

The Role of Teachers as Motivators in Increasing Interest Learning Pancasila and Citizenship Education (PPKn) on Students at Schools

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Abstract

This article aims to find out how the role of teachers as motivators in increasing interest in learning PPKn in students, to find out the obstacles to implementing the role of teachers as motivators in increasing interest in learning PPKn in students, to find out solutions that can be applied by teachers as a motivator in increasing the interest in learning PPKn for grade 7A students of SMP Negeri 03 Karangpandan. The methods in this article use qualitative research methods. Data collection techniques based on interviews and literature studies, then analyzed through descriptive data analysis techniques. The results of the study are as follows: 1.) The role of the teacher as a motivator in increasing the interest in learning PPKn students is carried out through giving numbers, prizes, competitions, praise, punishment, giving reviews or evaluations, using varied methods, notifying learning outcomes; 2.) Obstacles faced by teachers such as learners talking to their friends, learners interfering with other learners, differences in the character of learners; 3.) Solutions in the form of teachers' understanding of the characteristics of students, directions given by teachers to students, teachers attracting the attention of students, teachers processing teaching materials and motivation so that they can be well received by their students. The conclusion from this article is the role of the teacher as a motivator for students to increase the interest in learning Civics in students, so that it is hoped that students can develop knowledge, attitudes and skills they are when learning Pancasila and Citizenship Education (PPKn) takes place, besides that teachers can also develop quality in PPKn learning in schools.

Keywords: *The role of the teacher; motivators; interest in learning; Pancasila and Citizenship Education (PPKn).*

Introduction

The principle of an education can basically help students in developing their human potential. Through this education, the potential of humanity such as changing behavior into a human being with character without leaving the value of the nation's character can be realized (Hejon et al., 2021). The role of a teacher is an important part of the nation-building process in the realm of education, especially a PPKn teacher. This is because the subject of Pancasila and Citizenship Education (PPKn) is one of the subjects that aims of forming students to become *good citizens*. In carrying out character building in these students, a PPKn teacher is required to have a position as the main actor. In this case, the teacher is required to be present as a motivator for his students. Therefore, PPKn teachers have an important role in producing a generation of the nation with character, culture and morality (Fauzi et al., 2013).

The problem that is often encountered in this learning process is the way of teaching teachers who still use conventional approaches by coming, sitting, writing and explaining the material with a lecture method without activities that can make students interested in following the PPKn learning process until the discovery of students who are less serious when learning PPKn such as the lack of enthusiasm of students when the teacher teaches in class and chats during the lesson. This results in a low interest in learning PPKn in students. Students become passive when learning takes place, besides that students also have no motivation, feel bored and difficult to understand the learning material delivered by

teachers result in low learning outcomes of students in the future (Hulu, 2021).

Contrary to the above reality, teachers have an important role in the learning process because teachers are required to teach, guide, direct, train, assess and evaluate the learning outcomes of their students. The role of teachers has a great contribution in learning Pancasila and Citizenship Education (PPKn) in shaping student attitudes in carrying out learning. In addition, this will also make teachers successful in achieving the learning goals that have been set. That way, a PPKn teacher should carry out learning accompanied by providing motivation to students in increasing interest in learning PPKn in students. This learning activity shows that teachers perform their role in accordance with their profession as motivators. Therefore, the role of the PPKn teacher as a motivator needs to be paid more attention to again so that the interest in learning PPKn students can also increase (Kurniawati et al., n.d.).

Based on this background, this research article aims to find out how the role of teachers as motivators in increasing interest in learning PPKn in students and knowing the obstacles experienced by teachers as a motivator in increasing the interest in learning PPKn in students in schools. Therefore, the author is interested in writing a study entitled *The Role of Teachers as Motivators in Increasing Interest in Learning PPKn in Students in Schools*, with the hope that this research can contribute to the development of students is mainly in increasing the interest in learning PPKn in students, as well as providing input on ideas or ideas for teachers to carry out their roles as motivator in teaching and learning activities.

