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PERAN GURU UNTUK MENUMBUHKAN MINAT BELAJAR DAN DAYA PIKIR SISWA DALAM PEMBELAJARAN IPS DENGAN MEDIA GAMBAR

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A B S T R A K

Teachers play a crucial role in fostering interest in learning and developing students' mindsets. This study aims to examine the contribution of teachers in increasing students' interest and thinking skills through the use of image media in social studies learning at SD Negeri 2 Rejosari, Kalidawir, Tulungagung. The background of this research is low interest in learning and lack of development of students' thinking due to monotonous learning methods and not actively involving students. The approach used is qualitative with phenomenological methods. Data collection techniques include observation, in-depth interviews, and documentation, then analyzed using an interactive model consisting of data reduction, data presentation, and conclusion drawn. The results of the study show that teachers play the role of educators, teachers, motivators, sources of information, and facilitators. The use of image media can increase students' attention, encourage curiosity, and create a more fun and interactive learning atmosphere. Thus, image media has proven to be effective in fostering students' interest and thinking in social studies subjects. Therefore, teachers are advised to be more creative and innovative in choosing and applying learning media so that the teaching and learning process becomes more interesting, fun, and able to motivate students optimally.

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INTRODUCTION

Education is a crucial aspect in the journey of human life. Every Indonesian society has the right to get and be able to develop in various educational activities. This is in line with the mandate of "Preamble to the Constitution of the Republic of Indonesia in 1945" which emphasizes that one of the goals of the Indonesian state is to "educate the life of the nation". Through this goal, education plays a role as the main foundation in developing human resources who are competent, characterful, and able to contribute to national development (Kemendikbud, 2020). Education plays an important role in educating the nation's life, improving welfare, and building a better national dignity (Julia & Ati, 2019).

The role of teachers is the main factor in supporting the teaching and learning process at various levels of education, both preschool, high school, and college. Teachers play the role of the main implementers who are at the forefront of the education system (Buchari Agustini, 2018).

One of the main challenges in the learning process at the elementary school level is to foster students' interest in learning and develop students' thinking so that the role of teachers is considered very crucial. Interest plays an important role in every activity. With interest, individuals are encouraged to try to achieve the desired target. Therefore, interest is considered a psychological aspect that is able to direct a person towards a certain achievement (P., 2019). Low interest in learning can hinder students' understanding of the material, while underdeveloped thinking can limit their ability to think critically and creatively (Magdalena et al., 2021). In addition to delivering material, teachers also act as facilitators who create a fun learning atmosphere to foster students' interest and thinking skills (Panjaitan & Hafizzah, 2025).

Agar partisipasi dan minat belajar siswa meningkat, guru perlu menyusun strategi pembelajaran yang kreatif. Dalam konteks pembelajaran abad 21, guru sebagai fasilitator dan mediator harus menciptakan suasana belajar yang kondusif agar siswa dapat berkembang secara antusias, kreatif, dan logis. Pembelajaran ini menuntut siswa untuk berinovasi, menguasai keterampilan hidup, dan teknologi guna menghadapi tantangan zaman serta bersaing di era globalisasi (Aliftika et al., 2019; Widodo et al., 2020).

One of the methods that can be used is the use of image media in the learning process. The use of image media can help students understand the material better and make the learning process more interesting, especially in social studies learning so that students' interest and understanding increase (Ismiyati & Salamah, 2020; Zainudin et al., 2020). Image media also

stimulates students' thinking by inviting them to think critically and creatively through visual stimulation that can improve students' thinking skills (Pratiwi et al., 2023). In addition, picture media also helps students understand material that tends to be abstract (Reysne, 2014). The success of the use of image media is highly dependent on the active role of the teacher in selecting and presenting appropriate images and integrating them effectively in learning, including careful preparation in the selection of media and the preparation of learning steps (Pratiwi et al., 2023; Zainudin et al., 2020).

Initial observations at SD Negeri 2 Rejosari show that the oral language skills of low-grade students are still relatively low, as seen from the lack of communication and difficulty in retelling the content of the story without the help of the media. Several teachers at SD Negeri 2 Rejosari also became resource persons in interviews conducted by researchers. Interviews with elementary school teachers show that the learning method is still lectures and written assignments, has not changed, and requires stimulus to increase students' thinking and interest in learning. Teacher Tg said that learning is still focused on achieving the curriculum and difficulty choosing the right media because of the character of low-grade students who still like to play. Teacher Nv assessed that students' enthusiasm for learning was influenced by personal problems. Teachers use package books and worksheets because they are considered easy and appropriate. Although students seem excited, the use of other learning media is still lacking.

