



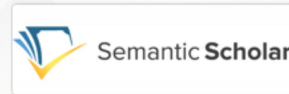
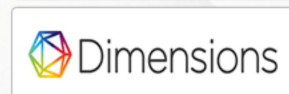
[HTTPS://JOURNAL.ZENIUSI.COM/ZJ](https://journal.zeniusi.com/zj)



INSAN ZENIUS  
ILMIAH

# ZENIUSI JOURNAL

Indexed by:



Volume II Number I  
June 2025

## EDITORIAL TEAM

### **Editor in Chief**

Muhammad Zulham Munthe, S.Pd., M.Pd. | Sekolah Tinggi Ilmu Tarbiyah Al-Bukhary Rantauprapat

### **Manager/Production**

Irfan Fauzi, S.Pd., M.Pd. | Sekolah Tinggi Agama Islam "UISU" Pematangsiantar  
Nurdalifah Hasugian, S.Pd., M.Pd. | Universitas Islam Negeri Sumatera Utara

### **Editor**

Rahmat Budi Utomo, S.T., MT. | Universitas Panca Budi Medan  
Abdul Karim, S.T., M.T. | Univeritas Labuhanbatu  
Samsir, S.T., MT. | Universitas Al Washliyah Labuhanbatu  
Gita Noveri Eza, S.Pd., M.Pd | Universitas Negeri Medan  
Januari Sihotang, M.Pd. | Universitas Nomensen  
Triana Hermawati, M.Pd. | Sekolah Tinggi Ilmu Tarbiyah Madani, Yogyakarta, Indonesia  
Raja Malo Sinaga, M.Pd | Universitas Islam Negeri Sumatera Utara  
Atikah Khairani., M.Pd | STAI UISU Pematangsiantar Indonesia  
Faisal, S.Pd., M.Pd. | Universitas Islam Negeri Sumatera Utara  
Avelia Ramadhani, S.Pd., M.Pd. | Universitas Islam Negeri Sumatera Utara

### **Copy Editor**

Siti Maulid Dina, S.Pd., M.Pd. | Universitas Islam Negeri Sumatera Utara  
Sirojul Fuadi, M.Pd. | Sekolah Tinggi Keguruan dan Ilmu Pendidikan Al Maksum

### **Section Editor**

Muhammad Amran, M.Pd. | Universitas Islam Negeri Sumatera Utara  
Khairuddin, M.Pd. | Universitas Islam Negeri Sumatera Utara

### **Layout Editor**

Rahaji Sinaga, S.Pd.I., M.Pd. | Universitas Islam Negeri Sumatera Utara  
Dicky Edwar Daulay. M.Pd. | Universitas Negeri Medan

## TABLE OF CONTENT

<b><u>Teacher Training Innovations to Improve Education Inclusion In Schools</u></b>	1-11
<b>Rega Fitriawati</b> , Universitas Muhammadiyah Sidoarjo, <a href="https://orcid.org/0009-0008-5837-2911">https://orcid.org/0009-0008-5837-2911</a>	
<b>Ida Rindaningsih</b> , Universitas Muhammadiyah Sidoarjo, <a href="https://orcid.org/0000-0002-5712-9329">https://orcid.org/0000-0002-5712-9329</a>	
<b><u>The Influence of Educational Digitalization Policy on Secondary School Students' Learning Motivation</u></b>	12-20
<b>Nursyamsiah</b> , Universitas Insaniah Sumatera Utara, <a href="https://orcid.org/0009-0005-7658-334X">https://orcid.org/0009-0005-7658-334X</a>	
<b><u>The Urgency of Educational Philosophy in Addressing the Moral Crisis of Students in the Digital Era</u></b>	21-30
<b>Rokiba Hasibuan</b> , Sekolah Tinggi Agama Islam UISU Pematang Siantar, <a href="https://orcid.org/0009-0009-4735-5670">https://orcid.org/0009-0009-4735-5670</a>	
<b>Leli Hasanah Lubis</b> , Sekolah Tinggi Ilmu Tarbiyah Al-Bukhary Labuhanbatu, Sumatera Utara, <a href="https://orcid.org/0000-0002-3116-9082">https://orcid.org/0000-0002-3116-9082</a>	
<b><u>Functions of Educational Supervision</u></b>	31-38
<b>Fehan Alya Rahmi Lubis</b> , Sekolah Tinggi Agama Islam “UISU” Pematangsiantar, <a href="https://orcid.org/0009-0001-8754-7791">https://orcid.org/0009-0001-8754-7791</a>	
<b>Andi Nugraha</b> , Sekolah Tinggi Agama Islam “UISU” Pematangsiantar, <a href="https://orcid.org/0009-0005-7117-3181">https://orcid.org/0009-0005-7117-3181</a>	
<b>Irfan Fauzi</b> , Sekolah Tinggi Agama Islam “UISU” Pematangsiantar, <a href="https://orcid.org/0009-0003-2943-6879">https://orcid.org/0009-0003-2943-6879</a>	
<b><u>The Effect of Flash Card Media in Overcoming Reading Difficulties of Grade I Elementary School Students</u></b>	39-47
<b>Hemi Wulandari</b> , Universitas Islam Negeri Sumatera Utara, <a href="https://orcid.org/0009-0004-6690-5459">https://orcid.org/0009-0004-6690-5459</a>	
<b>Sahkholid Nasution</b> , Universitas Islam Negeri Sumatera Utara, <a href="https://orcid.org/0000-0001-6573-1005">https://orcid.org/0000-0001-6573-1005</a>	
<b>Muhammad Syaifullah</b> , Universitas Islam Negeri Sumatera Utara, <a href="https://orcid.org/0009-0005-5588-3087">https://orcid.org/0009-0005-5588-3087</a>	
<b><u>Narrative Research &amp; Grounded Theory Research Design</u></b>	48-56
<b>Nabila Azmi Lubis</b> , Sekolah Tinggi Agama Islam “UISU” Pematangsiantar, <a href="https://orcid.org/0009-0000-7843-3752">https://orcid.org/0009-0000-7843-3752</a>	
<b>Yunita Febrianti</b> , Sekolah Tinggi Agama Islam “UISU” Pematangsiantar, <a href="https://orcid.org/0009-0006-4729-7034">https://orcid.org/0009-0006-4729-7034</a>	
<b>Rena Hari Saputri</b> , Sekolah Tinggi Agama Islam “UISU” Pematangsiantar, <a href="https://orcid.org/0009-0002-1241-7666">https://orcid.org/0009-0002-1241-7666</a>	
<b>Lala Indri Artika</b> , Sekolah Tinggi Agama Islam “UISU” Pematangsiantar <a href="https://orcid.org/0009-0002-6479-341X">https://orcid.org/0009-0002-6479-341X</a>	

**The Effect of Teacher Teaching Style on Student Motivation at SMP Muhammadiyah 7 Medan**

57-65

**Sifa Maulida**, Universitas Islam Negeri Sumatera Utara,

<https://orcid.org/0009-0000-7644-5151>

**Uswatun Hasanah**, Universitas Islam Negeri Sumatera Utara,

<https://orcid.org/0009-0002-7708-9704>

**Approaches in Educational Supervision: Directive, Non-Directive, and Collaborative Analysis in Improving Teacher Professionalism**

66-74

**Yunita Febrianti.b**, Sekolah Tinggi Agama Islam UISU Pematangsiantar,

<https://orcid.org/0009-0003-6825-6061>

**Mhd Najib Sihab Siregar**, Sekolah Tinggi Agama Islam UISU Pematangsiantar,

<https://orcid.org/0009-0004-7207-0830>

**Erny Wulandari**, Sekolah Tinggi Agama Islam UISU Pematangsiantar,

<https://orcid.org/0009-0004-3358-6420>

**The Role of Teachers as Educators and the Dynamics of Challenges in Today's World of Education**

75-83

**Umar Shodiq Rambe**, Universitas Islam Negeri Syarif Hidayatullah Jakarta,

<https://orcid.org/0009-0000-7620-0808>

**Integration of Islamic Legal Values in the National Education System Conceptual and Implementative Studies**

84-92

**Rendi Fitra Yana**, Universitas Al Washliyah Labuhanbatu, Sumatera Utara,

<https://orcid.org/0009-0002-3323-9678>

**Ahmad Habin Sagala**, Universitas Al Washliyah Labuhanbatu, Sumatera Utara,

<https://orcid.org/0009-0004-5685-5726>



## Teacher Training Innovations to Improve Education Inclusion In Schools

<sup>1</sup>Rega Fitriawati , <sup>2</sup>Ida Rindaningsih .

<sup>12</sup>Universitas Muhammadiyah Sidoarjo.

e-mail: <sup>1</sup>[regafitriawati12@gmail.com](mailto:regafitriawati12@gmail.com), <sup>2</sup>[rindaningsih1@umsida.ac.id](mailto:rindaningsih1@umsida.ac.id)

### ARTICLE INFO

**Keywords -Inclusive Education, Teacher Training, Innovation, Learning, Student Diversity, Professional Development**

©2025 Rega Fitriawati, Ida Rindaningsih (s): This is an open-access article under the This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



### ABSTRACT

Inclusive education emphasizes the importance of providing equal learning opportunities for all learners, including those with special needs. In its implementation, the success of inclusive education depends on the readiness and competence of teachers in dealing with the heterogeneity of students in the classroom. Innovative teacher training is one of the main strategies in responding to this challenge. Innovations in teacher training include developing training curricula based on real needs in the field, using educational technology to simulate inclusion cases, and collaborative training approaches between general and special education teachers. In addition, hands-on and reflective practice-based training models have proven effective in equipping teachers with applicable skills. This research shows that a structured and sustainable training program can improve teachers' understanding of inclusion principles, learning differentiation strategies and inclusive classroom management. Thus, innovations in teacher training not only improve professional competence but also create a supportive learning environment for all students. Therefore, it is necessary to support education policies that encourage the strengthening of teacher capacity through inclusive training that is relevant, contextual and adaptive to the times.

## 1. INTRODUCTION

Education is an important aspect of basic needs that every human being must have in order to ensure their quality of life and make them reliable individuals in order to ensure their quality of life and make them reliable people. Education is the most important thing in life in order to develop human potential and improve the quality of human resources ([Kusuma et al., 2023](#)). Inclusive education has become a priority in the education system in various countries, but many teachers are still not ready to face this challenge. Inclusive education is an education system in which all children can participate fully and actively in regular classes without considering their respective strengths and weaknesses. Inclusive education is concerned with providing appropriate responses to a broad spectrum of needs



learning in both formal and non-formal educational settings ([Lestari et al., 2022](#)). One of the challenges faced by teachers today is changing from the previous learning setting where teachers had to teach children with special needs in inclusive classes but now bringing all students into regular classrooms, thus changing each school's perception of the importance of human rights in educational practices as a whole. This challenge stems from the fact that education for children with special needs is undergoing a revolutionary change ([Nurhaliza, 2021](#)). According to Heward, children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities ([Satwika et al., 2019](#)). A child is said to have special needs if there is something lacking or even more in him, both emotionally, mentally, and physically ([Satwika et al., 2019](#)). In this case, children with special needs in terms of education require more specific services that are different from children in general.

Inclusive education has evolved from a long history of educational innovation at various levels to reach all students. The current understanding of inclusive schools describes a process that encourages the participation of all students, parents, teachers, staff and principals as a foundation for future school development. Of course, this means comprehensive policy changes and increasingly diverse learning needs. The government has announced various policies to encourage the implementation of inclusive education ([Astawa, 2021](#)). There are still many obstacles in the implementation of the policies applied and urgent efforts are needed to create special policies for students with special needs. The challenges and new directions for inclusive education in communities around the world highlight the shared recognition that schools need to improve their services for students with special needs ([Kusmaryono, 2023](#)). To realize effective change, school leaders and teachers must be actively involved in the change process ([Kusmaryono, 2023](#)). This requires collaborative learning, a democratic planning process, adequate infrastructure and adequate policies and human resources.

This challenge requires teachers to improve the quality of learning with the dynamics of student character diversity, especially students with special needs. According to Suparno, teachers who have knowledge and experience in dealing with children with special needs can meet the care needs of children with special needs ([Satwika et al., 2019](#)). In this case, it is necessary to provide teachers with insight into children with special needs, including matters relating to knowledge of student identification, the learning process for children with special needs, and skills in dealing with children with special needs. There needs to be training for teachers from both special education or psychology backgrounds and teachers with other educational backgrounds. There are still many teachers who teach inclusive classes who are not graduates of special education or psychology teachers, so that their knowledge and skills related to dealing with students with special needs are very minimal.

Training is an activity that can be used to obtain, improve, and develop a person's productivity potential so that they can grow into a more disciplined person with better special skills and abilities ([Suryani et al., 2023](#)). Teachers who are equipped with appropriate training will improve the quality of teachers and innovation in learning and have skills in dealing with children with special needs. Efforts to improve teacher creativity and innovation require several real actions such as providing regular training and guidance ([Murni et al., 2023](#)). In addition to participating in regular training, teachers develop the learning process for students in inclusive classes. This development is one of the implementations of the results of the training. Training and development of human resources in the world of education are not only limited to increasing knowledge and skills in the field of teaching, but also to developing character, interpersonal skills, and readiness to face challenges in the world of education that continues to develop ([Rahmawati & Avivah, 2024](#)). In this case, teachers always hone and implement the training carried out. Of course, training and development can have a good impact on employees ([Khalil & Rindaningsih, 2023](#)).

