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<https://jurnal.citrabakti.ac.id/index.php/jil>**TEACHER ROLES AND LEARNING MOTIVATION IN ECONOMICS EDUCATION: EXPLORING PEDAGOGICAL PRACTICES IN AN ISLAMIC SECONDARY SCHOOL**Lukmanul Hakim^{1)*}, Denok Mugi Hidayanti²⁾, Neviyani³⁾^{1,2,3)}Pendidikan Ekonomi, Universitas PGRI Argopuro Jember*Corresponding author email: lukman47114@gmail.com**Article History***Received:*
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August 21, 2026**Abstract**

Learning motivation is a key determinant of students' engagement and achievement in economics education. However, maintaining students' motivation remains a challenge, particularly in Islamic senior high schools. This study examines the role of economics teachers in enhancing students' learning motivation, identifies supporting and inhibiting factors, and explores the outcomes of these efforts at MA Raudlatul Syabab Sukowono Jember. A qualitative case study approach was employed. Data were collected through observations, interviews, and documentation, and analyzed using data condensation, data display, and conclusion drawing. The findings indicate that economics teachers enhance learning motivation through integrated roles as educators, facilitators, motivators, and mentors. Supporting factors include pedagogical competence, diverse learning resources, instructional media, and positive teacher–student relationships. Inhibiting factors include differences in students' academic abilities, low learning interest among some students, limited instructional time, and varying psychological conditions. These efforts contributed to improvements in six indicators of learning motivation: desire for achievement, learning drive, future aspirations, appreciation of learning, interest in learning activities, and a supportive learning environment. Students' learning motivation is strengthened through the integration of teachers' pedagogical roles and supportive learning conditions. This study highlights the strategic role of economics teachers in fostering learning motivation within the context of Islamic senior secondary education.

Keywords: Learning Motivation; Teacher Role; Economics Education; Student Engagement

Abstrak. Motivasi belajar adalah penentu utama keterlibatan dan pencapaian siswa dalam pendidikan ekonomi. Namun, mempertahankan motivasi siswa tetap menjadi tantangan, terutama di sekolah menengah atas Islam. Studi ini meneliti peran guru ekonomi dalam meningkatkan motivasi belajar siswa, mengidentifikasi faktor-faktor pendukung dan penghambat, serta mengeksplorasi hasil dari upaya-upaya ini di MA Raudlatus Syabab Sukowono Jember. Pendekatan studi kasus kualitatif digunakan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, serta dianalisis menggunakan kondensasi data, tampilan data, dan penarikan kesimpulan. Temuan menunjukkan bahwa guru ekonomi meningkatkan motivasi belajar melalui peran terintegrasi sebagai pendidik, fasilitator, motivator, dan mentor. Faktor pendukung meliputi kompetensi pedagogis, sumber belajar yang beragam, media instruksional, dan hubungan positif antara guru dan siswa. Faktor penghambat termasuk perbedaan dalam kemampuan akademis siswa, minat belajar yang rendah di antara beberapa siswa, waktu pengajaran yang terbatas, dan kondisi psikologis yang bervariasi. Upaya-upaya ini berkontribusi pada perbaikan dalam enam indikator motivasi belajar: keinginan untuk mencapai prestasi, dorongan belajar, aspirasi masa depan, penghargaan terhadap pembelajaran, minat dalam kegiatan belajar, dan lingkungan belajar yang mendukung. Motivasi belajar siswa diperkuat melalui integrasi peran pedagogis guru dan kondisi pembelajaran yang mendukung. Studi ini menyoroti peran strategis guru ekonomi dalam mendorong motivasi belajar dalam konteks pendidikan menengah atas Islam.

Kata-kata Kunci : Motivasi Belajar; Peran Guru; Pendidikan Ekonomi; Keterlibatan Siswa

Background

Education today is no longer understood merely as a process of knowledge transfer, but rather as an effort to shape individuals who are capable of understanding reality, making rational decisions, and adapting to rapidly changing social conditions (Zamiri & Esmaeili, 2024). In a humanistic perspective, education aims to develop the full potential of individuals so that they can become active subjects in building their personal and social lives (Putri et al., 2024). In that context, economic education holds a very strategic position because it not only equips students with economic concepts but also fosters critical thinking skills, economic literacy, and the ability to understand various economic issues faced by modern society (Farias & Balardini, 2018). Therefore, the success of economic education is not only determined by mastery of the material but also by the teacher's ability to create meaningful, contextual, and relevant learning experiences for students' lives (Janah & Susilo, 2023).