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Referring to these initial conditions, the image media based on the value of care has been developed previously to help elementary school students understand the meaning of caring for others. This media is able to stimulate students' attention and make it easier to understand the content of the story. One example is the book *Let's Love the Environment* contained in the 6th grade LKS semester 1 to increase students' interest in learning.

Based on this background, the researcher concludes that students' thinking and learning interests need to be developed optimally because they are closely related to student development. Social studies learning that takes place is still not motivating because it focuses too much on textbooks and assignments, and there is little variety of media. This causes students to be less interested, not focused, and exhibit unconducive behavior during learning. Based on these conditions, the researcher conducted a study entitled "The Role of Teachers to Foster Students' Learning Interest and Thinking in Social Studies Learning with Image Media" at SD Negeri 2 Rejosari. This research is focused on efforts to increase students' interest and thinking power with the help of image media as a learning tool. In addition, the purpose of this research is to encourage the role of teachers and parents in creating a supportive learning environment. The main novelty of this study is the specific focus on the real conditions at SDN 2 Rejosari which has never been a research location with a similar topic and shows real problems in the form of low interest and thinking power of students due to monotonous learning methods and lack of use of learning media. Previous research has discussed the role of image media in general, but has not examined how teachers practically integrate image media in social studies learning in elementary schools with the context of school limitations and dynamics as found in SDN 2 Rejosari.

RESEARCH METHODS

This study uses a qualitative method with a phenomenological approach. Qualitative characteristics are the natural *setting (naturalistic inquiry*), the researcher as a key instrument, descriptive, the main focus lies in the process rather than the final result, with data analysis that is inductive and emphasis on meaning (Anak, 2021). In this case, the researcher observes, observes, conducts interviews with both teachers and students and documents all processes to be used as sources or reference materials for research.

The research was conducted at SDN 2 Rejosari, Kalidawir District, Tulungagung Regency. The time range used for this study starts from initial observation to report making, which is 6 months from February to July 2025. The effective time chosen in carrying out this research is the active days of learning activities at school, namely Monday – Friday at 07.00 WIB – 12.00 WIB.

The subjects of this study are participants who can provide information about the phenomena raised in the research. The participants of this study were all teachers at SDN 2 Rejosari and several students who were selected through *purposive sampling* techniques. In this study, the researcher acted as a data collector in the field. Supporting instruments include

various forms of auxiliary tools, such as paper, photos, recording devices, *mobile phones,* and other tools that can support the validity of research findings.

The data collection techniques in this study include in-depth interviews in a semi-structured format, observation, and documentation studies. Furthermore, the data was analyzed using an interactive model approach where the researcher collected data by distributing interview sheets and taking documentation of activities, observed the activities of teachers and students in the classroom, the researcher used observation instruments for grades 1 to 6, then the researcher reduced and analyzed the data, then drew conclusions. Data validity checks are carried out by applying triangulation of sources, techniques, and time to obtain information accuracy through various methods, namely interviews, observations, and documentation.

HASIL PENELITIAN DAN PEMBAHASAN

The findings of this research were obtained from the results of observations and interviews at SD Negeri 2 Rejosari. Based on field data, teachers play the role not only as teachers, but also as educators, facilitators, motivators, and classroom managers who complement each other. These roles are integrated in teachers' efforts to foster students' interest and thinking through the use of image media in social studies learning.

1. Synergy of the Role of Teachers in Learning

The role of teachers as educators, teachers, and facilitators runs in harmony in forming an active, fun, and meaningful learning atmosphere. Teachers not only deliver material (the role of the teacher), but also guide students to understand the meaning of learning (the role of the educator), provide supportive media and learning environment (the role of the facilitator), and foster motivation and effective classroom management. Thus, each role reinforces the other: good teaching requires proper facilitation, while motivation and classroom management support learning success.