In the world of education, of course, we are also adaptive to the development of the times. There needs to be innovation in the world of education. Innovation is a process of renewal and change ([Ambarwati et al., 2022](#)). Periodic renewal and change will increase teachers' insight into inclusive education. In addition, innovation is the key to increasing the effectiveness of education and responding to emerging challenges. Teachers must be able to optimize learning with all the changes and challenges that exist and be accompanied by getting used to innovative training. With innovative training in the field of education, a new paradigm for teachers has emerged ([Sumaryati, 2013](#)). In this case, teachers do not have a problem or become a burden when teaching with a diversity of students, both regular and with special needs. This study aims to better understand teacher training innovations to improve inclusive education in schools. In addition, this study proves the need for training innovation to improve teacher skills and understanding of students with special needs in schools. The approach used in this study uses a qualitative approach with a literature review method.

## 2. RESEARCH METHODS

The method used in this study is qualitative with a literature review approach or literature study, namely literature searches through three electronic databases, namely Google Scholar, Lens.id, and Sinta. This literature search was conducted from November with a review of articles in both English and Indonesian that were downloaded in more detailed and complete data. This literature review was conducted by collecting terms to facilitate the search for articles. The keywords chosen when searching for related research papers are innovation, teacher training, inclusive education, children with special needs.

Keywords are selected based on previous articles found. The search limitation in this study is the period from 2020 to 2024 which is to study more recently according to developments. The journal criteria used in this study are discussing innovations in teacher training to improve inclusive education in schools. This study obtained 10 articles that have been reviewed and identified according to the objectives of the study. Articles that have been identified and entered as criteria are then analyzed and included in the discussion.

## 3. RESULTS AND DISCUSSION

The search data conducted from the three electronic journal databases produced 10 journals that were appropriate using the keywords "innovation", "teacher training", "inclusive education" and "children with special needs". The majority of the research conducted in this study used Indonesian and focused on inclusive education, teacher training innovation and the application of skills to teachers after attending training.

Based on 10 journals conducted, research results were obtained on teacher training innovations to improve inclusive education in schools.

**Table 1. Review of journals used in the research**

No.	Title	Researcher	Methodology	Instrument	Findings
-----	-------	------------	-------------	------------	----------

1.	Training on Implementation of Independent Curriculum in Inclusive Schools	Ana Rafikayati, Lutfi Isnı Badiah, Farisah Diana Alifah Irina Balqis Salsabila	Qualitative Approach	Interviews, observations and documentation	Teachers' understanding of the independent curriculum varies, but some teachers need more training and resources to understand and implement character development and competency of students with special needs effectively. Preparation of teachers and schools related to inclusive education requires regular training. The training provided to teachers has proven effective in improving their knowledge and skills in compiling teaching modules according to the independent curriculum and mentoring is carried out after the training.
2.	Inclusive Education Management	Mirna Sahrudin, Novianti Dzafri, Arifin Sukung	Qualitative Approach	Interviews, observations and documentation	Teachers conduct in-depth analysis related to understanding the characteristics and needs of each student and the modification of the curriculum and learning strategies that are adjusted to the needs of students. Although there are challenges in providing socially different treatment for inclusive students, teachers use a variety of inclusive teaching methods. Teachers have completed training and are certified as special supervisors which is to improve teacher understanding and skills in dealing with students with special needs and there are regular evaluations to measure student development in terms of literacy and character.
3.	Universal Design for Learning to Improve Self-Efficacy of Integrated Islamic Junior High School Teachers in Teaching	Hairul Anwar Dalimunthe, Salamiyah Sari Dewi, Faadhil	Qualitative	Literature Study	After participating in the universal design for learning training and showing significant improvements in understanding the principles of UDL and being able to accommodate the needs of diverse students. Participants provided positive feedback on the training methods as well as the audio-visual aids and material handouts used during the training. The application of UDL principles in learning can increase student motivation and engagement.
4.	The role of self-efficacy in mediating the interaction of mindfulness and <i>burnout</i> to inclusive elementary school	English: The story of the 19th century writer, Dr. Putu Winda Yuliantari, and Dr. Pratiwi Widyasari.	Quantitative	Questionnaire	There is a significant influence between mindfulness and burnout conditions experienced by teachers. Teachers with higher levels of mindfulness tend to experience lower levels of burnout, especially in the domains of



	teachers.				emotional exhaustion and personal achievement. Teacher self-efficacy acts as a significant mediator in the relationship between mindfulness and burnout. Demographic factors such as teaching experience and frequency of training attendance can affect the relationship between mindfulness self-efficacy and burnout.
5.	The Urgency of Inclusive Education in Building Self-Efficacy Primary school teachers	Minsih, Muhammad Taufik, Ummi Tadzkiroh	Qualitative	Interviews, documentati on and focus group discussions	Teachers involved in inclusive education experience an increase in their self-confidence regarding their ability to manage learning for children with special needs. This study identified four main aspects that contribute to increasing teacher self-efficacy, namely school culture, teacher behavior and attitudes, teacher competence, participation and collaboration. Increasing teacher efficacy not only affects themselves but also their students.
6.	Teachers' Attitudes in Supporting the Success of Inclusive Education	Ilena Dwika Musyafira, Wiwin Hendriani	Qualitati ve	<i>Literature</i> Re views	Positive teacher attitudes are reflected through the teacher's willingness to accept and teach children with special needs in class. Factors that influence teacher attitudes are teaching experience, training, self-efficacy. There are differences in attitudes between permanent teachers and intern teachers towards inclusive education. Permanent teachers tend to show more positive attitudes compared to interns, which may be due to different experiences and training.
7.	Optimizing Inclusive Education in Schools: Literature Reviews	Danny Ontario Rusmono	Qualitative	<i>Literature Review</i>	Training and professional development for teachers is essential to improve their skills in managing inclusive classrooms. Well-trained teachers are better able to understand the needs of students with special needs and implement effective teaching strategies. Several strategies have been identified in the literature to create an inclusive learning environment. Further research is needed to explore best practices in inclusive education.
8.	<i>Systematic Literature Review</i> (SLR): Training and	Suryani, Ida Rindaningsih, Hidayatulloh	Qualitative	<i>Systematic Literature Review</i>	Training and development has proven to be very important in improving the ability and skills of employees in carrying out their

	Human Resource Development				duties. There are various training methods that can be applied, both technical and conceptual. Evaluation of training and development programs is also very important in knowing their effectiveness. Training and development that is carried out can almost significantly improve employee performance.
9.	<i>A Case Study of Classroom Management in an Inclusive School: Teachers' Strategies in Overcoming Bullying in Early Childhood Education</i>	The story of the 19th century writer, Ida Rindaningsih, was written by the author of the book "The Story of the 19th Century".	Case study approach	Interviews and observations	Teachers use a variety of classroom management strategies that focus on creating a safe and inclusive environment. An emphasis on character education and developing empathy among students is also an important part of the teacher's strategy by teaching social and emotional values, the importance of teacher training in managing inclusive classrooms and dealing with bullying.
10	Effectiveness of Training to Identify Children with Needs Specifically for Inclusive School Teachers	The story of the 1970s is based on the work of the author, Yohana Wuri Satwika, Riza Novianna Khoirunnisa, Hermien Laksmiwati, Miftakhul Jannah, and the story of the 1970s.	Quantitative	Pretest and posttest	The results of this study indicate that the post-test scores of teachers increased significantly compared to the pre-test scores. The training was effective in improving teachers' ability to identify children with special needs. Teachers who participated in the training were given a test of their ability to identify children with special needs before and after the training. The results of the analysis showed a significant difference between the post-test and pre-test scores, which this study also suggests the need for further training that not only focuses on identification but also on proper handling for students with special needs.

Based on the ten journals used, it provides information on several teacher training innovations in improving inclusive education where teachers have skills in the learning process that are good for both regular students and students with special needs. The need for teachers to understand inclusive education where in regular classes there is a diversity of students, namely regular students and students with special needs. Inclusive education is an educational service system that considers the needs and diversity of individuals and provides opportunities for students to learn together in public schools ([Minsih et al., 2021](#)). Teachers involved in inclusive education experience an increase in their self-confidence regarding their ability to manage learning for children with special needs. The study identified four main aspects that contribute to increasing teacher self-efficacy, namely school culture, teacher behavior and attitudes, teacher competence, participation and collaboration. Increasing teacher efficacy not only affects themselves but also students. In addition, there are needs for these special needs students, of course, there is a need for a good school culture and is

implemented by all stakeholders in the school. In addition, the values of tolerance and mutual respect in schools are important and must be practiced and taught to students every day in an inclusive school environment.

Children who attend inclusive schools are able to overcome the differences in their environment. This is because they sit with children with special needs in inclusive schools, learn, and play with ordinary children. Therefore, these children must respect, appreciate, and help each other. This strategy can increase self-efficacy. Self-efficacy is an individual's belief in his ability to carry out the tasks that have been entrusted to him ([Minsih et al., 2021](#)).

Children with special needs have the same opportunity to receive education without discrimination as other children. Indicators of the implementation of a child-friendly and inclusive culture are teachers who always support student activities with full determination, friendly and on-target according to student goals ([Minsih et al., 2021](#)). In addition, teachers must have the skills and abilities to manage inclusive classes. There needs to be effective teaching by teachers so that the learning process is in accordance with learning objectives. Teaching effectiveness can be interpreted as a teacher's belief in their ability to carry out certain actions needed to achieve more optimal results. If teachers have the ability and experience using identification tools, they can recognize visible symptoms. Alternatively, teachers can assess students if they find students who have similar characteristics or traits or match the symptoms listed on the identification tool. To obtain complementary or additional data, teachers can observe and interview people closest to students with special needs in order to complete the information found in the identification tool before making conclusions about the type of special needs child from the identified students.

The right learning strategy for children with special needs will realize the expected learning objectives in inclusive classes. As a rule, learning strategies for children with special needs are implemented by considering the diversity of conditions and different learning abilities of children ([Sahrudin et al., 2023](#)). Through student identification, teachers can design learning strategies that are appropriate to the subjects and diversity of students in the class. There are many teacher strategies that are carried out to support the teaching and learning process. In several article reviews, there are teacher strategies in teaching inclusive classes, namely teachers delivering lesson materials interspersed with a few games. Appropriate learning media will create effective learning that can be evenly distributed to regular students and students with special needs. Learning media are physical and non-physical aids that are specifically used as intermediaries between teachers and students so that they can understand learning materials more effectively and efficiently, so that learning materials are absorbed more quickly by students or understood in their entirety and make students aware of their interest in learning. Various effective learning media certainly have their own advantages and disadvantages, for which there is an evaluation to measure learning outcomes in inclusive classes.

Evaluation should be carried out based on the program because evaluation activities show teachers how the teacher's program is progressing, what obstacles need to be overcome by the teacher in it and also provide information to continue the teacher's work program. Evaluation of the implementation of inclusive education is carried out with the principles: integrative, objective, comprehensive, efficient, periodic, and sustainable. Teachers are aware of all feedback from the environment, especially from students in the class, which can be a source of reinforcement to improve teacher efficacy in their teaching skills. The ability to identify children with special needs for a school teacher is very important. In this study, several journals include evaluation as a benchmark for teachers in the teaching and learning process to measure the capacity of diverse students in inclusive classes. Not only evaluation of student academics but also student character in tolerance and respect for fellow friends in inclusive classes. After the evaluation is carried out, teachers need regular training to develop competencies in the inclusive education learning process.

Educational progress depends on the ability of teachers. Therefore, a teacher's ability to carry out all his duties provides insight into the world of education because it has a large and significant influence on the development and understanding of students. The implementation of the inclusive education system in Indonesia is still in the development stage and faces many challenges. The challenges faced by teachers in inclusive elementary schools in Indonesia are discussed by Tarnoto (2016), especially related to the role of training support and parental support in dealing with students with special needs in learning activities and are still considered necessary for this purpose so that there needs to be more significant and better improvements ([GD & Widyasari, 2020](#)). Teacher training and development are important things that must be obtained by a teacher who is the main resource in educational activities ([Taufik & Rindaningsih, 2024](#)). This is different from the inclusive education system developed in other countries, the point of experience of teachers dealing with children with special needs and the frequency of training they attend are factors that can predict teacher beliefs about emotional exhaustion and depersonalization which are part of the condition of fatigue. There needs to be regular mindfulness training so that it does not result in emotional exhaustion or depersonalization of teachers.