Philosophically, teachers are the main actors who bridge students with the world of knowledge, values, and skills needed for the future (Carletti, 2025). The constructivist paradigm views that knowledge is built thru an active interaction process between learners and their learning environment. In this paradigm, the teacher no longer functions as the sole source of information, but rather as a facilitator who helps students construct their understanding thru authentic learning experiences (Darmawan & Ramli, 2025). The success of this process greatly depends on the teacher's ability to stimulate students' learning motivation, as motivation is the psychological energy that drives individuals to engage, persist, and achieve the set learning goals (Urhahne & Wijnia, 2023).

Learning motivation is one of the psychological factors that most determines the success of education (Urhahne & Wijnia, 2023). Various studies show that students with high motivation tend to exhibit better learning engagement, use more effective learning strategies, and achieve higher academic performance compared to students with low motivation (Wu et al., 2020). Motivation also plays a role in shaping academic resilience, problem-solving abilities, and readiness to face increasingly complex academic challenges. On the other hand, low learning motivation often causes students to be less active in learning, easily lose focus, and show low engagement in academic activities. The close relationship between motivation, learning engagement, and academic achievement has become a major focus in various contemporary educational studies (Solekhah et al., 2025).

The phenomenon of low learning motivation remains a real challenge in education, including economics education. The subject of economics is often perceived as a subject rich in concepts, analysis, and calculations, making it difficult for some students to understand the relevance of the material to everyday life (Narmaditya et al., 2024). This condition has the potential to decrease students' interest and engagement in the learning process. In fact, economics education is actually very closely related to real life, ranging from consumption activities, financial management, entrepreneurship, to economic decision-making. When teachers are able to connect these concepts with the life experiences of students, learning will become more meaningful and capable of building stronger learning motivation.

In other side, the role of teachers becomes increasingly significant because learning motivation does not automatically develop within students (Singh, 2021). Teachers need to provide learning that can meet the psychological needs of students thru support, feedback, rewards, and opportunities for active participation in the learning process. Various studies based on Self-Determination Theory show that learning practices that provide autonomy support and build positive relationships between teachers and students have been proven to enhance intrinsic motivation, learning engagement, and students' academic achievement (Adams et al., 2017).

Studies on the relationship between the role of teachers and learning motivation have been extensively conducted in various educational contexts. Hofkens and Pianta found that the quality of teacher-student interactions contributes to the increase in student motivation and engagement in learning (Hofkens & Pianta, 2022). Other research shows that teacher enthusiasm, learning support, and the quality of communication in the classroom have a positive impact on student participation and learning motivation (Fadillah et al., 2025). In fact, recent research shows that teacher engagement is an important factor that can create a more meaningful learning experience and encourage students to persist in the learning process.

Various studies also show that teachers play a strategic role as motivators, facilitators, mentors, and innovators in enhancing students' learning motivation. Merdiaty and Sulistiasih's research found that teachers act as active companions who help develop learning skills while simultaneously increasing students' motivation (Merdiaty & Sulistiasih, 2024). Pratiwi and colleagues' research shows that the use of varied teaching methods, rewards, and the creation of a conducive learning environment can significantly enhance students' learning motivation (Sufya et al., 2025). Other findings indicate that giving appreciation for students' work can boost their self-confidence while also strengthening their motivation to learn (Sovarinda et al., 2024).

However, most previous research still focuses on elementary and junior high school levels, and many are conducted in general subjects or religious education. Studies specifically discussing the role of economics teachers in enhancing student learning motivation in the madrasah aliyah environment are still relatively limited. In addition, previous research generally places more emphasis on specific teaching strategies without comprehensively examining how teachers perform their roles as motivators, facilitators, guides, and learning managers in the context of economic education. This condition indicates that there is still significant research space to be explored further.

