivate students through more dominant classroom management on good score choices. That was, the role of teachers was to encourage students through classroom management to get a good average score. Third, the aspect of student learning stimulation through assessment, the indicators analyzed were teachers conducting evaluations, conducting evaluations of three elements of student ability, and giving feedback/comments. The percentage of stimulation through assessment can be seen in [Table 4](#).

**Table 4. Percentage of Aspects of Stimulation through Assessment**

No.	Indicator	Result (%)				
		SB	B	C	K	TP
1	Conducting an Evaluation	0%	82%	18%	0%	0%
2	Assessment of Affective, Cognitive, and Psychomotor Aspects	0%	91%	9%	0%	0%
3	Provide Feedback/Comments	0%	91%	9%	0%	0%

The above data showed that the tendency was the stimulation of learners' learning through very dominant assessment of good choices and none on very good decisions. Teachers have tried to motivate students through reviews with good average scores. Fourth, the results of the calculation of scores between

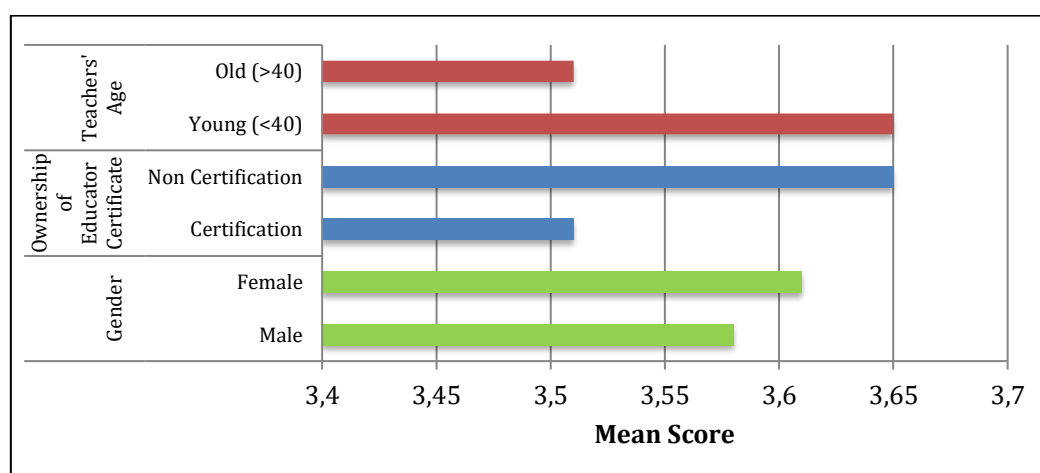
male teachers with female teachers, certification teachers with non-certification teachers, and young teachers (< 40 years old) with old teachers (> 40 years) can be seen in Table 5.

**Table 5.** Teacher Score as Motivator reviewed from Gender, Educator Certificate, and Age

Aspects	Viewpoint					
	L	P	S	N	M	T
Media Variations	3,57	3,5	3,6	3,5	3,5	3,6
Variations of Reward and Punishment	3,82	3,94	3,95	3,78	3,78	3,95
Variations of Learning Process	3,29	3,08	3	3,37	3,37	3
Variations of Technology	3	3	2,8	3,17	3,17	2,8
Stimulation through Classroom Management	4	4,17	3,93	4,17	4,17	3,93
Stimultion through Assessment	3,81	4	3,8	3,94	3,94	3,8
<b>Average</b>	<b>3,58</b>	<b>3,61</b>	<b>3,51</b>	<b>3,65</b>	<b>3,65</b>	<b>3,51</b>

**Information:** Male (L), Female (P), Certification (S), Non-Certification (N), Young Teacher (M), Old Teacher (T), Maximum Score = 5

Judging from the table above, there were some differences in the role of teachers as motivators when viewed from the point of view of gender, ownership of educator certificates, and the age of teachers. The score of the role of the teacher as a motivator was higher in female teachers than in men. Similarly, in the age point, young teachers (< 40 years old) have a higher average score as a motivator than teachers who were old (> 40 years old). However, the opposite happens to review the ownership of educator certificates. Teachers who do not have a certificate have a higher average score as motivators than teachers who already have an educator certificate. Overall, the comparison of teachers as motivators was viewed from the point of view of gender, ownership of educator certificates, and the age of teachers can be seen in Figure 1.