After it was found that teacher training in inclusive pedagogy in the context of special education helps develop positive attitudes towards inclusive education ([Musyafira & Hendriani, 2021](#)). With the provision of training for teachers, it will increase the potential of teachers in teaching in inclusive classes. There are many training models that can be implemented by teachers to deal with students with special needs which are listed in several journals that have been reviewed. One of the trainings from the results of the review analysis is online training on the Merdeka Teaching platform. This training sees this opportunity and provides sufficient learning resources. This training is carried out online to save time, energy and costs. Even so, of course, the training will be continued with other face-to-face meetings to strengthen teacher skills in implementing the results of the training that has been carried out. The role of training in facilities and organizations is very important because training can improve employee skills and performance so that they can carry out their jobs well and successfully ([Suryani et al., 2023](#)). Teachers need more training and resources to understand and implement character development and competency of students with special needs effectively. This training is not only done once with the same training but also needs continuous training with new innovations in the training. This innovation can be in the form of new materials, new methods, different speakers or resource persons, different environments or different outputs according to the needs of the teacher.

Innovation is defined as the advantage of utilizing creativity to prevent problems and opportunities to increase creativity ([Tiara et al., 2023](#)). Innovation is needed to hone new ideas or concepts to take advantage of existing opportunities or prevent problems from occurring in learning. In order to take advantage of an opportunity or prevent a problem from occurring in learning, training innovation is needed. Innovations in training to support learning in inclusive classes are certainly diverse. Based on 3 out of 10 journals that have been reviewed, there are training innovations that can be carried out by teachers and have a positive impact on teachers in implementing learning. The teacher training innovation is universal design for learning training. Universal design for learning is an approach to designing learning activities that are appropriate and effective for all students. According to Mayer (2014) in Dalimunthe's research, it explains that it consists of three principles developed based on neuroscience research on cognitive and learning processes, the three principles are providing multiple means of representation, providing multiple means of action and expression, and providing multiple means of engagement ([Dalimunthe et al., 2020](#)). Training participants strongly agree that the material presented in the universal design for learning training is useful for their work as a teacher. The application of the principles of universal design for learning in learning can increase student motivation and engagement. In

addition, teachers must be committed to improving their teaching skills through various training courses and collaborating with other teachers in the use of individual education programs for students with special needs in regular classes. An individual education program is a method of providing education according to the needs of students involved and is personal.

Teachers have access to a variety of training, including co-teaching training, where two teachers teach one inclusive class. Co-teaching increases teacher engagement with their class and reduces dropout rates. Through co-teaching, teachers can gain a variety of information about learning with students in inclusive classes. Co-teaching reduces the workload of teachers in inclusive classes because teachers can share lessons and mentoring. Teachers can also take part in LIRP (Learning-Friendly Inclusive Environment) training. This training requires teachers to describe how to create a learning-friendly school by reflecting on several books. By completing this training, teachers will broaden their knowledge of how to teach children from different backgrounds, build knowledge about how special needs students and general students learn, and be able to develop positive attitudes. In this case, teachers are also able to identify gaps to foster positive attitudes. Teachers not only develop in inclusive classes, but students also gain positive results from teacher training.

In addition to the above training, there is poster making training through Canva and Flipped Classroom learning media which also has a significant impact on the development of student learning. Poster making training through Canva and socialization of Flipped Classroom learning media provided by the ABDIMAS team to all IGABA Sidoarjo teachers made all teachers understand that learning models can also be interspersed with poster learning media, and also added new insights related to the Flipped Classroom learning model. The use of technology that must be utilized and as a support for the teaching and learning process ([Rindaningsih et al., 2024](#)). These trainings certainly support teachers in honing their skills and understanding of the diversity of students in inclusive schools. Without regular training and training innovation in implementing learning, it will certainly have an impact on teachers in terms of emotions and ineffective learning processes.

In this case, all stakeholders in schools and parents have an important role in the learning process of students, both regular and special needs. This collaboration creates success in the inclusive education process. In addition, there needs to be training innovation for teachers, school staff, parents and all elements involved in the inclusive education learning process. This training innovation is to provide skills for all stakeholders involved in inclusive education. There are many training innovations, both online and offline, which also require evaluation in inclusive education.

#### 4. CONCLUSION AND SUGGESTIONS

**Conclusion** This study is teacher training plays a vital role in fostering the success of inclusive education. Continuous professional development empowers teachers to effectively accommodate the diverse needs of students, including those with special needs. Effective inclusive education requires motivational education that not only meets students' academic needs but also their social and emotional well-being. Collaboration between teachers, parents, and other stakeholders is essential to creating a supportive learning community. The use of technology can enhance teaching and learning in inclusive classrooms. The importance of continuous professional development innovation for teachers to improve teachers' understanding and skills towards students with special needs. Training innovation programs should focus on teacher efficacy, provide practical strategies for differentiated teaching, and foster positive attitudes toward diversity. Training innovations to improve inclusive education have a significant impact on the development of students, both regular students and students with special needs. Further research directions, there needs to be potential areas for future



research such as long-term outcomes of inclusive education or the impact of specific interventions on student achievement and teacher teaching processes.

## 5. REFERENCE

- Ambarwati, D., Wibowo, U. B., Arsyiadanti, H., & Susanti, S. (2022). Studi Literatur: Peran Inovasi Pendidikan pada Pembelajaran Berbasis Teknologi Digital. *Jurnal Inovasi Teknologi Pendidikan*, 8(2), 173–184. <https://doi.org/10.21831/jitp.v8i2.43560>
- Astawa, I. N. T. (2021). Pendidikan Inklusi Dalam Memajukan Pendidikan Nasional. *Jurnal Pendidikan Hindu*, 8(1), 65–76. <https://doi.org/10.25078/gw.v8i1.465>
- Dalimunthe, H. A., Dewi, S. S., & Faadhil, F. (2020). Pelatihan Universal Design for Learning untuk Meningkatkan Efikasi Diri Guru Sekolah Menengah Pertama Islam Terpadu dalam Mengajar. *Jurnal Diversita*, 6(1), 133–142. <https://doi.org/10.31289/diversita.v6i1.3784>
- G.D., P. W. Y., & Widyasari, P. (2020). Peran efikasi diri dalam memediasi interaksi mindfulness dan burnout pada guru sekolah dasar inklusif. *Persona: Jurnal Psikologi Indonesia*, 9(1), 118–139. <https://doi.org/10.30996/persona.v9i1.3373>
- Khalil, F., & Rindaningsih, I. (2023). Pentingnya Pelatihan Dan Pengembangan Sumber Daya Manusia (Sdm) Terhadap Kinerja Karyawan Pada Yayasan Minhajussunnah Surabaya. *Society: Jurnal Jurusan Tadris Ilmu Pengetahuan Sosial*, 13(2). <https://doi.org/10.20414/society.v13i2.6669>
- Kusmaryono, I. (2023). Faktor berpengaruh, tantangan, dan kebutuhan guru di sekolah inklusi di Kota Semarang. *Jurnal Ilmiah Pendidikan Dasar*, 10(1), 12. <https://doi.org/10.30659/pendas.10.1.12-23>
- Kusuma, E. T., Rindaningsih, I., & Hidayatulloh. (2023). Perencanaan Sumber Daya Manusia. *Jurnal Pendidikan Dan Riset Ilmu Sains*, 2(3), 338–349. <https://doi.org/10.32672/perisai.v2i3.158>
- Lestari, A., Setiawan, F., & Agustin, E. (2022). Manajemen Pendidikan Inklusi di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(6), 602–610. <https://doi.org/10.58578/arzusin.v2i6.703>
- Minsih, Taufik, M., & Tadzkirroh, U. (2021). Urgensi Pendidikan Inklusif Dalam Membangun Efikasi Diri Guru Sekolah Dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, 8(2), 192–204. <https://doi.org/10.38048/jipcb.v8i2.352>
- Murni, D., Mudjiran, M., & Mirna, M. (2023). Analisis Terhadap Kreativitas dan Inovasi Guru dalam Membuat Media Pembelajaran Matematika Sekolah Dasar. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 7 (2), 1118–1128. <https://doi.org/10.31004/cendekia.v7i2.2066>
- Musyafira, I. D., & Hendriani, W. (2021). Sikap Guru Dalam Mendukung Keberhasilan Pendidikan Inklusi. 7(1). <https://doi.org/10.33394/jk.v7i1.3105>
- Nurhaliza, A. (2021). Hubungan Pelatihan Profesionalisme Guru Dengan Kinerja Guru . *Jurnal Isema: Islamic Educational Management*, 6(2), 211–220. <https://doi.org/10.15575/isema.v6i2.11895>

- Rahmawati, S., & Avivah, A. R. (2024). Strategi Efektif dalam Pelatihan dan Pengembangan Sumber Daya Manusia di Lembaga Pendidikan. *Jurnal Bintang Manajemen*, 5(4), 4321–4327. <https://doi.org/10.54373/imeij.v5i4.1448>
- Rindaningsih, I., Awaliyah, W., Rochma, L. I., & Stutik, I. R. I. (2024). Pelatihan Peningkatan Kreativitas Guru Dalam Perancangan Poster Dan Pembelajaran Flippedclassroom Di Igaba Sidoarjo. *Jurnal Abdimas Bina Bangsa*, 5(2), 1339–1345. <https://doi.org/10.46306/jabb.v5i2.1259>
- Sahrudin, M., Djafri, N., & Sukung, A. (2023). Pengelolaan Pendidikan Inklusif. *Jambura Journal of Educational Management*, 4(1), 162–179. <https://doi.org/10.37411/jjem.v4i1.2313>
- Satwika, Y. W., Khoirunnisa, R. N., Laksmiwati, H., & Jannah, M. (2019). Efektivitas Pelatihan Identifikasi Anak Berkebutuhan Khusus Pada Guru Sekolah Inklusi. *PSIKOSAINS (Jurnal Penelitian Dan Pemikiran Psikologi)*, 13(2), 109. <https://doi.org/10.30587/psikosains.v13i2.763>
- Sumaryati, S. (2013). Peningkatan Kompetensi Profesional Guru Melalui Pelatihan Model-Model Pembelajaran Inovatif. *Inotek*, 17(2), 140–150. <https://doi.org/10.21831/ino.v17i2.3355>
- Suryani, Rindaningsih, I., & Hidayatulloh. (2023). Systematic Literature Review (SLR): Pelatihan Dan Pengembangan Sumber Daya Manusia. *Jurnal Pendidikan Dan Riset Ilmu Sains*, 2(3), 363–370. <https://doi.org/10.32672/perisai.v2i3.154>
- Taufik, I., & Rindaningsih, I. (2024). Pelatihan dan Pengembangan Guru Sebagai Sumber Daya Manusia Bidang Pendidikan di Era Kecerdasan Buatan (AI). *Management of Education: Manajemen Pendidikan Islam*, 10(1), 63–69. <https://doi.org/10.18592/moe.v10i1.12037>
- Tiara, M. I., Sutrisno, S., & Darmaputra, M. F. (2023). Pengaruh Kompetensi, Inovasi, Pelatihan, Terhadap Kinerja UMKM Center Kabupaten Semarang. *Jurnal Publikasi Sistem Informasi Dan Manajemen Bisnis*, 3(1), 13–24. <https://doi.org/10.55606/jupsim.v3i1.2353>



## The Influence of Educational Digitalization Policy on Secondary School Students' Learning Motivation

Nursyamsiah .

Universitas Insaniah Sumatera Utara.

E-mail: [nursyamsiah74@yahoo.co.id](mailto:nursyamsiah74@yahoo.co.id).

### ARTICLE INFORMATION

**Keywords:**  
*Digitalization of  
Education, Learning  
Motivation, Self-  
Determination,  
Education Policy,  
Literature Study,  
Access to Technology.*

©2025 Nursyamsiah.

This is an open-access  
article under the This  
work is licensed under  
a [Creative Commons  
Attribution-  
NonCommercial-  
ShareAlike 4.0  
International License](#).



### ABSTRACT

This study aims to self-determination theory approach. This theory emphasises the importance of three basic aspects in building intrinsic motivation, namely autonomy, competence, and connectedness. In the context of digital policy, these three aspects are crucial to be studied further in order to understand how technology contributes to students' enthusiasm for learning. The method used is library research with a qualitative approach. Data were collected from various literature sources, such as scientific journals, books, and policy reports that are relevant to the theme of educational digitalisation and learning motivation. The analysis was carried out thematically to explore the relationship between digital policies and students' psychological conditions in the learning process. The results of the study show that digitalisation policies can increase students' learning motivation if supported by adequate facilities, teacher training, and a fun learning approach. However, in areas that are less ready in terms of infrastructure, this policy actually creates gaps and reduces learning enthusiasm. Therefore, an inclusive and contextual implementation strategy is needed so that digitalisation really has a positive impact on students' learning motivation.

## 1. INTRODUCTION

The world of education is undergoing a digital transformation, which is a strategic response to global dynamics marked by the rapid advancement of information and communication technology. The modern world of education requires an update to the learning system. It must utilise digital technology as the main medium for conveying information and creating modern century skills. In this regard, the government has established a policy of digitalizing education as part of the reform of the national education system. The goal is to create a technology-based, adaptive, and collaborative learning ecosystem.

The digitalisation policy of education aims to address global challenges while providing students with broader, more flexible, and more interactive access to learning resources. The implementation of this policy can be seen in various programmes, including the provision of information and communication technology (ICT) devices in schools, the integration of LMS-

based learning management systems, and teacher training in learning technology. Theoretically, a digital-based learning approach is considered to have the ability to increase the effectiveness of the learning process, increase student engagement, and ultimately have a positive impact on learning motivation.