Based on the description, this research starts from the assumption that the role of the economics teacher has a very important contribution in building students' learning motivation thru contextual learning management, providing psychological support, utilizing relevant learning resources, and creating a learning environment that encourages active student participation. The focus of the research is directed toward a deep analysis of how economics teachers perform this role in enhancing students' learning motivation at MA Raudlatus Syabab Sukowono Jember. This research is expected to provide theoretical contributions to the development of learning motivation studies in economic education, as well as practical recommendations for enhancing the quality of economic learning in the madrasah aliyah environment.

Method

Based on the research objectives and the need to obtain an in-depth understanding of how economics teachers foster students' learning motivation, this study employed a qualitative approach with a case study design. A qualitative case study was considered appropriate because it enables researchers to explore educational phenomena within their natural settings and capture participants' experiences, perceptions, and interactions in a comprehensive manner (Cleland et al., 2021). The study focused on the role of economics teachers in enhancing students' learning motivation at MA Raudlatus Syabab Sukowono

Jember. Research participants were selected purposively and consisted of economics teachers and students who were directly involved in the learning process. This selection strategy was intended to ensure that the data reflected authentic experiences and contextual insights regarding motivational practices implemented in economics classrooms (Idika, 2021).

Data were collected through classroom observations, semi-structured interviews, and document analysis. Observations were conducted to examine teacher–student interactions and instructional practices, while interviews were used to explore participants' perspectives on learning motivation and the teacher's role in fostering it. Supporting documents, including lesson plans and learning records, were utilized to strengthen data credibility through source triangulation. Data analysis was carried out iteratively through data condensation, data display, and conclusion drawing, allowing patterns and themes to emerge from the empirical findings. This procedure enabled the researcher to develop a contextual understanding of how economics teachers function as motivators, facilitators, and learning guides in promoting students' engagement and motivation toward economics learning (Mezmir, 2020).

Result and Discussion

Result

In the first aspect, the research results show that economics teachers play a multidimensional role in enhancing students' learning motivation. This role is manifested through functions as educators, facilitators, motivators, and guides that are integrated into the learning process. As educators, teachers strive to present material contextually by linking learning concepts with current social and economic phenomena, making it easier for students to understand the material being studied. As facilitators, teachers provide various supporting learning resources, including the use of digital media and internet-based information sources that expand students' access to knowledge. In addition, teachers also play the role of motivators by providing positive reinforcement, rewards, and continuous encouragement throughout the learning process. On the other hand, the role of the mentor is realized through academic guidance, providing direction, and fostering open communication with students, thereby creating a positive learning relationship. These findings indicate that the increase in learning motivation is not only influenced by the delivery of material but also by the quality of interactions built by the teacher during the learning process.

In the second research finding, the study found that there are several factors that support teachers' success in enhancing students' learning motivation. These supporting factors include teachers' pedagogical competence, the availability of adequate learning resources, the utilization of diverse learning media, and the creation of positive interpersonal relationships between teachers and students. Supportive learning environments also contribute to increased student engagement in learning. On the other hand, the research also

identifies several inhibiting factors, such as differences in students' academic abilities, the low interest in learning among some students, limited learning time, and the diverse psychological conditions of the students. These factors affect the level of student participation in learning and require teachers to make various adjustments to teaching strategies so that learning objectives can still be optimally achieved. These findings indicate that the success in enhancing students' learning motivation is the result of the interaction between internal student factors, teacher competence, and the learning environment conditions.

Finally, the research findings indicate that the various efforts made by teachers have a positive impact on students' learning motivation. The increase in motivation is reflected in six main indicators, namely the increased desire to succeed, the growth of the drive and need to learn, the development of hopes and future aspirations, the increased appreciation for the learning process, the emergence of greater interest in learning activities, and the creation of a supportive learning environment. Students show more active participation in learning activities, are bolder in expressing opinions and asking questions, and have higher enthusiasm in following the learning process. These findings indicate that the teacher's role, when carried out consistently, can create a learning environment that supports the development of students' learning motivation and positively impacts their engagement in the learning process. From all the research findings, they will be detailed in the following table.