**Figure 1.** Teacher Score Comparasion

## Discussion

If reviewed in general, teachers in elementary school have made various efforts in improving students' learning motivation during online learning. Most had obtained good scores, namely motivating classroom management and providing inspiration through assessment. One example of teacher efforts made in managing the classroom was giving various perceptions such as relevant images, voice notes, and questions that trigger students to learn through the WhatsApp group. Likewise, teachers guide learning activities and pay more attention to students who experience obstacles in tasks or discussions. With intensive interaction in the form of discussions and voice notes between teachers and students, it will give students a sense of satisfaction when participating in the online learning process, which will increase student learning motivation (Blaine, 2019; Liu & Chiang, 2019). This means that the greater the attention given by teachers and the more intensive interactions between teachers and students during online learning will have a positive impact in increasing student learning motivation (Blaine, 2019; Liu & Chiang, 2019; Rahman et al., 2020). Then, in providing stimulation through assessment, teachers have made efforts such as giving grades or comments on tasks that students have done and giving pictorial stickers or stars for active discussions. The method of assigning tasks and meetings through the WhatsApp group is considered effective in the conditions of the Covid-19 pandemic (Juliawan et al., 2021; Susilawati & Supriyatno, 2020).

Likewise, the utilization of WhatsApp in learning activities is also seen as effective to motivate students in learning, and it's just that it all depends again on its users as the situation and environment (Juliawan et al., 2021; Misaghi et al., 2021).

But on the contrary, on motivating variation, teachers tend to score in good categories. The dominant score was enough to be obtained on indicators providing variations in reward and punishment, innovative models/methods/media, ice breaking and variations in the use of technology. The reward and punishment that teachers have done were still limited to giving pictorial stickers. There were several reasons behind the low score on this aspect, namely the difficulty of granting awards and penalties due to limited distance and time in online learning, difficulty organizing and conditioning students to learn at home, difficulty developing education following the steps of the learning model, and Teachers were not used to developing learning media, both physical media and digital media. In the process of online learning, the trend was that there are still many teachers in the education unit who are not yet adept at utilizing information technology, the internet, and social media as a means of learning (Juliawan et al., 2021). This was because the teacher board is not used to and has not been trained to use the available devices or facilities.

Unlike the offline learning process, online learning has its difficulties for teachers: First, difficulty regulating and conditioning students' readiness in education because students are at home without direct supervision by the teacher (Asmuni, 2020; Natsir, 2021). Second, the constraints of online learning support facilities in students (some students and parents do not have smartphones) (Asmuni, 2020; Putri & Suyadi, 2021; Widikasih et al., 2021). Third, there was a misunderstanding of information conveyed through online applications, so students could not capture the material or messages given (Asmuni, 2020; Fadilla et al., 2021). Not only that, the Covid-19 pandemic came suddenly, resulting in teachers and students being surprised by the adaptation of learning from offline to online patterns (Natsir, 2021; Rosyidiana, 2021). Teachers and students are equally unprepared for the online learning process, resulting in not running optimally.

When viewed from the gender role of teachers, female teachers are superior to male teachers in terms of increasing student learning motivation. Female teachers are more active at the learning time than male teachers (Diana & Mampouw, 2019; Wangid, 2021). In addition, the pedagogical knowledge of female teachers looks superior to that of male teachers (Diana & Mampouw, 2019; Gong et al., 2018). Female teachers have a higher sense of self-efficacy than male teachers (Wangid, 2021). Female teachers have a meek maternal nature, and female teachers are said to be more sensitive to understanding a student's feelings and conditions than male teachers (Muhasanah, 2021). But on the other hand, male teachers tend to be more friendly with their students and have a more assertive attitude, making it easy to discipline students (Majzub & Rais, 2010).