However, the success of this policy is highly dependent on how ready the infrastructure and human resources are at the implementation level. The reality on the ground shows that some educational institutions are not ready to support the digitalisation process. One structural problem that has not been fully addressed is the difference in facilities between urban and rural schools. Many secondary schools in remote areas do not have stable internet, sufficient devices, or teachers who are proficient in using digital technology. The process of digitalizing education becomes ineffective due to the lack of these technological needs.

This condition has a direct impact on student learning, especially on their motivation. Digitalisation that is implemented without preparation actually adds to the burden on students rather than being a solution. Students often experience difficulties in using complex applications, fatigue due to too many online assignments, and confusion due to the lack of direct guidance from teachers. This causes learning stress, boredom, and decreased interest in learning. The self-determination theory approach can be used to analyse this condition in the context of learning motivation theory. The need for social connectedness, autonomy, and competence are important components that must be met so that intrinsic motivation can develop optimally.

In addition, the policy of digitalisation of education must consider the pedagogical, psychological, and sociocultural aspects related to the teaching and learning process. One of the main factors that determines the success of learning is learning motivation. It cannot be separated from meaningful learning design, a supportive learning environment, and positive interpersonal relationships. To determine how digitalisation of education affects the learning motivation of high school students, researchers need to conduct empirical studies. This needs to be done both directly and through mediating variables such as teacher readiness, adequacy of facilities, and digital learning design.

One of the objectives of this study is to provide a scientific contribution to the discussion on how effective digital education policies are in Indonesia. This study focuses on the influence of educational digitalisation policies on students' desire to learn in secondary schools. It also looks at various inhibiting factors that may hinder the implementation of the policy. This study aims to find an empirical relationship between digitalisation and learning motivation. It will also look at the context and challenges that schools face when implementing the policy. This study will use a qualitative and/or quantitative approach.

The main research questions are: (1) How does the digitalisation policy in education influence students' motivation to learn in secondary schools? (2) What are the components that affect the level of success of implementing the digitalisation policy of education in schools? It is hoped that the results of this study will not only increase our understanding of the phenomenon of digitalisation and its impact on student learning psychology but also provide practical suggestions for policy makers, school administrators, and educators in designing and implementing digitalisation strategies that are more contextual, efficient, and in accordance with student needs.

## 2. THEORETICAL BASIS

### a. Digitalization of Education

Digitalization of education is a major change in the learning system that involves the integration of information and communication technology into all aspects of the educational process, including planning, implementation, evaluation, and management of educational management. ([Sihotang, 2025](#)) This change is more than just a shift from manual to digital systems, it is also a paradigm shift in education towards a more flexible, open, and technology-based learning ecosystem. UNESCO (2020) states that the goal of digitalizing education is to

create a sustainable learning system, flexible to changing times, and inclusive for all groups of students. ([Unesco, 2020](#))

Digital learning allows students to access lessons anytime and anywhere. ([Hsb, 2024](#)) Learning Management Systems (LMS), e-learning platforms, and various online-based educational applications have made the learning process no longer limited to physical classrooms. ([Verawati et al., 2023](#)) This will definitely help expand access to education, especially in previously hard-to-reach areas. ([Syafii, 2018](#))

However, the implementation of digitalization of education is highly dependent on ready infrastructure and supporting ecosystems at the educational unit level. ([Hermawansyah, 2021](#)) It is essential that resources such as digital learning spaces, internet connections, and tablets are available. The main goal of digitization can be hampered if there are limitations in access to these methods. The digital divide, also known as the digital divide, is created by these limitations.

The success of digitalization is highly dependent on the infrastructure and competence of human resources, especially teachers. Teachers must not only be proficient in technology, but they must also be able to create innovative, interactive, and fun digital learning. ([Anita et al., 2025](#)) Therefore, continuous training that is not only technical, but also pedagogical is needed so that teachers can integrate technology with a student-centered learning approach.

Digitalization depends on policy. Digitalization will only be a slogan without real implementation if the government does not create comprehensive and adaptive policies. ([Yakin et al., 2025](#)) They must provide a regulatory framework that supports the implementation of technology in schools through funding, contextual curriculum development, and regular evaluation of policy effectiveness. ([Pawartani & Subuatningsih, 2024](#))

Digitalization must also be considered in the context of students' culture. The shift from face-to-face to digital learning requires changes in learning discipline, time management, and independence. ([Sholeh & Efendi, 2023](#)) Pedagogical interventions are needed that help students make good use of technology, as some students are not ready to learn independently. ([Zubaidah, 2016](#))

Therefore, the digitalization of education is a process that involves many things, including technology, culture, human resources, and policies. To run it successfully, various components must work together well, and continuous evaluation is carried out to adjust it to changes in the times and student needs. ([Farid, 2023](#))

#### b. Motivation to learn

One of the important factors in the educational process is learning motivation, which significantly affects the level of cognitive, affective, and conative involvement of students in the learning process. Internal factors (such as needs, interests, and perceptions of self-competence) and external factors (such as incentives, learning environment, and interpersonal relationships) shape motivation, which is a combination of various factors. ([Pratiwi, 2015](#)) Self-Determination Theory by Edward Deci and Richard Ryan, divides learning motivation into two categories: intrinsic and extrinsic. Both fall within a range of regulation, from amotivation, or lack of motivation, to intrinsic regulation, which is completely internalized. ([Deci & Ryan, 2000](#))

Learning motivation can no longer be understood statically in modern educational practices, especially in the digital ecosystem that increasingly dominates the learning space. It must be understood as a dialectic between agents (students) and structures (digital learning systems). Those who have intrinsic motivation will have high levels of engagement, resilience in facing academic challenges, and the ability to learn independently. Conversely, lack of motivation often leads to low participation, weak emotional attachment to tasks, and vulnerability to symptoms of academic disengagement. ([Simorangkir, 2022](#))

The digitalization of education has great potential to increase learning motivation if done in a transformative way. This means that it must be based on a deep understanding of students' psychological needs and not just visual or mechanical goals. Learning can be made more



personal and engaging by incorporating interactive media, augmented reality, game-based learning, and adaptive learning systems. ([Hertina et al., 2024](#)) This process allows students to explore the material in a more meaningful way. Ultimately, this will increase their sense of responsibility and their perception of their own abilities.

However, this potential does not happen automatically. Unsuccessful digitalization often becomes a new source of frustration for students, especially in cases where the learning methods used are too repetitive, not responsive to differences in learning styles, and ignore the relationship element in learning. This shows that digital learning design cannot be separated from humanistic pedagogy and educational psychology. Students experience alienation in the learning process that should be collaborative and transformative if digital learning only focuses on providing content and ignores the presence of relationships. ([Suhara, 2025](#))

In this regard, the design of digital pedagogy should be based on three basic psychological standards: autonomy, competence, and social connectedness. Flexibility in determining when, how, and how learning activities increase autonomy. Formative assessment systems increase competence by providing constructive feedback and opportunities for reflection and revision. Meanwhile, social connectedness should be built through cooperative learning, virtual discussion forums, and the presence of teachers who function as not only educators but also mentors and coaches. ([R. Ramadhani et al., 2023](#))

In addition, as an essential part of the digital education ecosystem, teachers must have expertise in two areas: technology and pedagogy. They are not just delivering materials; they are more than that, they can build learning experiences for students and combine technology with their personal needs. Therefore, teacher training should focus on technical matters in addition to improving teachers' abilities to be more reflective, empathetic, and pedagogical. ([Maisura et al., 2023](#))

Ultimately, learning motivation in the digital era must be placed within a broader epistemological framework because it is the result of a collaboration between individual student initiatives and the structure of the digital education system. Future research should pay attention to how digital education policies, technology-based teaching practices, and students' psychological traits function dynamically to determine the quality of their learning motivation. Therefore, digital transformation is not only a technological endeavor but also a humanitarian endeavor because it enables learning through digital media to become more humane.

### c. Policy Implementation Theory

The public policy cycle consists of a crucial phase called policy implementation. This phase represents the shift from standard formulation to administrative and technical practice. It is more than an administrative process; it is an ever-changing field of interaction between ideas, actors, structures, and socio-political contexts. Through the theoretical framework of policy implementation, Mazzmanian and Sabatier, underline that the success of implementation is largely determined by three main pillars: clarity and consistency of policy objectives, availability of resources, and the ability and commitment of implementers.

In terms of digitalization of education, clarity of policy objectives is crucial to determine the way forward. It is essential to have clear objectives for the policy, whether it aims to democratize access to education, build competencies that are in line with the modern era, incorporate technology into education, or transform the education ecosystem as a whole. Fragmentation in implementation will occur if the definition of objectives is unclear or unclear, especially at very different regional levels. ([Indranata, 2024](#))

In addition, the main components of digitalization policies are resources, whether physical, financial, human, or institutional. In order for policies not to stop at the symbolic level, technological infrastructure is needed (such as the internet, ICT devices, learning management systems), teacher needs-based training, and technical support for problems. Empirical reality shows that digital inequality, also known as digital inequality, is still a structural problem,

especially between urban and rural areas. The implementation gap is directly influenced by this problem.

The policy actor aspect is also important. Successful implementation depends on the commitment, competence, and readiness of teachers, principals, and educational institution managers. Digitalization is not only about technology; it is also about changing the work culture and teaching paradigm. Teachers must be trained to be lifelong learners, adaptive to technology, and able to help students focus on learning. Principals must be transformative digital leaders; they must be able to create a shared vision and create a school culture that supports innovation. ([Wahyudi & Khotijah, 2021](#))

External factors are also an arena of competition that cannot be ignored. Strategic partnerships with the private sector, especially the educational technology sector and parental participation, political support from the central and regional governments, and civil society participation can strengthen the implementation ecosystem. The existence of a responsive monitoring and evaluation system is very important to find errors, correct errors, and ensure policy accountability. ([Mariyono, 2024](#))

In many cases, failure to implement education policies is not due to the design of the policy itself, but to governance failures, including lack of cross-sectoral coordination and ineffective oversight mechanisms. Consequently, it is critical to use a bottom-up approach that allows stakeholders to collaborate, allows for local initiatives, and is flexible to different contexts. Empowering local actors accelerates adaptation and increases the legitimacy and sustainability of policies. ([SF Ramadhani, 2024](#))

Therefore, the implementation of educational digitalization policies must be seen in an interactive and systemic context rather than as a structured and linear process. Policy implementation theory offers the analytical perspective needed to fully understand this complexity. It also provides the basis for the formation of inclusive, contextual, and results-oriented implementation strategies. If we understand the important aspects of the structural and cultural implementation of digital transformation in education, we can only see the change as real, sustainable, and equitable. ([Gusty et al., 2023](#))

### 3. RESEARCH METHODS

This study uses a library research approach, namely a scientific method carried out through a systematic review of relevant literature to answer the problem formulation theoretically and conceptually. This approach was chosen because the focus of the study is on the influence of educational digitalization policies on student learning motivation, which requires an in-depth analysis of theories, policy documents, and previous research findings.

Data sources are obtained from scientific journals, reference books, research reports, national and international policy documents, and official publications from institutions such as UNESCO and the World Bank. These sources are selectively selected based on relevance, actuality, and academic credibility.

Data collection techniques were carried out through documentation studies by examining three main focuses: (1) the concept and implementation of educational digitalization, (2) learning motivation theory, and (3) implementation of public policy. The collected data were analyzed using the content analysis method, namely grouping information based on themes, connecting variables, and drawing argumentative and logical conclusions.

Data validity is maintained through source triangulation and content criticism, to ensure that the resulting interpretation is free from bias and has a strong scientific basis. Thus, the research results are not only descriptive, but also build a theoretical framework for broader policy analysis.

This approach is an important foundation in understanding the extent to which digitalization policies are able to influence students' learning motivation and the factors

inhibiting their implementation, as well as providing conceptual recommendations for the development of inclusive and sustainable digital education.

#### 4. RESULTS AND DISCUSSION

As a strategic response to rapid global changes, especially in the field of information and communication technology, the world of education is currently experiencing a significant digital transformation. A modern and flexible learning system must use digital technology as the main medium in the learning process to address this transformation. The goal of the Indonesian government's education digitalization policy is to create an inclusive, adaptive, and collaborative education ecosystem.

Various efforts that demonstrate the implementation of the policy include the provision of information and communication technology (ICT) devices in schools, integration of learning management system (LMS) platforms, and teacher training on the use of learning technology. Digital learning can increase student participation, learning effectiveness, and their desire to learn. Field research shows that the success of this policy is highly dependent on ready human resources and infrastructure.

It is not easy to implement digitalization of education because of the differences between urban and rural schools. Many schools in remote areas face problems such as unstable internet access, lack of information technology (ICT) devices, and teachers' inability to use digital technology. These conditions hinder the use of digitalization and have a direct impact on students' learning motivation. Digitalization without proper preparation actually adds to the burden on students rather than solving it. They have difficulty running learning applications, feel tired from too many online assignments, and are confused because they do not have direct guidance from teachers. Therefore, people often feel bored, stressed, and uninterested in learning.