Literature Review

The Role of teachers in the learning process

Learning is one of the key to success in the field of education, this is because the essence of education is learning. This learning is carried out by interacting between teachers and students with the educational environment. A teacher is expected not only to pay attention to the intellectual development of his students, but also to the personal development of students (Nafisah Nor Saumi et al., 2021).

According to Undang-Undang Number 14 of 2005, the teacher is a professional educator who has the main task of educating, teaching, guiding, directing, training and evaluating the learning outcomes of his students at the level of early childhood education, basic education, and secondary education. In the world of education, a teacher is someone who must be bullied and imitated. Digugu has the meaning of being trustworthy, while being imitated into an example or example. Along with the times, a teacher has consequences where they have to increase their role because the learning outcomes of students are also determined by the role of a teacher who carries out the teaching and learning process.

The role of seorang teachers in the teaching and learning process is very significant. The role of a teacher according to H. Idris (2015) includes the following:

- a. The role of the teacher as an educator is to provide information and knowledge for his students. This is done by providing examples such as attitudes, behaviors to form personality in learners.
- b. The role of the teacher as a manager in enforcing the agreed rules when feeling in school. Teachers expected

can give signs to be good school citizens to learners.

c. The role of the teacher as a supervisor is to help, improve and assess the learning process.

d. The role of the teacher as a motivator is where the teacher not only gives knowledge or knowledge to students, but the teacher is also a motivator. Teachers must be able to grow and encourage the potential of their students and direct so that students can make good use of their potential (Hejon et al., 2021).

Motivation in Increasing Interest in Learning

According to McClelland, motivation is a human mental force that is used to carry out activities better, faster, effectively and efficiently than previous activities. Meanwhile, according to Dirgagunarsa, motivation is an energy drive aimed at the occurrence of a behavioral motive. This motivation is one of the factors that can determine the success or failure of a learning that comes from within the learner (Emda, 2018). Thus, it can be said that the more tepat providing motivation to someone, the better the intensity of the effort made by the person (Andriani & Rasto, 2019).

According to Hakim Lukmanul (2009:38), Interest is a special concern in this case students put minat in a certain subject with high attention so that students can be actively involved in the learning process. Based on this opinion, interest is someone's interest that makes them pay more attention and actively involved in learning activities. Meanwhile, according to Slameto (2010:180), interest is a liking for something without anyone urging them.

According to Uno (2011:22), learning is a process of effort made by the individual aimed at obtaining a change in attitude or behavior both as a whole as a result of the individual's experience in the interactivity in his environment. According to Suyono (2011:9), learning is a process aimed at acquiring knowledge, improving skills, improving behavior, attitudes and strengthening personality. Thus, learning is an effort or process that aims to develop human knowledge and personality so that it can be useful for human life in the future. Meanwhile, according to Supardi (2012: 75-76) interest in learning is a desire accompanied by attention accompanied by sensitivity and a sense of intentionality so that it can give rise to changes in behavior in the form of knowledge, attitudes and skills (Nur'Aini, 2016).

This motivation is important in increasing students' interest in learning. In this motivation there is a high desire. So that students who have an interest in learning will understand the purpose of learning and make students enthusiastic in learning and able to complete tasks well. With this motivation, students will also get maximum learning outcomes (Fauziah et al., 2017).

The Role of the Teacher as a Motivator

Along with the times, there is a shift in learning orientation from *teacher oriented* to student-oriented learning, one of the roles of teachers that has shifted, namely by strengthening the role of the teacher as a motivator in the learning process. Not

Unlikely, in the learning process, students feel lazy or bored to the point of difficulty in understanding the learning material provided by the teacher in class. The learning process can be said to be successful when learners have an interest in learning. Therefore, teachers are required to be able to increase students' interest in learning (Esi et al., n.d.).

