

TEACHER ROLE IN DEVELOPING COMMUNITY LEARNING AND MOTIVATION FOR STUDENTS IN PRIMARY

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Abstract. This article focuses on "Community Learning and Motivation Students". The concept of learning community (learning community) is not just a collection of individuals, but the settings where individuals in the community who have common goals which include 6 things that make it a complex system (multidimensionality / multidimensional simultaneity / simultaneous, immediacy / immediacy, unpredictability / unpredictable, publicness / openness, history / history), linked together in the process of teaching and learning in the classroom, and each show concern for each other participant classes that have the inclination and norms similar to feel and act in certain ways in order to achieve the objectives and the reward has been determined. Based on the analysis of "community learning and student motivation", it could be concluded that motivation is a very important factor that influences and directs our behavior. For the teacher, it is important to understand motivation and apply in their teaching teachers to create a productive learning community. By understanding the different motivational needs of students and different forms of motivation, such as intrinsic and extrinsic motivation, intrinsic motivation is a motivation that comes from within, without any desire to get a prize or award. While intrinsic motivation is a motivation that occurs because of a desire to earn rewards, reward, or to avoid punishment. Provision of this motivation is adapted to the needs and levels of students we teach. Do not be afraid to experiment, but be sure to learn from experience. We recommend that teachers should evaluate the achievement of motivation in the classroom, by assigning students to keep a diary to write down your thoughts and feelings about everything they learned and what happens in the classroom. What they wrote giving a deep insight (insights) about fears and emotions they are feeling in their students, as well as their cognitive development. So that teachers know what is causing the lack of student motivation, then what is causing the problem arises. By using the daily notes that teachers can understand what students understood conceptually and able to use them to build new ideas and provide solutions in order to create a productive learning community. Teaching is a process that requires constant revision and careful. Needs important service to the students, but the structure of the school has been based on the policies of the present administration.

Keywords: Teacher, Learning Communities, and Student Motivation.

I. INTRODUCTION

Education in schools, particularly at primary schools should realize educational goals set by the Constitution, and one of the teacher's role is to improve student achievement, a phenomenon that occurs in the field in connection with student achievement shows that they encountered students who are less passionate in following teaching and learning activities. In the teaching and learning activities,

if there is someone the students, for example, do not do anything that should be done it is necessary to investigate the causes. In other words, these students need to be given a stimulus to grow motivation in itself.

This is because the teacher is not able to provide motivation and awards to students in learning, in fact, the teacher is very seldom provide motivation even though it was like saying, thumbs up, or words that can give



encouragement to students to learn, should motivate the students should always be carried out in the learning process, because basically people will always require the award against him, according to the theory of needs Maslow and consists of 5 basic needs are physiological needs, security needs, social needs, the needs of self-esteem and self-actualization. With the needs of children or students this means students need appreciation of what he had done.

Lack of motivation by the teacher probably because teachers do not understand the nature and function of motivation, and the importance of teachers to motivate and raise self-esteem of children, teachers should be able to evaluate themselves on what the shortage of teachers so that students are less motivated, whether of a learning system that is less innovative, whether teachers rarely give words of encouragement to the students, teachers only pay attention to certain students, or the teacher gives words poorly when students one which can decrease motivation.

Therefore, as a teacher we have to understand about motivation, what is meant by motivation, things what underlies the need to motivate students, the kinds of motivations that are tailored to the level of learners, theories of motivation and how teachers build a community productive learning.

Teachers also must be motivating to children, which is tailored to the child's developmental level, for example by giving some strategies (eg, simulations and games), teachers can also provide reinforcement in the form of gifts, or giving verbal and non-verbal reinforcement.

Create and build a positive atmosphere in the classroom is to provide feedback (feedback) and positive reinforcement without a negative word against children in learning

activities in the classroom, feeding reversal (feed back) aimed to evaluate the child's fault to be more motivated better learning.

II. METHODOLOGY

The methodology in the process of writing this article is to approach the study of literature (review). Authors seek various theories that are tailored to the theme of the seminar and analyze these theories are based on the study of literature to solve applicative problems.

III. DISCUSSION

Community learning in the classroom affect student engagement and achievement, and determine how a teacher's classroom will be transformed from a group of individuals into a cohesive group that is characterized by high expectations, relationships that are attentive, and extracting information that is productive. The concept of learning community (learning community) is not just a collection of individuals, but the settings where individuals in the community who have a common goal, have a relationship with, and each show concern for one another that has tendencies and norms similar to feeling and acting with certain way.

A. Human Motivation

Motivation is generally defined as a process that stimulates our behavior or move us to act. According Pintrich (2003), the motivation comes from the Latin movere means "what makes people move" toward certain activities and tasks. Psychologists distinguish motivations into two main types, namely: (1) intrinsic motivation, causing people to act a certain way to bring satisfaction / personal pleasure; (2) extrinsic, characterized by individuals who act to get the reward that comes from outside the actions / activities.