This condition shows that the digital learning process does not meet students' psychological needs, such as social connectedness, independence, and ability. If these needs are not met, students' intrinsic motivation will be more difficult to develop, which in turn will impact their overall learning outcomes.

In addition, the digitalization of education is not the only factor; learning design must also consider sociocultural, pedagogical, and psychological aspects. Some things that can increase students' motivation to learn are a learning environment that helps them, positive relationships with others, and a digital education design that is meaningful and tailored to their needs. As facilitators and mentors who combine pedagogical and technical skills to support digital learning, teachers play an important role.

Theoretically, the implementation of education digitalization policies must be supported by clear objectives, availability of resources, competence, and commitment of implementers in the field. The reality, however, shows that resource inequality, workforce readiness, and fragmentation of objectives continue to be major obstacles. Therefore, cooperation between the government, schools, teachers, parents, and the private sector is essential to building a useful and long-lasting digital ecosystem.

This study shows that digital transformation in education is a complex process that includes changes in learning and teaching culture as well as the adoption of technology alone. Although successful digitalization can significantly increase students' desire to learn, the policy can have a negative impact if it is not supported by adequate readiness and support.

As a result, it is necessary to improve technological infrastructure in each region, provide intensive and continuous teacher training, and develop digital learning models that take into account the social and psychological needs of students. This is expected to maximize the benefits of digitalization of education to improve the quality of education and encourage students to study in secondary schools.

## 5. CONCLUSION AND SUGGESTIONS

### a. Conclusion

To answer the challenges that arise worldwide in the era of advances in information and communication technology, digital transformation in the world of education is a strategic step taken. The goal of the government's policy for the digitalization of education is to create an educational ecosystem that is technology-based, adaptive, collaborative, and inclusive. Digitalization is expected to increase access, effectiveness, and motivation for student learning through various programs, such as the provision of ICT devices, LMS system integration, and teacher training.

However, there are challenges in implementing this policy. One of the main obstacles to achieving equitable digital learning is the disparity in infrastructure and human resources, especially between rural and urban schools. If students do not use technology well, they are at risk of experiencing stress, boredom, and disengagement in learning. Therefore, the digitalization of education does not only need to rely on technological advances; it also needs to consider pedagogical, psychological, and sociocultural aspects.

The theory of learning motivation, especially the theory of independence, is used as a basis for building a successful digital learning system. Digital learning must provide space for skill development, social connectedness, and autonomy to encourage students' intrinsic motivation. In other words, digitalization must concentrate on the human aspect of education rather than just being a tool for disseminating data.

Therefore, the success of the education digitalization policy is highly dependent on the readiness of infrastructure, teacher capabilities, relevant pedagogical design, and sensitivity to the socio-cultural context of students. Further research is needed to determine the extent to which digitalization affects secondary school students' learning motivation and to find elements that support and hinder the policy.

### b. Suggestion

#### 1. For Teachers

Teachers as the main actors in the learning process need to continuously improve digital competence, not only in the technical aspects of using technology, but also in understanding pedagogical approaches that are appropriate to the digital environment. Teachers are expected to be able to design learning that is personal, collaborative, and intrinsically motivating for students while still paying attention to differences in learning styles and emotional needs of students.

#### 2. For Students

Students need to be given an understanding and training in digital literacy from an early age so that they can become independent, critical, and responsible learners. In addition, it is important to encourage students to be able to manage their learning time well, maintain a balance between online and offline activities, and build learning motivation from within themselves based on their own interests and life goals.

#### 3. For Further Research

This study opens up space for further, more in-depth and specific studies on the relationship between digitalization and student learning motivation. Further researchers are advised to take a quantitative approach with a more complex analysis model, or a qualitative approach with participatory observation in various regions and levels of education, in order to obtain a more comprehensive picture of the dynamics of educational digitalization policies in Indonesia.

## 6. BIBLIOGRAPHY

- Agung, I. (2017). Peran fasilitator guru dalam penguatan pendidikan karakter (PPK). *Perspektif Ilmu Pendidikan*, Vol. 31 No. 2, DOI: <https://doi.org/10.21009/PIP.312.6>
- Anita, A., Fadhila, H. I. A., Muhsin, M., Febrianti, N., Jamilah, S., & Pratiwi, D. A. (2025). Tantangan Adaptasi Guru dalam Implementasi Kurikulum Merdeka di SDN Semangat Dalam 2. *MARAS: Jurnal Penelitian Multidisiplin*, Vol. 3 No. 2. DOI: <https://doi.org/10.60126/maras.v3i2.893>
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, Vol. 11 No. 4. DOI: [https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01)
- Farid, A. (2023). Literasi digital sebagai jalan penguatan pendidikan karakter di era Society 5.0. *Cetta: Jurnal Ilmu Pendidikan*, Vol. 6 No. 3), DOI: <https://doi.org/10.37329/cetta.v6i3.2603>
- Gusty, S., Tumpu, M., Yunus, A. Y., Chaerul, M., Harun, A. M. Y., Rangan, P. R., Sampe, V. L., & Asri, Y. N. (2023). *Perguruan Tinggi Menuju Era Society 5, 0 "Peran Dan Strategi."* Tohar Media.
- Hakim, A. N., & Yulia, L. (2024). Dampak teknologi digital terhadap pendidikan saat ini. *Jurnal Pendidikan Sosial Dan Humaniora*, Vol. 3 No. 1. DOI: <https://publisherqu.com/index.php/pediaqu/article/view/800>
- Hermawansyah, H. (2021). Manajemen lembaga pendidikan sekolah berbasis digitalisasi di era COVID-19. *Fitrah: Jurnal Studi Pendidikan*, Vol. 12 No. 1. DOI: <https://doi.org/10.47625/fitrah.v12i1.320>
- Hertina, D., Nurhidaya, M., Gaspersz, V., Nainggolan, E. T. A., Rosmiati, R., Sanulita, H., Suhirman, L., Pangestu, L., Prisusanti, R. D., & Ahmad, A. (2024). *Metode Pembelajaran Inovatif Era Digital: Teori dan Penerapan*. PT. Green Pustaka Indonesia.
- Hsb, S. J. (2024). Pemanfaatan Sumber Belajar Digital Dalam Pembelajaran PAI. *Analysis*, Vol. 2 No. 1. DOI: <https://ejournal.edutechjaya.com/index.php/analysis/article/view/606>
- Indranata, C. J. (2024). *Analisis Manajemen Zakat Berbasis Blockchain Technology Sebagai Strategi Optimalisasi Kebijakan Sustainable Development Goals*. Universitas Islam Indonesia. DOI: <https://dspace.uui.ac.id/handle/123456789/dspace.uui.ac.id/123456789/48871>
- Maisura, M., Ulandary, Y., Murnaka, N. P., Azhari, D. S., Erliana, L., & Ahyani, E. (2023). Strategi manajemen pendidikan dalam meningkatkan kualitas pembelajaran PAI di era digital. *Indo-MathEdu Intellectuals Journal*, Vol. 4 No. 3. DOI: <https://doi.org/10.54373/imeij.v4i3.593>
- Mariyono, D. (2024). *Strategi Pembelajaran dari Teori ke Praktik Pendekatan Pembelajaran Kolaboratif di Perguruan Tinggi*. Nas Media Pustaka.
- Pawartani, T., & Suciptaningsih, O. A. (2024). Pengembangan kompetensi guru untuk mendukung implementasi kurikulum merdeka. *JiIP-Jurnal Ilmiah Ilmu Pendidikan*, Vol. 7 No. 3. DOI: <https://doi.org/10.54371/jiip.v7i3.3478>
- Pratiwi, N. K. (2015). Pengaruh tingkat pendidikan, perhatian orang tua, dan minat belajar siswa



- terhadap prestasi belajar bahasa indonesia siswa smk kesehatan di kota tangerang. *Pujangga: Jurnal Bahasa Dan Sastra*, Vol. 1 No. 2. DOI: <https://doi.org/10.47313/pujangga.v1i2.320>
- Ramadhani, R., Syahputra, E., & Simamora, E. (2023). *Model ethno-flipped classroom: solusi pembelajaran fleksibel dan bermakna*. Indonesia Emas Group.
- Ramadhani, S. F., & Kom, M. (2024). *Singularity: Interaksi Manusia dan Mesin dalam Teknologi Informasi*. Takaza Innovatix Labs.
- Sholeh, M. I., & Efendi, N. (2023). Integrasi teknologi dalam manajemen pendidikan islam: meningkatkan kinerja guru di era digital. *Jurnal Tinta: Jurnal Ilmu Keguruan Dan Pendidikan*, Vol. 5 No. 2. DOI: <https://doi.org/10.35897/jurnaltinta.v5i2.1049>
- Sihotang, D. H. (2025). Urgensi Manajemen Pendidikan dalam Menghadapi Era Digitalisasi. *JHIP-Jurnal Ilmiah Ilmu Pendidikan*, VOL. 8 No. 3. DOI: <https://doi.org/10.54371/jiip.v8i3.7207>
- Simorangkir, M. R. R. (2022). *Pendidikan Dalam Perspektif Gender Dan Hak Asasi Manusia*. Unj Press.
- Sugrah, N. (2019). Implementasi teori belajar konstruktivisme dalam pembelajaran sains. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, Vol. 19 No. 2. DOI: <https://doi.org/10.21831/hum.v19i2.29274>
- Suhara, T. (2025). *Manajemen Sumber Daya Manusia Era Revolusi Industri 4.0*. Pradina Pustaka.
- Syafii, A. (2018). Perluasan dan pemerataan akses kependidikan daerah 3T (terdepan, terluar, tertinggal). *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, Vol. 4 No. 2. DOI: <https://doi.org/10.26594/dirasat.v4i2.1535>
- Unesco, I. (2020). Basic texts of the 2003 convention for the safeguarding of the intangible cultural heritage.
- Verawati, U. J., Alifa, Y. D. N., Millah, Z., & Nissa, Z. K. (2023). Implementasi pembelajaran e-learning sebagai transformasi pendidikan di era digital. *Social Science Academic*, Vol. 2 No. 1. DOI: <https://doi.org/10.37680/ssa.v1i2.3532>
- Wahyudi, D., & Khotijah, K. (2021). *Islamic Education 4.0 Sebuah Revolusi Pendidikan Islam*. Idea Press Yogyakarta.
- Yakin, M. G. A., Farid, E. K., & Azizah, L. (2025). Peran Digitalisasi Dalam Pengelolaan Usaha Ayam Petelur Skala Rumahan. *RIGGS: Journal of Artificial Intelligence and Digital Business*, Vol. 4 No. 2. DOI: <https://doi.org/10.31004/riggs.v4i2.540>
- Zubaidah, S. (2016). Keterampilan abad ke-21: Keterampilan yang diajarkan melalui pembelajaran. *Seminar Nasional Pendidikan*.



## The Urgency of Educational Philosophy in Addressing the Moral Crisis of Students in the Digital Era

<sup>1</sup>Rokiba Hasibuan , <sup>2</sup>Leli Hasanah Lubis 

<sup>1</sup>Sekolah Tinggi Agama Islam UISU Pematang Siantar.

<sup>2</sup>Sekolah Tinggi Ilmu Tarbiyah Al-Bukhary Labuhanbatu, Sumatera Utara.

E-mail: <sup>1</sup>[rokibahasibuan@gmail.com](mailto:rokibahasibuan@gmail.com). <sup>2</sup>[lelihasanahlubis86@gmail.com](mailto:lelihasanahlubis86@gmail.com).

### ARTICLE INFORMATION

**Keywords:** *Philosophy Of Education, Moral Crisis, Digital Era, Values, Ethics, Student Character.*

©2025 Rokiba

Hasibuan, Leli

Hasanah Lubis. This is

an open-access article

under the This work is

licensed under

a [Creative Commons](https://creativecommons.org/licenses/by-nc-sa/4.0/)

[Attribution-](https://creativecommons.org/licenses/by-nc-sa/4.0/)

[NonCommercial-](https://creativecommons.org/licenses/by-nc-sa/4.0/)

[ShareAlike 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)

[International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



### ABSTRACT

The moral crisis of students in the digital era is a serious challenge in the world of modern education. The rapid advancement of information and communication technology has had a major impact on the way of thinking, behaving, and forming the values of the younger generation. Open information without filters, instant culture, and the influence of social media have led to a decrease in empathy, a weakening of respect, and a strengthening of moral relativism. This study aims to examine the urgency of educational philosophy as a reflective approach in responding to the moral crisis of students. This study uses a qualitative approach through a library research method by reviewing educational philosophy literature, ethical theories, and research results related to character education and the digital era. The results of the study show that educational philosophy plays an important role in forming an ethical framework of thinking, strengthening the foundation of values, and instilling critical moral awareness in students. In addition, educational philosophy also provides a new direction for teachers and educational institutions to integrate noble values into the learning process. Thus, educational philosophy becomes a strategic foundation in building a generation that is not only intellectually intelligent but also morally mature.

### 1. INTRODUCTION

Various aspects of human life have been significantly changed by the advancement of digital technology, especially in the field of education. The learning process has become more interactive and flexible. As a digital generation, students live in a very open world, with easy access to various global sources.