2. The Role of the Teacher and Its Impact on Students

- Teachers as educators and teachers

  Teachers foster students' interest in learning and thinking by presenting image media that is relevant to the material. Visual media helps students understand abstract concepts in concrete terms and encourages them to ask questions and express opinions.
- Teachers as facilitators

Teachers provide appropriate teaching materials, tools, strategies, and image media so that students can learn actively. The learning environment is made comfortable and interactive through question and answer activities, discussions, and group work.

- Teachers as classroom managers

  Teachers regulate learning dynamics by inserting trigger questions, appointing students who are less focused, and creating a conducive learning atmosphere.

- Teachers as motivators

  Teachers foster a spirit of learning through positive encouragement, light humor, and advice that builds student confidence. This role appears to be strong especially in students who have learning difficulties.

- Teachers as a learning resource

  Teachers are the main reference for students in exploring knowledge through explanations, giving examples, and direct guidance during learning.

Overall, the combination of these roles forms an interactive learning ecosystem oriented towards the development of students' thinking skills.

3. Implementation of Image Media Use per Class (Key Points Summary)

The use of image media is applied in various classes with different material contexts but the same goal, which is to increase students' interest in learning and thinking.

Class	Teacher	Social Studies Topics & Learning Focus
Class 1 (Nda)	Garuda Bird as a National Symbol	Students understand the symbols of the country concretely, actively ask questions and discuss.
Class 2 (Dn)	Food Poisoning	Picture media helps students understand the poisoning process and first aid steps; Students actively ask questions and give opinions.
Class 3 (Nv)	Traditional Games *of Semprengan*	Students get to know the local culture, foster curiosity and love for the nation's cultural heritage.
Class 4 (Ndi)	Flood and Landslide Disasters	Students understand the causes and impacts of disasters through visualization; actively engage in discussions.
Grade 5 (Tg)	Human Behavior in the Surrounding Environment	Contextual images foster empathy and environmental awareness; Students actively put forward ideas.
Grade 6 (Sq)	Development of Means of Transportation	Students understand the different types of trains; Image media increases curiosity and participation.

Learning activities throughout the classroom are interactive through questions and answers, group work, and presentations. Image media is proven to create a fun, communicative, and meaningful learning atmosphere.

4. Interview Results and Supporting Observations

Several quotes from teachers reinforce the findings:

- "Image media makes students enthusiastic and interested in learning increase." (WG/Nv/10-5-2025))
- “Image media is very useful. The class becomes fun and the students focus on learning." (WG/Sq/15-5-2025)
- "By providing preliminary information about the images displayed." (WG/Dn/14-5-2025))

Students also conveyed similar things:

- “Senang dan gambar sangat membantu belajar.” (WS/Ax/6-5-2025)
- “Saya bisa menyalurkan pendapat saya.” (WS/As/6-5-2025)

5. Analysis and Synthesis of Findings

The results of observations show that image media is an effective stimulus to develop students' thinking. Teachers use images to spark questions, discussions, and exploration of ideas. The role of the teacher as a facilitator and motivator is complementary in creating active learning: the teacher gives direction, students respond, and two-way interaction is formed.

This condition is in line with the research of Ismiyati & Salamah (2020) and Safitri et al. (2023) which affirm that visual media is able to increase motivation, participation, and social studies learning achievement. Thus, teachers are required to be creative and adaptive in using learning media so that the learning process is fun and meaningful.

After going through the stages of data collection (interviews, observations, and documentation studies), the researcher conducted an analysis using the qualitative data analysis model of Miles et al. (2014). This analysis produced several important findings that answered the problem formulation and showed the relationship between theory and practice of teachers at SD Negeri 2 Rejosari**.**

2. Description of the Role of the Teacher (Summary of Main Points)

a. Teachers as Educators and Teachers

- Teachers guide students to develop an interest in learning, thinking ability, and a positive attitude towards social studies learning.
- The strategies used include the application of image media, question and answer activities, discussions, and presentations**,** both inside and outside the classroom.