Table 1. Summary of Research Findings

Research Theme	Key Findings	Data Sources
Teacher's Role in Enhancing Learning Motivation	The teacher performed multiple roles as an educator, facilitator, motivator, and mentor by delivering contextual learning materials, utilizing diverse learning resources, providing continuous encouragement, and offering academic guidance to students.	Observation, teacher interviews, student interviews, documentation
Supporting and Inhibiting Factors	Supporting factors included teacher competence, the availability of learning resources, the use of varied instructional media, and positive teacher–student relationships. Inhibiting factors consisted of differences in students' learning characteristics, varying levels of learning motivation, and limited instructional time.	Observation, teacher interviews, student interviews
Outcomes of the Teacher's Role on Students' Learning Motivation	Increased learning motivation was reflected in six indicators: a stronger desire to succeed, greater learning drive and need for learning, clearer future aspirations, higher appreciation for learning, greater interest in learning activities, and a more supportive learning environment.	Observation, student interviews, documentation

Discussion

Research results show that economics teachers play a multidimensional role in enhancing student learning motivation through their functions as educators, facilitators, motivators, and mentors. These findings indicate that students' learning motivation is not only shaped through the delivery of lesson material but also through the quality of the learning

experiences created by the teacher during the learning process (Suharni, 2021). The teacher's ability to connect economic material with actual social and economic phenomena shows that learning is no longer oriented toward the textual mastery of concepts, but rather toward developing contextual understanding that is relevant to students' daily lives. This condition enables students to recognize the relationship between the material being studied and the realities they encounter, making learning more meaningful. This finding is supported by the statement of an economics teacher, who explained, *"I always try to relate economic materials to current conditions in society so that students can understand more easily and perceive economics as something closely connected to their daily lives. In addition, I continuously provide encouragement and appreciation to keep them motivated in learning"* (GE, interview, May 15, 2026). This statement reflects how teachers simultaneously perform their roles as educators and motivators by contextualizing learning and providing positive reinforcement. These findings are in line with previous studies showing that contextual learning can enhance students' perceptions of the usefulness of learning materials and strengthen their intrinsic motivation because they understand the practical value of what they learn (Sari et al., 2024).

The role of the teacher as a facilitator who provides various learning resources and utilizes digital media also indicates a shift in the learning paradigm from teacher-centered learning to student-centered learning (Hafid & Hayati, 2025). The availability of diverse learning resources provides students with the opportunity to obtain information from various perspectives and build understanding more independently. In the context of economics learning, the presence of digital media and internet-based information sources allows students to access various current economic phenomena that are not always found in textbooks (Muh. Syata et al., 2024). These findings show that learning motivation grows when students have the space to explore knowledge more broadly and are not limited to the information provided by the teacher in class. The results of this study support the findings of Bond et al., (2021) which explain that a learning environment that provides access to diverse learning resources can enhance student engagement, curiosity, and active participation in the learning process. Thus, the facilitative role of the teacher not only helps students acquire information but also creates conditions that enable the development of sustainable learning motivation.

Another interesting finding is the role of the teacher as a motivator thru the provision of positive reinforcement, rewards, and consistent encouragement for learning. The research results show that students respond positively to various forms of appreciation given by teachers during the learning process. This condition shows that learning motivation is not solely influenced by internal factors of the students, but also by external support received during the learning activities (Taabudillah & Sulaeiman, 2025). In the perspective of Self-Determination Theory, the provision of positive reinforcement and rewards can enhance students' perception

of competence, making them feel capable of completing the assigned learning tasks (Adams et al., 2017). When students receive recognition for their efforts and achievements, they tend to show higher engagement in learning and have a stronger drive to maintain those accomplishments. These findings are in line with the research, which found that motivational support from teachers contributes to the enhancement of students' academic motivation and learning engagement in various educational contexts (Longakit et al., 2025).

In addition, the role of the teacher as a mentor shows that the interpersonal relationship between teachers and students is a very important aspect in building learning motivation (Ouralita et al., 2023). The academic guidance provided by teachers and open communication with students create a more comfortable and supportive learning environment. These findings indicate that students not only need help in understanding the subject matter but also require emotional support that makes them feel valued and cared for during the learning process (Agnesia & Prima, 2026). This result reinforces Geng et al., findings, which state that the quality of the teacher-student relationship has a significant impact on learning motivation, academic engagement, and student learning success (Geng et al., 2020). Therefore, the effectiveness of economics learning is not only determined by the quality of the material and teaching methods but also by the quality of the relationship built by the teacher with their students.