Open learning offers many conveniences and new opportunities but also presents major problems related to the quality and depth of values absorbed by students. The imbalance between providing open information and the ability to filter it according to moral and ethical standards of education is a major problem. Much of the content contains bad things, such as violence, pornography, fake news (hoaxes), and other reprehensible behavior.

This condition causes symptoms of real moral decline in schools and society. These symptoms include excessive individualism, increased online bullying behavior (also known as cyberbullying), misuse of social media for unpleasant purposes, and decreased respect and courtesy for parents, teachers, and other authorities.

In addition, popular culture that has developed in the computer and internet era usually displays a simple and valueless lifestyle. Local and traditional values, which have been the moral and spiritual foundation of the country, are increasingly marginalized. As a result, we see a young generation that is technologically savvy and proficient in using various digital devices, but on the other hand, they are impoverished morally and spiritually. They learn quickly but do not understand and live deep human values.

This situation requires a more fundamental educational method that reaches the root of the problem. The philosophy of education becomes relevant here. Educational philosophers not only offer solutions but also educate students to think critically and deeply. Philosophers encourage them to question, evaluate, and deeply understand the values they want to receive rather than accepting them instantly.

Therefore, philosophy helps change the true purpose and direction of education and incorporate true human values into daily learning. Educational philosophy provides a clear normative framework as well as a critical perspective in understanding the purpose of education, fundamental values, and the essence of human beings. If education is based on philosophy, learning turns into a strong humanizing process and is no longer just a cognitive activity.

Education aims to instill a strong moral awareness, build a strong character, and develop wisdom to deal with the various complexities that arise from life. This is very important to ensure that learners grow into individuals who are not only intelligent but also moral and socially responsible.

Philosophy of education serves as a tool to slow down and balance the fast and reactive way of thinking in the fast-paced, instant, and visual digital era. Philosophers teach students to think critically and be responsible for distinguishing moral norms. It provides a foundation for them to build solid moral resilience amidst the flood of information and popular culture that is increasingly destroying the nation's noble values.

The philosophy of education serves as a shield that protects students from negative influences and becomes a foundation that guides them toward a meaningful and ethical life.

As a result, it is imperative for the world of education to reaffirm the position of educational philosophy as the basis for thinking and acting in educating future generations. It is hoped that transformative solutions that address the moral challenges that arise in the computer and internet era will be generated through the use of philosophy. Philosophy-based education produces a generation that is morally and ethically resilient and skilled in digital technology. This generation is expected to use technology to advance while upholding the nation's moral and humanitarian values.

## 2. THEORETICAL BASIS

### a. Philosophy of Education as a Foundation of Values

Philosophy of education is a special branch of philosophy that deeply discusses and formulates the basics of thinking about education. Philosophy of education not only studies technical and methodological aspects, but also investigates the nature of humans as subjects of education, how the learning process should take place, and especially the fundamental values that must be instilled during the education process itself. The three main dimensions that are the subject of study of philosophy of education are ontology, epistemology, and axiology. ([Dwi Septiwiharti, 2024](#))

Ontology in the philosophy of education discusses the nature of students as whole human beings with physical, intellectual, emotional, and spiritual potential. Students are not merely objects that passively receive knowledge, but rather active subjects in building experiences and meanings. With this ontological understanding, education is directed to respect the existence and dignity of each individual student, providing space for holistic self-development. ([Asrori & Rusman, 2020](#))

Epistemology is concerned with how to acquire and develop knowledge. The philosophy of education emphasizes that knowledge is not just a collection of facts to be memorized, but rather the result of active interaction between students and the learning environment. The ideal

learning process is one that encourages curiosity, critical engagement, and deep reflection. In this way, students are able to internalize knowledge and apply it in real life. ([Khuzaini, 2023](#))

Axiology is the study of values, especially values that are the goal of education. Values such as honesty, responsibility, empathy, justice, and solidarity should not be seen as mere additions or complements, but should be the core of the educational process. Through axiology, education is directed to shape the character and morals of students, equipping them with a strong ethical foundation so that they can face the complexities of life wisely and responsibly. ([Mufid, 2021](#))

As a foundation of values, the philosophy of education plays a role not only as a theoretical basis or abstract concept, but also as a practical guide in curriculum development, teaching method design, and interaction patterns between teachers and students. For example, the value of honesty is not enough to be taught through theory alone, but must be realized in daily learning practices, in the attitudes and actions of teachers, and in the overall school culture. This makes education a process of forming a complete and integrative character. ([Waruwu & Sibarani, 2023](#))

Several great thinkers have made important contributions to the development of educational philosophy that emphasizes the dimensions of values and character. John Dewey emphasized education as a process of character formation through meaningful experiences. Dewey views that learning must be relevant to the real life of students, and that experience becomes a medium for building positive habits and values. Meanwhile, Paulo Freire sees education as a liberating practice that fosters critical awareness, empowers students to recognize injustice and take a stance in favor of universal human values. In the Islamic tradition, Al-Ghazali places education as a path to the formation of noble morals and strengthening spiritual relationships with God, emphasizing that the main goal of education is the transformation of the soul towards goodness and holiness. ([Widodo, 2024](#))

Philosophy of education provides great transformative power. It allows education to not only be a mechanical or rote information transfer process, but also a space for deep moral reflection. Through value-based learning, students are formed not only to be intellectually intelligent, but also emotionally and morally mature. This awareness of values becomes the main capital for them to face various life challenges with integrity and wisdom. ([Gusty et al., 2023](#))

Thus, it can be concluded that the philosophy of education is the heart of meaningful education. It provides clear direction, deep meaning, and a solid framework of values for the entire educational process. Both teachers and students receive guidelines to carry out their functions and roles optimally in building whole people and knowledgeable, moral, and characterful people. Without a strong foundation of educational philosophy, education will lose its meaning and direction, thus failing to form a generation that is not only smart, but also has noble character and is responsible for themselves, others, and their social environment. ([Nursikin, 2016](#))

#### b. Moral Crisis in the Digital Age

The digital era has brought major changes to the daily lives and ways of thinking of today's young generation. The internet, social media, and various digital platforms have revolutionized communication patterns, ways of seeking entertainment, and the process of forming self-identity. However, although digital technology should be a means to facilitate access to information and support learning, in reality it often has negative impacts. Many students are lost in a virtual world full of vague, ambiguous, and even contradictory values. ([Lestari et al., 2023](#))

One of the real manifestations of the moral crisis in this digital era is the increasing number of cyberbullying cases. This online verbal violence shows how technology can be used to hurt others without empathy and responsibility. In addition, the spread of unverified hoaxes or fake news is increasingly easy, causing confusion and triggering social conflict. Consumption of

indecent content, such as inappropriate videos and images, is also increasingly rampant among teenagers, potentially damaging their moral and psychological development. ([Gobang & Fil, 2024](#))

Another emerging phenomenon is the culture of “cancel culture” and digital intolerance, where a person or group is quickly brought down and ostracized simply because of a difference of opinion or a small mistake. This culture often does not provide space for dialogue and understanding, but rather fosters hatred and division. All of this is a sign that students are not yet equipped with adequate ethical skills to respond to the various challenges of the digital world wisely and responsibly. ([Harahap et al., 2021](#))

In the context of morals, the digital era also triggers the emergence of increasingly strong moral relativism. The rapid flow of information and easy access make the standards of truth and goodness increasingly blurred. Many students tend to judge right or wrong based on majority opinion or someone's popularity in cyberspace, rather than based on solid ethical principles. As a result, their value orientation becomes weak and easily changes following trends or social pressures. This condition is very dangerous because it forms inconsistent behavior and is often detrimental to oneself and others in everyday life, both at school and in society. ([Sanusi, 2023](#))

In addition, the moral crisis of the digital era has also had an impact on the decline in respect and respect for educational authorities, such as teachers and parents. Many students today consider influencers on social media as role models and primary sources of information, rather than educational figures or authoritative figures in the real world. This shift in moral authority shows that the values taught at home and school are starting to lose their place. In fact, teachers and parents are important pillars in shaping the character and morals of students. ([Salahuddin, 2024](#))

Without a strong and stable value framework, students are easily swayed by various momentary trends and digital information flows that are not always correct or moral. Therefore, education must return to its philosophical roots as the main foundation in instilling moral values that are deeply rooted in the identity and inner consciousness of students. Education that integrates philosophical values can equip them with reflective, critical, and ethical abilities so that they are able to respond to the digital era wisely, responsibly, and with dignity. ([Wedi et al., 2020](#))

### c. The Relevance of Educational Philosophy in the Midst of Moral Disruption

Philosophy of education has a vital role in reframing the direction of education amidst the moral disruption that is occurring. It is not only a theoretical foundation, but also a critical tool for understanding reality more deeply. Through philosophical reflection, education can be designed as a process that not only transfers knowledge, but also shapes the personality and character of students. Amidst the challenges of a complex era, philosophy enables the world of education to formulate appropriate and sustainable responses to increasingly complex moral issues. ([Murtiningsih, 2021](#))

The philosophical approach encourages students to think critically, not just passively receiving information, but also evaluating and processing information ethically and rationally. This attitude is crucial in the digital era full of hoaxes, information manipulation, and the influence of social media. With critical thinking skills rooted in philosophy, students will have the moral sensitivity and reasoning power to distinguish between true and misleading information, and be able to form a wise stance in responding to social phenomena. ([Halawa et al., 2024](#))

In a pragmatic and fast-paced educational environment, the philosophy of education teaches the importance of patience in thinking, perseverance in contemplation, and depth in understanding the realities of life. These values are essential to face the instant and superficial culture that dominates the digital era, where everything is judged based on speed, popularity, and external appearance. Through philosophy, students are invited to return to the depths of



meaning, find intrinsic values, and build a personality that is not easily tempted by momentary sensations. ([Rusli et al., 2024](#))

Philosophy of education also helps students to build a strong and autonomous moral identity. When external values and norms change with the times and public opinion, philosophy provides ethical principles that come from self-reflection and inner awareness. Philosophy-based education helps students become active subjects in the learning and character-building process, not just objects formed by the system or media. They are invited to understand who they are, what their purpose in life is, and how they should live morally. ([Anwar, 2021](#))

Furthermore, the philosophy of education equips teachers and educators with a solid framework for guiding students to navigate an increasingly complex world. Teachers who have a philosophical foundation not only act as conveyors of material, but also as moral leaders, value facilitators, and spiritual mentors. They are able to design learning that not only hones intellectual intelligence, but also forms social sensitivity, empathy, and moral integrity in students. ([Silvester et al., 2024](#))

Thus, the relevance of educational philosophy becomes increasingly apparent and undeniable amidst the moral crisis that is currently hitting the world of education. It is not only a complement to the curriculum, but an urgent need that must be integrated in its entirety into the educational process. Through educational philosophy, we can build a new paradigm that places humans as the center and goal of education, namely humans who are intellectually, emotionally, and spiritually whole. ([Wulandari, 2020](#))

### 3. RESEARCH METHODS

This study uses a qualitative approach with a library research method. This method was chosen because it is appropriate for exploring theoretical concepts and critical thinking related to the philosophy of education and the moral crisis of students in the digital era. We obtained data sources from books on the philosophy of education, scientific journal articles, and relevant educational policy documents. The first step in this study is to identify the main literature that discusses the concept of educational philosophy, moral crisis, and the challenges of the digital era. We then conduct a thematic analysis on the literature's contents to uncover the connection between philosophical values and students' moral issues. The author also uses a reflective approach in interpreting the meaning of the texts and ideas found. In addition, the author uses hermeneutic interpretation techniques to understand the meaning of philosophical texts and how these concepts can be applied in the context of contemporary education. The main emphasis is not on collecting field data but on exploring philosophical thoughts as the basis for theoretical arguments. The validity of the data in this study is strengthened through theoretical triangulation, namely comparing the views of various educational philosophy figures such as John Dewey, Paulo Freire, Immanuel Kant, Al-Ghazali, and other contemporary educational thinkers. In this way, the analysis is not only monoperspective but holistic and in-depth. This method aims to produce a study of educational philosophy that is both conceptual and applicable to the moral crisis students face in the digital age.

### 4. RESULTS AND DISCUSSION

#### a. Research result

Integration of Philosophical Values in the Educational Curriculum: Modern educational curricula often focus too much on academic abilities and technical skills, thus neglecting the moral, spiritual, and humanistic aspects of education. However, proper education does not only aim to improve cognitive abilities but also to produce individuals who are morally and socially strong. This is where philosophical values must be incorporated into the curriculum to prevent a worsening moral crisis amidst the rapid flow of information and global cultural transformation.

This integration is not intended to make philosophy a separate subject. Rather, philosophical principles such as honesty, responsibility, empathy, justice, and critical reflection are incorporated into the educational process. Cross-subject values, problem-based learning, integration of project activities, and reflective forums, which encourage students to think critically and act wisely, are some of the ways in which this approach can be implemented.

For example, in language lessons, students can be invited to analyze the moral meaning in folk tales or novels, then reflect on it in real life. In science lessons, students can be invited to study moral issues in scientific experiments and how technology affects human life. Thus, learning fosters both concrete and contextual moral awareness, in addition to cognitive understanding.