According to Djamarah, the teacher as a motivator should be able to encourage students to be more enthusiastic and active in the learning process. Teachers can analyze what is behind the low interest in learning students in the learning process. The failure of the student learning process cannot simply blame the learner, because it may be possible that the teacher does not succeed in providing motivation that can arouse the enthusiasm for learning of students so that it makes them less interest in such subjects. In carrying out this role as a motivator, according to H. Idris (2015) a teacher can use the giving of numbers, prizes, competitions, praise, punishment, giving tests or evaluations, using varied methods, informing learning outcomes to his learners. This motivation will be more effective if given according to the needs of students. The role of the teacher as a motivator is very important in the learning process because if a teacher does not pay attention to the motivation, the student's interest in learning is low and will affect learning outcomes learners. If the role of the teacher as a motivator is considered, it can encourage students to be more active in following the teaching and learning process (Idzhar, 2016).

PPKn

Pancasila and Citizenship Education (PPKn) is a discipline that is taught at all levels of education. This PPKn was developed based on the existence of Pancasila and the 1945 Constitution of the Republic of Indonesia (Khairani, 2021). This PPKn subject provides teaching on values, norms aimed at forming a good citizen. This PPKn subject covers all fields in human life specifically in Indonesia. Pancasila and Citizenship Education (PPKn) is a subject that contains three aspects of the main competencies of Pancasila and Citizenship Education. According to Budimansyah (2010), these main competencies include Civic Knowledge which is related to things that must be known by every citizen such as about political life and government. The second competence is Civic Skill which includes intellectual skills such as citizen participation. The third competence is the Civic Disposition, which is an important character of citizens to maintain and develop democracy. The three competencies have a relationship as a process of determining the character of a good *citizen*. According to Darmadi (2014) by studying PPKn, this can be used in instilling attitudes in citizens so that they can actively participate in building Indonesian society based on values contained in Pancasila (Nurhidayah et al., 2021). PPKn as one of these subjects has a mission in developing students to become smart and good citizens so that they can become leaders of the Indonesian nation in the future who are trustworthy, honest and responsible (Nugroho et al., 2019).

Research Methods

Settings and Participants

The method used in this study is a qualitative research method. Qualitative research methods are a type of research whose results are in the form of discoveries about things that cannot be achieved if using statistical procedures or quantitative methods. According to Bogdan and Taylor (1992: 21), this qualitative research is one of the research procedures whose results are in the form of descriptive data such as speech, writing and behavior of people that researchers observe. With this qualitative research, an understanding will be obtained related to reality through an inductive thought process (Nugrahani, 2014). Participants in this research article include class 7A students at SMP Negeri 03 Karangpandan, Karanganyar Regency.

Data Collection

The data collection used in this study is primary data which is data obtained directly from the original source in the form of interviews with PPKn Teachers at State Junior High Schools 03 Karangpandan. Secondary data is obtained from books, documents, literature, and other print media sources. The documents in this study are daily test scores, journals, articles, and books that support the research. The data analysis technique used in this study uses descriptive analysis techniques to describe or explain factually and obyektif about the role of teachers as motivators in increasing interest in learning KDP in students at SMP Negeri 03 Karangpandan with the following steps:

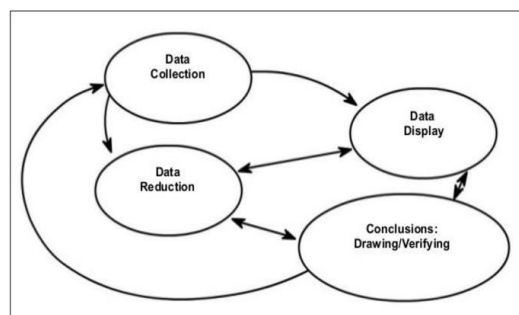


Figure 1. Data Analysis Techniques

Results and Discussion

Result

The results of a study conducted by researchers at SMP Negeri 03 Karangpandan to find out how the role of teachers as motivators in increasing the interest in learning PPKn in students. Previously, teachers already knew the role of a teacher as a motivator in the learning process. Based on the results of interviews with PPKn teachers, according to him, the role of PPKn teachers as a motivator is to arouse and provide motivation in increasing students' interest in learning in PPKn subjects in schools. Providing motivation to students can increase students' interest in learning PPKn because teachers as motivators can encourage students to be more enthusiastic in learning so that it can actively learn and can provide motivation in order to improve learning achievement in the classroom using several ways such as *first*, the teacher uses a learning method that varied so that children do not get bored with learning and can cause interest in learning PPKn and several learning methods such as lecture methods, demonstrations, discussions, role-playing, question and answer, and so on. *Second*, teachers create competitions or competitions in increasing the interest in learning PPKn in students which can be seen from the competition or competition for learning achievements between students. *Third*, PPKn teachers provide tests in increasing interest in learning PPKn in students to measure the extent of children's success in

achieving the learning objectives to be achieved. *Fourth*, PPKn teachers provide scores in the form of numbers in increasing the interest in learning PPKn in students. The provision of this value is carried out objectively so that students can achieve KKM in a basic competence and can be used by teachers for students who have not yet completed it can be held remedially. It is known that the KKM of PPKn 85 subjects, based on 32 students from class 7A of SMP Negeri 03 Karangpandan, as many as 26 students have reached the KKM standard, while there are still 6 students who have not reached KKM. *Fifth*, the PPKn teacher notifies the learning outcomes of each test, then the test is distributed to the students so that the students can get their learning results and ask their parents for signatures. This way parents can also know the learning results of their daughter's son. *Sixth*, PPKn teachers give prizes in increasing interest in learning PPKn in their students in the form of providing maximum scores for students who can answer questions given directly by the teacher with right and right. *Seventh*, PPKn teachers give praise in increasing the interest in learning PPKn in their students with words like good, it's a good answer for children, and should not involve learners in classroom learning. *Eighth*, PPKn teachers provide punishment in increasing the interest in learning PPKn in students with punishments that are educational in nature, for example, such as students being given punishment in the form of standing in front of the class, giving assignments that must be done at home related to material that they did not pay attention to before so that they better understand the learning material.

In carrying out the role of the teacher as a motivator in increasing the interest in learning PPKn in students, there are obstacles as a follower, when the teacher provides motivation to students, sometimes students are busy talking to themselves with his friend, there are still students

which annoys the participants in other diidk when the teacher gives motivation, the karakter that the learners have is different.

Discussion

The role of the teacher as a motivator in increasing interest in learning Civics in students at SMP Negeri 03 Karangpandan:

Varied learning methods

The purpose of using learning methods varies, namely to increase students' attention to the learning process, providing opportunities for students to be active when learning takes place. Based on this, the learning methods used by teachers in the teaching and learning process should not only use one method, but use various methods so that students are more interested and not bored with Learning. At SMP Negeri 03 Karangpan and PPKn teachers carry out teaching and learning activities using various learning methods . For example, using the lecture method, demonstration, discussion, role-playing, question and answer to increase the interest in learning PPKn in students.

Competition or competition

According to Sardiman (2012), competition or competition is one of the ways that can be used to motivate students in the learning process. This competition can be in the form of individual or group competition to improve student learning outcomes. With this competition, it is a means for teachers as a motivator in increasing the interest in learning students. Then this competition is given so that students can compete to get better learning outcomes than other students. The role of teachers as a motivator in increasing the interest in learning PPKn in students at SMP Negeri 03 Karangpandan is carried out through competition or

competitions between students both individually and in groups related to student learning outcomes in ppkn subjects.

Provide a test or evaluation

This definition of evaluation in general is a systematic process to determine the value of activities, processes, decisions, objects and others that are based on certain criteria or provisions. Related to the re-evaluation or evaluation in the learning process, it is carried out to determine the learning outcomes of the learning that has been carried out through assessment activities. By providing this test, it can measure the extent of the success that students have achieved during their time participating in learning activities. Therefore, providing this test or evaluation is one of the means for teachers as a motivator in increasing students' interest in learning. However, it must be remembered that the teacher should not give tests to students too often and if they are going to do the test, they must be ethical by notifying in advance if the teacher is going to hold a test or evaluation of the learners (Idrus, 2019).