- The use of visual media has been proven to be effective in increasing students' motivation, focus, and courage in expressing ideas.
- In line with Safitri et al. (2023), visualization helps students understand abstract concepts concretely and foster active engagement.

b. Teachers as Learning Resources

- Teachers become role models in behavior and knowledge, as well as being the main reference for students during learning.
- Create a comfortable learning atmosphere through method adjustments, remedial guidance, and good classroom management.
- Collaboration between students and appreciation of ideas also strengthen the learning process (Zainudin et al., 2020).

c. Teachers as Facilitators

- Teachers provide various learning facilities, such as print and digital media**,** and optimize school facilities so that learning runs effectively.
- Teachers act as constructive listeners and feedback, value students' ideas, and build positive emotional relationships.
- This is in line with Cahyono & Rusiadi (2025) who emphasize that teachers as facilitators also play a role in supporting students' emotional well-being.

d. Teacher as Class Manager

- Teachers arrange the physical environment of the classroom to be conducive, for example through educational decorations and exhibitions of student works.
- Organize class dynamics with interactive strategies (questions and answers, discussions, reflections) to keep students focused.
- Build a positive learning climate so that distracted students stay motivated and actively engaged.
- These results are in line with the findings of Cardenal et al. (2023) on the importance of participatory teaching styles for building emotional connections between teachers and students.

e. Teachers as Motivators

- Teachers provide encouragement and emotional guidance to foster students' enthusiasm for learning.
- The motivational strategies used include:
    - Provide positive reinforcement, appreciation, or appreciation for students' work.

- Deliver advice and inspirational examples.
- Involve parents in supporting children's learning motivation.

- In accordance with Passa et al. (2025), the role of motivators includes character formation and positive learning attitudes.

1. Ragam Peran Guru dalam Pembelajaran

Based on the results of observations and interviews, teachers carry out various important roles, namely as educators, teachers, learning resources, facilitators, classroom managers, and motivators.

These roles complement each other and reflect the professionalism of teachers in creating active, meaningful, and enjoyable learning. These findings are in line with the opinion of Yestiani & Zahwa (2020) that teachers play a role not only in the academic aspect, but also in the formation of students' character and learning motivation.

3. Implementation of Learning Strategies (Summary of Key Activities)

Based on observations in various classes, the application of strategies and image media is carried out consistently by adjusting the context of the material and the needs of students.

A summary of the implementation per class is as follows:

Class	Learning Focus	Key Strategies Implemented	Impact on Students
Class 1	Introduction of the national symbol (Garuda Bird)	Interactive discussion using images of national symbols	Students understand the meaning of the symbols and actively ask questions.
Class 2	Health Topics (Food Poisoning)	An illustration of the poisoning process and its handling	Students are interested and show high curiosity.
Class 3	Local Culture (Semprengan Games)	Culture-based image media and personal experience discussions	Students get to know the local culture and show enthusiasm.
Grade 4	Environment (Natural Disasters)	Visualization of the causes and impacts of disasters	Students understand concepts and actively discuss.
Grade 5	Social (Behavior in the Environment)	Analysis of images of everyday social behavior	Students learn moral values and empathy.
Grade 6	Technology (Means of Transportation)	Images of the evolution of transportation and discussion of the development of the times	Students understand the material and are actively involved in asking questions.

4. Synthesis of Research Results

Overall, the application of image media strengthens the role of teachers in various aspects**:**

- As teachers and facilitators, teachers present active learning through visual media.
- As motivators and classroom managers, teachers create a positive atmosphere that fosters students' confidence.
- As a source of learning and educators, teachers form characters and guide students to understand social values in social studies materials.

The integration of these roles results in an interactive, communicative, and contextual **learning process,** where students not only understand the material, but also develop independent learning thinking and attitudes.

CONCLUSION

Based on the exposure of the results of the research above, it can be concluded that teachers have several roles in order to increase students' interest and thinking at the elementary level. These roles include teachers as learning resources, educators, teachers, motivators, facilitators, and classroom managers. Therefore, teachers take several steps to foster students' interest in learning through pictures as a learning medium. These steps include preparing picture media that is in accordance with the material taught, questions and answers, presentations, demonstrations, and fun learning. In addition, a stimulus is needed that can foster students' thinking in learning social studies. Teachers make picture media, display and provide information related to pictures, questions and answers, students are able to express themselves and are always confident to express their opinions. Stimuli that can foster students' thinking power in social studies learning include the use of relevant visual media. Teachers can create and display images that match the material, then provide contextual information related to the images to stimulate students' understanding and imagination. Furthermore, question and answer activities are carried out to train students' critical and verbal thinking skills. Through this approach, students are encouraged to dare to express opinions, appear confident, and show themselves in conveying ideas, so that the learning process becomes active, reflective, and meaningful.

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