According to Graham and Weiner (1996), Pintrich and Schunk (2002), Spaulding (1992), and Stipek (1996, 2001) there are five perspectives on aspects of motivation and behavior in academic situations, namely:

Tabel 1 Perspectives on aspects of motivation and behavior in academic situations

No .	Theory	Theorist	Main idea
1.	<i>reinforceme nt Theory/ Reinforcem ent theory</i>	Skinner	Individuals responded to the events of the environmen t and strengtheni ng extrinsic
2.	<i>needs Theory / Theory needs</i>	Maslow, Deci, McClelland, Csikszentmih alyi	Individuals trying to meet the needs (self-fulfillment, self-determinati on, achievemen t, affiliation, and influences)
3.	<i>Cognitive Theory/ Cognitive theory</i>	Stipek, Weiner	Actions of individuals affected by the attribution of confidence, especially

No .	Theory	Theorist	Main idea
			on the situation of success and failure
4.	<i>Social Cognitive Theory/ Social cognitive theory</i>	Bandura	Actions of individuals affected by the value of certain goals for himself and expectation s for success
5.	<i>sociocultur al Theory/ Sociocultur al theory</i>	Vygotsky	The action is influenced by a variety of groups that help socialize and provide individual identity

B. community Learning

Ecological perspective view of the class as a place of teachers, students, and others who interact in an environment of mutual dependence. There are three basic ideas that help us to understand the complexity of the class and provides guidance on how to build a more productive learning communities, namely:

1. property Class

Walter Doyle (1986) states that the class has six properties which make it a complex system, including: (a) multidimensionality, the class is a place filled with several people



with backgrounds and interests, and skills to compete are different and have been planned and set forth in report, (b) simultaneity, the occurrence of various problems in the class that takes place simultaneously should be considered and addressed by the teacher effectively, (c) immediacy (immediacy), (d) the unpredictability (unpredictable), (e) publicness (openness), (f) history (history).

2. process Class

Richard and Patricia Schmuck Schmuck (2001) developed a somewhat different framework to look at the class. The processes of interpersonal and group classes that help participants to deal with conflicts and issues of expectations, leadership, interests, norms, communication and cohesiveness are important elements in developing a positive classroom community.

3. Class structure, is how the class is organized around tasks and participation in learning and how to set goals and reward.

- a. The structure of the task (task structure), the job / task is expected to be done by students in the classroom and the cognitive and social demands imposed on them to perform tasks in accordance with the academic disciplines (concept organizing framework, the methods for discovering new knowledge). Structural assignments in class affect the thoughts and actions of the class participants and help determine the degree of cooperation and involvement of students. Duties and classroom activities not only help shape the behavior of teachers and students, but also help determine what students are learning.

- b. The structure of interest and reward, according to Johnson and Johnson (1999) and Slavin (1995) identified three structures different purposes: (i) the structure of interest cooperative (cooperative goal structure), students can achieve when they work together to achieve those goals; (Ii) the competitive goal structure (competitive goal structure), students reach their goals if the other students can not reach that goal; (Iii) the individualistic goal structure (individualistic goal structure), achievement of the objectives of students not associated with the achievement of the goals by the other students. Rewar structure determines how the reward can be distributed in class. There are 3 types of reward structure: cooperative / cooperative, competitive / competitive, and individualistic / individuals.
- c. The structure of class participation, according Cazden (1986) and Burbules & Bruce (2001), the structure of participation helps determine who can say what, when, and to whom during learning in the classroom.

C. Strategies for Motivating Students and Productive Learning Community Building

Building a productive learning community and motivate their students to engage in meaningful learning is the ultimate goal of teaching. There are several strategies to achieve productive classroom situation, is as follows:

- Believe the capabilities of students and focused on factors that can be changed
- Avoid excessive emphasis on extrinsic motivation



- Create learning situations that have feeling positive tone
- Self awareness on the interests and values of intrinsic students
- Structuring learning to get the "Flow Experience"
- Using knowledge of the results and do not make excuses for failure
- Focusing on the needs of students, including the need for the Self-determination
- Focusing on the structure of learning objectives and the level of difficulty instructional tasks using multidimensional tasks
- Facilitate the development and cohesion of the group, according Schmuck and Schmuck (2001)

Stage	Needs and Behavior Group and Members
I - Inclusion and Membership	At the beginning of the life of class, students find a gap for himself in his peer group. Students want to show a good image and behavior. Teachers have a big impact during this period, because the authority bears.
II - Effect and collaboration	The class members enter the two kinds of power struggle. (1) The power struggle that test the authority of teachers, (2) which establishes the pecking order the seizure of the peer group. If tensions are not insurmountable and

Stage	Needs and Behavior Group and Members
	power relations are not balanced, the group can not run productively to reach the next stage.
III - Individual and Academic Achievement	Class entered the stage of development to work productively in order to achieve academic goals. During this stage the student can set and achieve goals and perform various tasks together. Grades can also retreat to the previous stage.
IV - Self-renewal / transition / closure	At this stage, the members can think about sustainable growth and on how to take on new tasks and more challenging. It can also be a stage which can result in conflict, due to changes in the resolution of tasks can mess around a membership that occurred in the previous stage.

IV. CONCLUSION

Motivation is a very important factor that influences and directs behavior. For the teacher, it is important to understand motivation and apply learning in the classroom in order to create a productive learning community.

By understanding the different motivational needs of students and different



forms of motivation, such as intrinsic and extrinsic motivation, intrinsic motivation is a motivation that comes from within, without any desire to get a prize or award. While intrinsic motivation is a motivation that occurs because of a desire to earn rewards, reward, or to avoid punishment. Provision of this motivation is adapted to the needs and levels of students we teach. Do not be afraid to experiment, but be sure to learn from experience.

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