Based on the description above, giving a test or evaluation is important because it can increase the interest of students to study harder related to the material to be given at the time of the test or evaluation. By giving this evaluation, students become competing in obtaining more satisfactory scores than other learners. At SMP Negeri 03 Karangpandan, PPKn teachers also provide tests or evaluations of students to measure the extent of student success in achieving the learning objectives to be achieved so that it can encourage students to be more interested in learning PPKn subjects.

Provide a value in the form of a number

Providing this value is the same as the measurements taken directed to

an activity or process to determine the quantity of a thing. According to Asmawi Zainul and Noehi Nasoetion (1994:5), this measurement can be interpreted as giving a number to a certain thing done by a certain person or object according to clearly established rules or formulations. Related to measurements in the field of education, this is carried out by providing values in the form of numbers to find out the situation of students and the success of a teacher in managing the process of teaching and learning activities (Wahyudi, 2012). Measurement in the field of education always has a relationship with a certain range of values that have been agreed upon in the form of Maximum Completion Criteria (KKM).

Based on the above, if it is related to the findings from the research that PPKn teachers at SMP Negeri 03 Karangpandan have given scores in the form of numbers that are carried out objectively so that students can achieve KKM in a certain basic competence. In the condition that students get high scores or achieve KKM, it can increase students' interest in learning PPKn subjects. Those who reached the KKM standard were 26 students, and the remaining 6 students had not reached the KKM standards that had been determined by the teacher. For students who have not reached the KKM standard, teachers usually hold remedials.

Informing learning outcomes

A teacher must inform the learning outcomes of his students as soon as possible to motivate students so that students can know their abilities in these subjects. This is because basically all human beings have curiosity about their achievements. The role of teachers as motivators in increasing students' interest in learning, especially in PPKn subjects at SMP Negeri 03 Karangpandan, one of which is also carried out by informing the learning outcomes of their students after they follow the test or

evaluation that has been held by the teacher. The purpose of notifying the results of this learning is so that students can find out their achievements then tell and ask parents for signatures so that parents can also know the learning results of his daughter's son. If the scores obtained by students reach the KKM standard, then the students concerned are expected to be able to maintain their learning outcomes. On the other hand, if students get grades that are still below KKM, then these students are given more motivation so that they are more active in learning and can catch up with learning outcomes they followed the remedial held by the teacher.

Giving gifts

According to Sabartiningsih (2018), giving gifts or rewards to students is a means of education that is given when a student does something well and correctly in accordance with predetermined learning objectives. By giving this gift, it can be a means for teachers to provide motivation for their students. This can bring out a sense of happiness, joy, pride so that it can make students repeat a good deed repeatedly (Sabartiningsih et al., 2018).

In relation to the research findings by researchers at SMP Negeri 03 Karangpandan, teachers as motivators gave prizes to increase students' interest in learning KDP. This prize is given by providing maximum value when students are able to directly answer the questions asked by the teacher correctly and correctly. This can stimulate students to increase their efforts by being active again in the PPKn learning process.

Giving compliments

Giving praise to students who have achievements in something can foster a sense of interest in the student's psyche. This compliment

done when learners do something good so that they deserve praise from a teacher so that they can develop again in the future. This compliment is a flattering phrase with a kind and supportive word for everyone. In relation to education, this praise of learners needs to be done when they are able to understand the subject matter presented by the teacher. Based on this exposure, based on the findings of research by PPKn teacher researchers at SMP Negeri 03 Karangpandan used praise in increasing interest in learning PPKn in students. Giving this compliment is done by giving words such as "good", "that's a good answer children", "you guys are so great". In addition, teachers should also not make students passive in the classroom. Of course, this praise is done by students who do something good in the learning process.