Overall, the research results indicate that the success of teachers in enhancing students' learning motivation is the result of the integration of various roles performed simultaneously in the learning process. The role as an educator helps students understand the relevance of economic material to real life, the role as a facilitator expands students' access to learning resources, the role as a motivator strengthens students' enthusiasm and confidence in learning, while the role as a guide creates the academic and emotional support needed by students during the learning process. These findings indicate that learning motivation is not a phenomenon that arises spontaneously within students, but rather is built thru continuous pedagogical interactions between teachers and students. In the context of MA Raudlatas Syabab Sukowono Jember, the economics teacher has proven to not only function as a knowledge transmitter but also as the main actor in shaping a learning environment that can continuously foster students' learning motivation.

The research findings indicate that the success of economics teachers in enhancing student learning motivation is not only determined by the individual competence of the teacher but also influenced by various factors that interact within the learning environment. Findings regarding teachers' pedagogical competence as a supporting factor indicate that teachers' ability to design, implement, and evaluate learning has a significant contribution to the formation of students' learning motivation (Saputra, 2025). This competence allows teachers to adjust learning strategies to the characteristics of students and to present more engaging

and meaningful learning experiences. In the context of economics education, pedagogical competence becomes important because the material is conceptual and analytical in nature, requiring an approach that can connect theory with everyday life realities. This finding is in line with the research by König et al., (2020) which states that the quality of teachers' pedagogical competence directly affects student engagement and the effectiveness of classroom learning.

In addition to teacher competence, this research found that the availability of learning resources and the utilization of diverse learning media are important factors in supporting the improvement of student learning motivation. The availability of adequate learning resources provides students with the opportunity to obtain information more broadly and in-depth, while the use of varied learning media can reduce boredom and increase students' attention during the learning process (Fransiska et al., 2024). These findings indicate that learning motivation develops more optimally when students gain interactive learning experiences supported by various relevant information sources (Ghofur & Youhanita, 2020). The results of this study support the findings, which explain that a learning environment that effectively utilizes technology and digital learning resources can enhance student engagement and strengthen student participation in the learning process (Sabri et al., 2024). Thus, the availability of learning resources not only serves as a supportive tool for learning but also becomes an important instrument in building students' learning motivation.

On the other hand, this research identifies several inhibiting factors that affect teachers' efforts to enhance students' learning motivation. Differences in students' academic abilities become one of the main challenges because each learner has varying levels of understanding, readiness to learn, and speed in grasping the material. This is in line with research indicating that the level of diversity in students' abilities will always pose a unique challenge for teachers, requiring them to have various different teaching approaches and strategies (Qorib, 2024). This condition requires teachers to implement more adaptive teaching strategies so that all students can follow the learning process optimally. These findings reinforce the view that learning motivation is a multidimensional phenomenon influenced by the interaction between personal and environmental factors (Ishida & Sekiyama, 2024).

Beside that, the limited learning time and the diverse psychological conditions of students also pose obstacles that affect the effectiveness of teachers' efforts in building learning motivation. Limited time allocation often restricts teachers' opportunities to provide more intensive support to students who are experiencing learning difficulties (Mustika et al., 2025). Meanwhile, the differences in students' psychological conditions lead to varied responses to the motivational strategies implemented by the teacher. Based on these findings, it can be understood that improving learning motivation cannot be achieved thru just one specific approach or strategy. Its success greatly depends on the teacher's ability to manage various

supporting factors while minimizing the obstacles that arise during the learning process. Therefore, the main significance of this finding is that student learning motivation is the result of a dynamic interaction between teacher competence, student characteristics, and the learning environment, which mutually influence each other. Thus, efforts to enhance student learning motivation need to be carried out holistically thru strengthening teacher capacity, optimizing the learning environment, and providing support that aligns with the needs and characteristics of the students.

The Implications of Teacher Roles on the Improvement of Student Learning Motivation
Research results show that the various roles played by economics teachers have a significant impact on the improvement of student learning motivation. This improvement is reflected in the development of a desire to succeed, the emergence of a stronger learning drive, the formation of future expectations, an increased appreciation for the learning process, heightened interest in learning activities, and the creation of a more supportive learning environment. These findings indicate that students' learning motivation is not only related to individual internal factors but is also influenced by the learning experiences they gain during the learning process (Djarwo, 2020). When teachers are able to provide meaningful learning, offer academic support, and create positive interactions, students tend to show higher engagement in learning activities. Thus, the increase in motivation found in this study indicates that the role of the teacher has a significant influence in shaping the psychological conditions that support students' learning success (Fitrianti & Hidayati, 2025).