In addition, the philosophy of education emphasizes the importance of the thinking process, not just memorization. The curriculum philosophically allows students to question, doubt, analyze, and draw their own conclusions. This process enhances critical and ethical thinking skills, which are essential in the era of digital disinformation.

In addition, character education based on philosophical principles relies on students' inner awareness, not just norms. Moralistic methods that are merely instructive do not produce lasting internal transformation. Therefore, the curriculum is not just a tool for providing education; it also helps people become more intelligent, critical thinkers, and responsible for themselves, others, and their environment.

**The Role of Teachers as Value Facilitators:** In the philosophy of education, teachers are not just teachers; they are value facilitators and moral guides. They are figures who bring meaning to the classroom and become practical examples of how life values are applied in everyday life. The role of teachers is very important in the midst of the value crisis affecting the younger generation, especially in today's digital era, which is full of distractions, information polarization, and a flood of meaningless content.

Teachers must have philosophical skills, such as critical thinking, moral behavior, and understanding the problem thoroughly. They must teach students to think critically, understand reality, and have an attitude to life. Teachers provide explanations and encourage discussion, encourage reflection, and help students find values that are important to them.

Moreover, teachers must act as guardians of values in the digital era. They must teach their students how to use technology wisely, avoid hoaxes, avoid consumer culture, and use digital media as a moral learning tool. Teachers can function as agents of values in virtual spaces through activities such as creating reflective content, talking about digital ethics, or practicing critical digital literacy.

The classroom must be transformed into a place where students can talk, raise doubts, and search for meaning together safely. Building a moral awareness within students, rather than imposing it from the outside, requires this atmosphere.

**Challenges of Implementing Philosophical Values in Schools:** Although the application of philosophical values in education is essential, teachers also function as moral architects who build the foundation of students' characters amidst the rapidly changing times.

The educational paradigm that remains cognitively and quantitatively oriented is the first obstacle. Philosophical and ethical factors are considered unimportant because of the focus on exam results, accreditation, and ranking. As a result, moral principles are not the core of education but merely slogans.

Second, many teachers do not understand the philosophy of education well. They lack the habit of reflecting deeply or discussing the essence of education. If there is no philosophical education, instruction on values becomes rigid, normative, even dogmatic, and cannot touch the consciousness of students.

Third, teachers lose energy because of the complicated and administrative curriculum. In such a situation, teachers tend to prioritize the completion of material goals rather than creating space for character formation. Additionally, teachers often communicate moral principles either symbolically or formally.

Fourth, many different values have emerged from the global and digital culture, which confuses students. They are more involved in popular stories on social media, which do not always correspond to national education standards. It is easy for students to lose their moral orientation if they do not have reflective skills instilled through philosophy.

Therefore, systemic reform is needed that includes paradigms, teacher training, curriculum design, and school culture if philosophical principles are to truly enter the world of education.

**Strategy for Strengthening Philosophical Values in Education:** Strengthening philosophical values in education requires a strategic and sustainable approach to address the problem. Educational philosophy training is the first strategy to improve teacher skills. Critical and ethical thinking skills and the opportunity to discuss the nature of education are essential for teachers. It is highly recommended that this training not only be theoretical but also practical by linking philosophy to real-world situations and learning that occurs.

Taking into account transcendental and humanistic values, the second approach is to revise the curriculum. The curriculum should include learning experiences that involve affective and moral aspects rather than just information. These goals can be achieved by using models such as project-based learning, service-based learning, and reflective learning.

Thirdly, we must establish a school culture that is based on values. Schools must be places that foster trust, fairness, and empathy. School governance, interactions between residents, and internal policies must all reflect these values.

Fourth, parents and society play a role in building character. In schools, value education cannot stand alone. Collaboration with families and the social environment will create consistent values and a healthy educational ecosystem.

Fifth, we can utilize digital technology to disseminate philosophical values. Media such as inspirational videos, popular philosophical podcasts, or online discussion forums can be effective ways to spread values to the younger generation. This method allows values to be present and inspiring where they live, no longer separated from the digital world.

These strategies will make philosophy a key part of education, creating a generation that is both smart and wise.

## b. Discussion

Modern education curricula often emphasize academic and technical skills, so that moral, spiritual, and humanistic aspects are less considered. However, the main goal of proper education is not only to improve students' abilities but also to build strong moral and social characters. In a systemic effort to face the increasingly complex moral crisis in the era of globalization and digitalization, the inclusion of philosophical values in the curriculum is very important.

During the educational process, students must combine philosophical principles such as honesty, responsibility, empathy, justice, and critical reflection. Thus, learning covers cognitive aspects and fosters real moral awareness that is relevant to students' lives. For example, students in Indonesian language classes can gain insights into the meaning of life and moral principles by reflecting on moral values through the analysis of folklore or novels. Scientific ethics and the consequences of technology teach students to think critically and be responsible for what they learn.

The philosophy of education emphasizes the importance of the thinking process, not just memorizing facts. Philosophical chairs allow students to consider, question, and analyze information independently so that they can draw conclusions based on critical and moral thinking. In the midst of a rapid and often inaccurate flow of information, this ability is crucial. A moralistic approach that is both instructive and ceremonial cannot achieve the inner transformation of students, like education that prioritizes philosophical values. This approach is also more effective and successful.

Therefore, the curriculum is no longer considered merely a tool for learning but as a tool for developing individuals who think critically and are responsible for themselves, others, and the environment.

In the philosophy of education, teachers are not only tasked with delivering lessons; they also act as advocates of values and moral guides. In their daily lives in the classroom, teachers demonstrate these values. This role is especially important given the moral dilemmas facing the younger generation, especially in the digital age filled with distractions and differences of opinion about information.

Teachers must have philosophical skills, such as critical thinking, moral behavior, and understanding problems holistically. Teachers have a responsibility to teach students to understand the real world, ask critical questions, and develop the right attitude to life. Teachers can help students find personally relevant values and encourage discussion and reflection.

Teachers must also protect values in the digital era by teaching students to use technology wisely, avoid hoaxes, and oppose consumer culture. Creating reflective content and talking about digital ethics are some real examples of how educators can be agents of values in the virtual space. Furthermore, we must transform the classroom into a secure and interactive environment where students can freely express their ideas and uncertainties. Such an environment will ensure that moral awareness arises from within the students themselves, not from external pressure.

Although the integration of high philosophical values is essential, there are many challenges that hinder its implementation. First, many teachers lack a solid foundation in educational philosophy because the current educational paradigm places too much emphasis on cognitive and quantitative aspects, resulting in values being reduced to mere slogans without practical application.

Third, the tight curriculum and administrative responsibilities make it more difficult for teachers to create significant character-building space. Fourth, the influence of cultures spread throughout the world and digital technology causes a plurality of values that confuse students. A lack of strong critical thinking can erode students' moral orientation.

## 5. CONCLUSION AND SUGGESTIONS

### a. Conclusion

The moral crisis that has hit students in the digital era is a major challenge for the world of education. Unstoppable information, instant culture, and loss of moral authority have caused students to become weaker. In such circumstances, the philosophy of education emerges as an important solution that is not only theoretical but also useful for building value awareness through critical and ethical thinking processes.

The philosophy of education has the ability to shape moral orientation through the thinking process. This method teaches students not only to be academically intelligent but also wise in acting. The values that are instilled are not only remembered but also understood and actively practiced.

The teacher's work of creating values is crucial in this process. Teachers must be moral role models and reflective companions, as well as subject matter experts. However, many structural, cultural, and technological problems continue to prevent philosophy from playing an optimal role in education.

Therefore, we need systemic changes that bolster value-based curricula, train teachers in philosophical thinking, foster an ethical school culture, and involve the wider community. Additionally, we must use digital technology as a medium that communicates values, not just for entertainment.

By incorporating educational philosophy into the education system as a whole, we can prepare a generation that is not only intellectually superior but also morally strong. This generation will be ready to face the challenges of the times honestly and wisely.

## b. Suggestion

### 1. For Teachers

As educators, teachers have a central role in shaping the character of students amidst the rapid flow of digital technology. Therefore, teachers need to integrate philosophical values such as honesty, empathy, responsibility, and justice into every learning activity. Not only focusing on academic material, but also creating a space for reflection that allows students to understand and internalize these values in depth. In addition, teachers must actively teach digital literacy and media ethics so that students are able to filter information critically and be responsible in using technology. Being a moral and spiritual role model is also very important, because the behavior and attitude of teachers will be real examples that students can follow, strengthening their moral foundations in everyday life.

### 2. For Students

Students as a digital generation must increase their self-awareness by routinely reflecting on their behavior and values, especially in the use of technology. With strong moral awareness, students can build a strong character in facing various negative influences in cyberspace. In addition, it is important for students to develop critical thinking skills so that they are not easily influenced by hoaxes, shallow popular culture, and destructive digital trends. Critical thinking also helps students make responsible and ethical decisions. In addition, maintaining harmonious and respectful relationships with teachers and parents is an important part of a strong moral support network, so that students can be more stable in terms of values in facing the challenges of the times.

### 3. For Further Research

For researchers, moral challenges in the digital era open up many important research opportunities. Researchers can examine the effectiveness of implementing educational philosophy in a digital-based curriculum, to see to what extent this approach is able to increase students' moral awareness. In addition, research that focuses on the development and evaluation of digital moral literacy programs for adolescents is urgently needed, especially in utilizing social media as a means of positive moral education. Comparative studies between traditional moral education models and those integrated with digital technology can also provide the best picture in the development of future character education. Finally, exploration of the role of teachers as moral agents in the digital era can reveal the supporting factors and obstacles faced in carrying out this noble task, so that practical solutions can be formulated to strengthen this role.

## 6. BIBLIOGRAPHY




- Anwar, S. S. (2021). *Aliran dan pemikiran filsafat pendidikan*. Yayasan Do'a Para Wali.
- Asrori, A., & Rusman, R. (2020). *Filsafat Pendidikan Islam: Sebuah Pendekatan Filsafat Islam Klasik*. Pustaka Learning Center.
- Dwi Septiwiharti, S. S. (2024). *Filsafat Pendidikan: Memahami Pendidikan dari Socrates sampai Fuad Hassan*. Prenada Media.
- Gobang, J., & Fil, S. (2024). Strategi Komunikasi Dalam Upaya Mengatasi Stunting Di Kabupaten Sikka, Provinsi Nusa Tenggara Timur. *Pendidikan Dan Masyarakat*, 21.
- Gusty, S., Hidayat, A., Tandungan, E. S., Tikupadang, W. K., Ahmad, S. N., Tumbo, A., Abdin, M., Syafar, A. M., Rais, M., & Artawan, I. P. (2023). *Merayakan Kemerdekaan (Refleksi Dosen dalam Membangun Generasi Penerus Bangsa)*. Tohar Media.



- Halawa, J., Waoma, A., & Lawalata, M. (2024). Peran Filsafat Pendidikan Kristen Dalam Meningkatkan Pemahaman Iman Peserta Didik. *Lumen: Jurnal Pendidikan Agama Katekese Dan Pastoral*, 3(1), 99–111. <https://doi.org/10.55606/lumen.v3i1.323>
- Harahap, Y., Ginting, R., & Khairani, L. (2021). Fenomena Keterbukaan Diri Selebgram Perempuan di Kota Medan Sebagai Cermin Budaya Populer di Media Sosial Instagram. *Perspektif*, 10(2), 754–762. <https://doi.org/10.31289/perspektif.v10i2.5117>
- Khuzaini, A. (2023). *Epistemologi Keilmuan Islam di Pondok Pesantren Darussalam Bangunsari Ponorogo*. IAIN Ponorogo.
- Lestari, R., Windarwati, H. D., & Hidayah, R. (2023). *The power of digital resilience: Transformasi berpikir kritis dan penguatan kesehatan mental emosional di era disrupsi*. Universitas Brawijaya Press.
- Mufid, M. (2021). *Filsafat hukum ekonomi syariah: Kajian ontologi, epistemologi, dan aksiologi akad-akad muamalah kontemporer*. Prenada Media.
- Murtiningsih, S. (2021). *Filsafat Pendidikan Video Games: Kajian Tentang Struktur Realitas dan Hiperealitas Permainan Digital*. UGM Press.
- Nursikin, M. (2016). Aliran-aliran filsafat pendidikan dan implementasinya dalam pengembangan kurikulum pendidikan islam. *Attarbiyah: Journal of Islamic Culture and Education*, 1(2), 303–334. <https://doi.org/10.18326/attarbiyah.v1i2.303-334>
- Rusli, T. S., Kemala, R., & Nazmi, R. (2024). *Pendidikan Karakter Gen-Z: Tips dan Trik Mendidik Karakter Gen-Z bagi Pendidik*. PT. Sonpedia Publishing Indonesia.
- Salahuddin, S. P. (2024). Komunikasi Dalam Organisasi Multikultural. *Komunikasi Sosial Dan Lintas Budaya*, 2.
- Sanusi, A. (2023). *Manajemen Pendidikan: Mengurai benang kusut, mencari jalan keluar*. Nuansa Cendekia.
- Silvester, M. P., Purnasari, P. D., Saputro, T. V. D., & Usman, S. E. (2024). *Melangkah ke Era Digital: Kompetensi Guru Sekolah Dasar dalam Pembelajaran Berbasis Teknologi*. Mega Press Nusantara.
- Waruwu, E. W., & Sibarani, M. (2023). Analisis Visi Misi Guru Pak Dalam Konteks Kurikulum Merdeka Ditinjau Dari Perspektif Filsafat Pendidikan Kristen. *Sinar Kasih: Jurnal Pendidikan Agama Dan Filsafat*, 1(3), 1–22. <https://doi.org/10.55606/sinarkasih.v1i3.150>
- Wedi, A., Zulhazmi, A. Z., & Anwar, M. Z. (2020). *Wacana keagamaan di Indonesia pasca reformasi*. IAIN Surakarta Press.
- Widodo, J. (2024). Pokok Pemikiran Filsafat Pendidikan Zaman Modern. *Imtiyaz: Jurnal Ilmu Keislaman*, 8(2), 458–478. <https://doi.org/10.46773/imtiyaz.v8i2.1174>
- Wulandari, T. (2020). *Konsep dan praksis pendidikan multikultural*. UNY Press.