Providing penalties

According to Ernata, the provision of punishment can be interpreted as sanctioning. This punishment is usually carried out when a person is unable to keep the rules that have been determined. This punishment is a form of thing that is given to everyone who does things negatively. In relation to education, this punishment is carried out appropriately and wisely as motivation for students to correct their mistakes so that students will have an interest in learning to a thing (Anggraini et al., 2019).

In relation to the findings of research conducted by PPKn teacher researchers at SMP Negeri 03 Karangpandan as a motivator in increasing students' interest in learning PPKn, it also provides punishment to students. This punishment is in the form of punishment that is educational in nature, not in the form of corporal punishment. for example, such as students being given punishments in the form of standing in front of the class, giving tasks that must be done at home related to material that they did not pay attention to before so that they are more

understand the learning material. Through this punishment, students are encouraged to study harder, improve the behavior of students to be better. So, in the world of education, this punishment is a tool to correct the violations that have been committed by the learners, not as a tool for the teacher to retaliate against the learner.

In carrying out the role of teachers as motivators in increasing interest in learning PPKn in students at SMP Negeri 03 Karangpandan, there are the following obstacles:

When the teacher gives motivation to the learners, sometimes the learners are busy talking to their own friends. In addition to being a teacher, the teacher is also a motivator for his students in helping students to face problems in learning. However, there are still obstacles faced by PPKn teachers as a motivator in increasing students' interest in learning PPKn such as when teachers will give advice or motivation to students, but there are still students who are busy talking to their friends. This disturbs other learners becoming unfocused when learning takes place. Thus causing inconsistency in the classroom.

There are still learners who annoy other learners when the teacher provides motivation. The obstacle faced by teachers as a motivator in increasing interest in learning PPKn in students at SMP Negeri 03 Karangpandan is that when teachers provide motivation to students, there are still some students who are lacking paying attention to teachers and there are even students who annoy other students. This makes the teacher have to give a reprimand to the learner, so that the motivation of the teacher is divided. This also makes teachers sometimes forgetting about what he told his students.

The character of the learners is different. In the implementation of the education system, students are the main focus that must be considered for their development. These students have different uniqueness and abilities. Students who are one with another have different styles or habits in following the learning process. So that this affects the ability to understand the learning material of each student. The difference in character possessed by students is also found at SMP Negeri 03 Karangpandan, which makes teachers have to be extra careful to unite the differences in character that exist in students. This is related to the teacher's efforts in providing motivasi to students during the PPKn learning process.

The solution to the obstacles faced by teachers as a motivator in increasing the interest in learning PPKn students at SMP Negeri 03 Karangpandan is as follows:

- a. Teachers must better understand the characteristics of students so that teachers can more easily choose ways to motivate students in learning, so teachers must prepare special strategies in motivating or innovating specifically to motivate students so that students' interest in learning can increase in the future.
- b. Teachers should give direction to their learners in advance regarding the importance of motivation for learners.
- c. Teachers must be able to attract the attention of students when delivering learning materials.
- d. Teachers must be able to process teaching materials or motivations so that the motivation and lessons taught can be well received by their students.

Conclusion

The role of teachers as a motivator in increasing interest in learning PPKn in students at SMP Negeri 03 Karangpandan is carried out in several ways, such as ppkn teachers at SMP Negeri 03 Karangpandan presenting learning materials using the method varied learning using lecture methods, demonstration demos, discussions, role-playing, question and answer, and so on. Using this method, the teacher's goal of motivating students is to increase the interest in learning KDP in students so that it is hoped that students can develop their knowledge, attitudes and skills when learning Pancasila and Citizenship Education (PPKn) takes place, besides that teachers can also develop quality dalam learning PPKn at SMP Negeri 03 Karangpandan school. In carrying out the role of teachers as motivators in increasing the interest in learning PPKn students at SMP Negeri 03 Karangpandan, there are several obstacles faced by teachers such as adanya when teachers provide motivation to students, sometimes students are busy talking to themselves with their friends, There are still students who annoy other students when the teacher provides motivation, Character that students have different education. The teacher as a motivator has a very important role in minimizing the obstacles that exist in increasing the interest in learning students.

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