When viewed from the ownership of educator certificates, teachers who do not have educator certificates act more as motivators than teachers who already have educator certificates. Previous studies have found the opposite. Teacher certification has a strong relationship with the level of discipline teaching teachers in SD Negeri 008 Tembilahan Hulu, with a percentage of 90.29% (Juwita & Yudhyarta, 2020). The link between teacher certification and the quality of teaching elementary teachers is relatively high. The coefficient of teacher certification determination with the quality of teaching teachers in SD Complex IKIP Makassar Negeri is 0.678. Teacher certification affects the teaching quality of teachers of SD Negeri Kompleks IKIP Makassar City with a percentage of 67.8% (Hasmiah, 2020). Ownership of educator certificates will affect self-competence (Koswara & Rasto, 2016; Tjabolo & Herwin, 2020). The teacher professional educator certificate program (PPG) aims to improve the professionalism of an educator and re-emphasize the four competencies of teachers comprehensively to educators (Suratman et al., 2020; Zulfitri et al., 2019). Graduates of this program have been categorized as professional teachers.

Unfortunately, this study showed the result inversely proportional to the effects of previous studies. Some of the reasons that cause the average teacher score that has an educator certificate was lower than the average teacher score that has not an educator certificate were: First, teachers who have received educator certificates were mostly in the age range that is quite old, the average age of teachers who have had a certificate of education is above 45 years. Second, teachers who were old enough have a fairly low awareness and adaptability to technology. Third, the physical condition of the old teacher was no longer primed. Fourth, the quiet competence of elementary teachers who already have an educator certificate can be caused by several things, namely the heavy workload of teachers and so many administrative tasks that must be completed (Muhbar & Rochmawati, 2019; Riastini et al., 2021), as well as the lack of optimal teacher working group (KKG) that should be able to develop the competence of teachers in schools (Riastini et al., 2021). One study reveals that the competence of teachers who already have an educator certificate was in a good category. However, teachers who already have an educator certificate still have limitations on

technology development, model selection, methods, and learning media following the times (Susilaningsih, 2013).

Furthermore, teachers with a young age play a role in increasing students' learning motivation and providing stimulation in the learning process compared to teachers in old age. Teachers with the age group 7 (50 - 54 years) and group 8 (55 - 59 years) experienced a decrease in pedagogical competence and professional competence (Winarni & Lismadiana, 2020). The closer to retirement age, the less excited teachers will be. According to the ILO and WHO (Winarni & Lismadiana, 2020), work productivity will decrease with age. 24 - 40 years old is the age which teachers will explore and expand the ability to practice all the intellectual potential, talents, interests, knowledge, and skills that have been acquired in college so that young teachers are more adaptable to the development of science and technology (ICT) (Lawrence & Tar, 2018; Palupi, 2015). The curiosity of young teachers is very high, and the physical condition and spirit of young teachers are still very good. Senior teachers who have had long teaching experience and age that enter the old phase tend not to be able to use technology in the learning process, so less can create meaningful learning in the online learning process (Juliawan et al., 2021). The findings in this study only represent the role of teachers as motivators in SD Negeri 1 Pohsanten. This was a limitation of this research.

#### 4. CONCLUSION

Elementary teachers had increased student motivation during online learning, with a good dominant score. However, unfortunately, some aspects are still in the category of enough, namely on the indicator of reward-punishment, aspects of variation in the learning process, and aspects of the use of technology. When viewed in terms of gender, female teachers are superior to male teachers. In terms of ownership of educator certificates, non-certificate educator teachers are foremost to teachers with educator certificates. While in terms of teacher age, young teachers are superior to old age teachers. The thing was caused by several factors: age, technology mastery, teacher workload, and not yet optimally teacher working group (KKG). The findings in this study are expected to be used as a reference in increasing the ownership of teacher competence in online learning. Stakeholders were expected to pay attention to and improve the professional education process (PPG). Teachers who already had an educator certificate mastered four teacher competencies and 21st-century learning skills. Teachers were also expected to improve their competence through various activities such as seminars, workshops, or training related to developing teacher skills as motivators. Teachers can also engage a wide range of students' environmental, social, and cultural potentials to motivate students to learn.

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