The increased desire of students to succeed and the emergence of a stronger learning drive indicate that the teaching process carried out by the teacher has successfully fostered the intrinsic motivation of the students. In the perspective of Self-Determination Theory, intrinsic motivation develops when individuals feel competent, receive social support, and have the opportunity to actively engage in the activities they undertake (Howard et al., 2021). The findings of this research show that various efforts by teachers, such as providing positive reinforcement, learning assistance, and the use of contextual learning, can enhance students' confidence in their own abilities (Rijnan, 2026). These conditions encourage students to be more active in participating in learning, strive to complete tasks well, and show a higher commitment to academic achievement. These findings are in line with the research, which emphasizes that teacher support for students' psychological needs contributes to the development of more sustainable learning motivation (Liu et al., 2023).

The findings regarding the development of future hopes and aspirations also indicate that the motivation to learn that has formed is not only oriented toward short-term achievements but has developed into a broader future orientation (Hesta et al., 2025). Students are beginning to view the learning process as a means to achieve their educational

and career goals. This condition shows that economic learning not only provides academic knowledge but also helps students understand the relevance of education to their future lives (Thao, 2023). The results of this study support the findings of Tinto research, which explain that perceptions of the value and benefits of learning have a strong relationship with students' motivation, perseverance, and academic achievement (Tinto, 2022). When students understand the benefits of learning for their future, their engagement in learning tends to increase because learning activities are seen as having greater significance than merely fulfilling academic requirements.

Another important finding is the creation of a learning environment that supports the development of students' learning motivation. A conducive learning environment allows students to feel safe to ask questions, express opinions, and participate in various learning activities without fear of making mistakes (Maryam et al., 2025). These conditions contribute to the increased courage of students to interact during the learning process. More active participation, the courage to express opinions, and the increased enthusiasm for learning found in this study indicate that learning motivation is closely related to the quality of the learning environment created by the teacher. These findings support Malik's (2023) research, which states that a positive teacher-student relationship and a supportive classroom climate are important predictors of student engagement and academic success.

Based on the overall research results, it can be understood that the impact of the teacher's role on student learning motivation is not only seen in the aspects of student learning behavior but also in the changes in their orientation, attitude, and perception toward the learning process. Teachers do not merely act as conveyors of material, but become important factors that shape students' learning experiences comprehensively. The main meaning of this finding is that learning motivation develops thru a continuous process of interaction between teachers, students, and the learning environment. Therefore, the success of improving learning motivation requires the consistency of teachers in performing their roles as educators, facilitators, motivators, and guides, thereby creating a learning environment that can continuously encourage students' academic engagement.

Conclusion

The conclusion of this study shows that economics teachers play a strategic role in enhancing students' learning motivation thru the implementation of functions as educators, facilitators, motivators, and guides that are integrated into the learning process. This role is realized thru the delivery of contextual material, the utilization of diverse learning resources, the provision of positive reinforcement, and continuous academic mentoring. The success of the implementation of that role is supported by the pedagogical competence of the teachers,

the availability of learning resources, the use of varied learning media, positive interpersonal relationships between teachers and students, and a conducive learning environment. On the other hand, differences in students' academic abilities, the low interest in learning among some students, limited learning time, and the varied psychological conditions of students are factors that hinder the optimization of efforts to enhance learning motivation.

The research results also show that various efforts made by teachers have a positive impact on students' learning motivation, characterized by an increased desire to succeed, the emergence of drive and need to learn, the development of hopes and future aspirations, an increased appreciation for the learning process, a growing interest in learning activities, and the creation of a more supportive learning environment. These findings affirm that learning motivation is the result of a dynamic interaction between the quality of the teacher's role, student characteristics, and the conditions of the learning environment. Therefore, improving learning motivation not only requires mastery of the material and effective teaching strategies but also the teacher's ability to build positive and sustainable pedagogical relationships with students.

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