## Functions of Educational Supervision

<sup>1</sup>Fehan Alya Rahmi Lubis , <sup>2</sup>Andi Nugraha , <sup>3</sup>Irfan Fauzi 

<sup>123</sup>Sekolah Tinggi Agama Islam "UISU" Pematangsiantar.

Email: <sup>1</sup>[alia.lubis2207@gmail.com](mailto:alia.lubis2207@gmail.com), <sup>2</sup>[a67747073@gmail.com](mailto:a67747073@gmail.com),

<sup>3</sup>[irfan17fauzi17@gmail.com](mailto:irfan17fauzi17@gmail.com).

### ARTICLE INFORMATION

**Keywords:**  
*educational  
supervision, functions  
of supervision, quality  
of education, teacher  
development,  
research, assessment,  
improvement,  
coaching.*

©2025 Fehan Alya  
Rahmi Lubis, Andi  
Nugraha, Irfan Fauzi.  
This is an open-access  
article under the This  
work is licensed under  
a [Creative Commons  
Attribution-  
NonCommercial-  
ShareAlike 4.0  
International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



### ABSTRAK

Educational supervision plays a very important role in improving the quality of education through various methods or functions, including research, assessment, improvement, and development. The purpose of this article is to thoroughly examine the functions of educational supervision with the aim of improving the quality of teachers' performance. In addition, this research method also employs a literature review by analyzing various reliable sources such as books, scientific journals, and other articles related to the functions of educational supervision. The research results show that educational supervision is not only a control mechanism but also a means of professional development for teachers to enhance their continuous education. The research function helps identify problems and potential in the learning process, in addition, the assessment function provides constructive feedback, the improvement function strives to enhance the quality of student learning, and the coaching function helps teachers develop their potential both academically and in their talents. Effective educational supervision requires collaboration, participation, and an empowering approach aimed at creating a quality educational environment.

## 1. INTRODUCTION

Quality education is the main foundation in building a superior and highly competitive national civilization. Through quality education, smart, creative and globally competent human resources are produced. Good education not only contributes to economic development, but also shapes the character and ethics of the younger generation. Therefore, improving the quality of education must be a priority in every policy and implementation of education programs in Indonesia ([Kurniasih & Sani, 2017](#)). In realizing quality education, various aspects need to get serious attention, one of which is educational supervision. Educational supervision has a strategic role in improving the effectiveness of learning and the professionalism of educators. Supervision does not only serve as a supervisor, but more than

that, it functions as a facilitator, guide, and developer of teacher potential to create an optimal learning process ([Hidayat et al., 2020](#)).

Educational supervision is not an activity that simply assesses teacher performance, but rather a process of providing systematic and sustainable assistance to improve the quality of teaching and the quality of student learning outcomes. Through supervision, teachers receive support in developing innovative learning strategies that are relevant to the needs of students ([Nurhadi, 2020](#)). Educational supervision aims to foster educators to improve their professional skills in carrying out educational tasks effectively. Quality educational supervision plays a role in building a collaborative school culture, encouraging teachers to self-reflect, and developing creative learning practices that are adaptive to changing times ([Sari & Syahril, 2021](#)). Effective supervision is not only oriented towards administrative achievements, but also towards continuous coaching that can improve the quality of learning in real terms.

Educational supervision has several important functions, including the research function, assessment function, improvement function, and coaching function. The research function in supervision encourages innovation and the development of more effective learning methods. The assessment function aims to measure the extent to which the implementation of learning runs according to predetermined standards. The improvement and coaching functions focus on improving skills and strengthening teacher competencies through intensive guidance ([Putra & Mahardika, 2023](#)).

In its implementation, educational supervision must be based on a humanist and participatory approach, so that teachers feel comfortable, open and motivated to continue learning and developing themselves. A democratic and dialogical supervision model will be more effective than authoritarian supervision ([Rahman & Sudrajat, 2019](#)). A harmonious relationship between supervisors and teachers is the key to success in building a culture of continuous improvement in the school environment.

In line with the development of 21st century education that demands critical thinking skills, collaboration, communication and creativity, educational supervision must also be able to adapt to these needs. Supervisors need to guide teachers in integrating technology and relevant learning methods to create meaningful learning ([Fauziah, 2019](#)). Supervision that does not keep up with the times risks becoming stagnant and unable to have a significant impact on the quality of education.

Continuous educational supervision will create a conducive learning environment, supporting the creation of active, creative, effective and fun learning. Thus, the role of supervision not only improves teacher performance, but also has a direct impact on more optimal student learning outcomes ([Yulianti & Wahyudi, 2021](#)). Effective supervision also encourages teachers to conduct classroom action research to improve learning practices contextually. Through a comprehensive understanding of the function and role of educational supervision, it is expected that all stakeholders in the education sector can carry out supervision more professionally and systematically. Well-structured supervision can make a significant contribution to improving the quality of national education and preparing the next generation to excel in the global era ([Nurdin et al., 2020](#)).

With this study, the article aims to deeply analyze the function of educational supervision and how proper implementation can have a real impact on improving the quality of education in Indonesia. Through a collaborative approach and based on the needs of teachers and students, educational supervision can be the driving force of change that brings Indonesian education to a better direction.

## 2. RESEARCH METHOD

This research uses the Library Research method. Data were collected from various reliable sources, such as textbooks, scientific journals, research articles and other publications

relevant to the topic of educational supervision. In addition, references from research reports and education policy documents were also used to enrich the analysis. The collected data were analyzed descriptively qualitatively to identify, classify and interpret the functions of educational supervision. The analysis process involved reviewing the literature, mapping the main themes and comparing concepts from various sources to gain a more comprehensive perspective.

The analysis aims to provide an in-depth and comprehensive understanding of the role of educational supervision in improving learning quality, as well as offering strategic recommendations for the development of teacher performance and the learning process in schools. This is based on the opinions of experts who support the concept of Library Research. One of the expert opinions is Sugiono, he explains that Library Research aims to collect scientific data obtained from various reliable sources related to the object of research, through journals, scientific articles and reference books.

### 3. RESULTS AND DISCUSSION

#### RESULTS

##### a. Functions of Educational Supervision

The basic function of educational supervision is to improve the learning situation in schools for the better. Supervision of the learning process is one form of activity planned to assist teachers in performing their tasks effectively.

The main function of educational supervision is to improve the quality of learning. In addition, educational supervision also plays a role as a change agent, motivator, and other factors to improve the quality of learning and support activities in education. Educational supervision can also serve as a coordinator for all school efforts. The efforts within the school include the efforts of each teacher, the overall efforts of the school, and the efforts for career advancement.

According to Supriadi, he explained that the functions of supervision consist of four main functions, namely: research function, evaluation function, improvement function, and development function. Other supervisory functions include: leadership function, oversight function, and implementation function. ([Supriadi, 2013](#))

Here is an explanation of the four main functions of educational supervision, namely: the research function, the assessment function, the improvement function, and the development function.

##### b. Research Function

The function of research is to find solutions to problems related to the issues being faced. This research is conducted according to scientific procedures, namely formulating the problem to be studied, collecting data, processing data, and performing analysis to draw conclusions. ([Sobry Sutikno, 2022](#))

The process of this research includes several stages: first is the formulation of the problem to be studied, second is data collection, third is data processing, and finally is the conclusion of the research results. ([Emilda Prasiska, 2021](#)) The function of research in educational supervision aims to identify problems and potential student interest in the learning process. With the research on supervision, a supervisor can identify the strengths and weaknesses of the teaching and learning process.

Next, the assessment is carried out in stages and continuously, starting from the process of introduction, understanding, to the final task of the student. Then the results of the research become the foundation for deciding the targeted evaluation recommendation process.

The function of assessment is to measure the desired level of progress, how much has been achieved, and this assessment is carried out in various ways such as tests, setting

standards, evaluating student learning progress, observing the development of school assessment results, and other procedures oriented towards improving the quality of education. ([Inom Nasution, 2021](#))

The function of assessment occupies an integral part of educational supervision. The assessment is carried out by providing positive feedback to teachers about their performance. This feedback is very helpful for teachers in understanding their strengths and weaknesses, and the evaluations that need to be conducted. Assessment in educational supervision must be used objectively, transparently, and have clear sources.

This is done to obtain data on the good and bad aspects of something, so that the good is maintained and the visible shortcomings are addressed to prevent them from recurring. ([Mukni'ah, 2022](#))

### c. Repair Function

The improvement function is one of the important elements in educational supervision that focuses on the continuous enhancement of the quality of the learning process. Supervision is not merely about overseeing teaching and learning activities, but also serves as a means to identify shortcomings and then take strategic steps to improve and refine the educational practices occurring in schools. ([Ara Hidayat and Imam Machali, 2012](#))

Efforts to improve supervision are continuous and systematic. This means that this function is not carried out just once at a single time, but rather becomes a process that is conducted routinely and gradually according to the needs and developments in education. The supervisor and the teacher reflect on the implementation of the learning that has been carried out, then determine concrete steps that can improve the quality of teaching and student learning outcomes. ([Sri Lestari, & Jupriaman, 2024](#))

These improvement steps are usually based on the evaluation results and findings from previous research activities. By referring to data and objective analysis, supervisors and teachers can formulate improvements that are more precise and relevant to the actual conditions on the ground. This is very important because a repair process not based on strong data risks not addressing the root of the actual problem. ([Banatul Khoiriah, et al., 2024](#))

The concrete forms of improvement can take the shape of various activities, such as teaching skills training, intensive supervision by supervisors, competency enhancement workshops, or professional discussion forums among teachers. These activities are designed to help teachers improve their capacity to plan, implement, and evaluate classroom learning.

In addition, the improvement function also requires close collaboration between supervisors and teachers. The role of the supervisor here is not as an overseer looking for mistakes, but rather as a mentor and peer who provides moral and professional support. With a positive and open relationship, teachers will feel more comfortable and motivated to engage in the improvement process.

The function of improvement not only impacts the enhancement of teachers' abilities but also directly influences students' learning development. When teachers are able to implement more effective teaching, students will also gain more meaningful, active, and enjoyable learning experiences. Therefore, improvements in supervision should be directed towards comprehensive efforts that include enhancing the quality of teaching, strengthening student learning motivation, and improving the overall classroom atmosphere.

Thus, it can be concluded that the function of improvement in educational supervision is not merely an evaluation of existing shortcomings, but a developmental process aimed at creating sustainable positive changes in the world of education. This is a tangible form of the joint commitment between supervisors, teachers, and all school components to achieve better educational quality.



#### d. Development Function

According to Syaifuddin, the function of coaching in educational supervision aims to help teachers develop their potential for the long term. Development can be carried out in various ways, namely through mentoring, coaching, and consultation. Then, supervisors can provide relevant support and motivation to teachers to improve their learning quality and develop themselves. ([Rif Shaifudin, 2020](#))

Then, in M. Ngalim's book titled "Administration and Educational Supervision," if applied to schools, it also applies to the principal themselves. Here are the points:

- a) Knowing each student's and teacher/staff's personality well.
- b) Foster a sense of comfort and mutual trust among teachers, staff, and their leaders.
- c) Foster a spirit of mutual assistance.
- d) Strengthening the sense of responsibility among group members.
- e) Act fairly in resolving an issue, then value the opinions of each member.
- f) Master the techniques for leading teachers and meetings or agendas that need to be completed. ([Ngalim Purwanto, 2004](#))

Additionally, many experts have opinions on this function, including Engkoswara and Aan Komariah, who state that educational supervision has the following functions: ([Piet A. Sahertian, 1981](#))

1. The function of research: explaining that a supervisor does not only work based on assumptions but takes the right steps step by step, such as formulating the right steps to address personal issues, then collecting accurate data to obtain valid information related to the problem, such as problem management and drawing conclusions for making appropriate decisions regarding the issue.
2. Evaluation function: the evidence from the research results can be used as material for improvement/evaluation, questioning whether the research object has strengths, weaknesses, or finding the right solution to address a problem.
3. Improvement function: it can be used as a research source to show the strengths and weaknesses that need to be addressed and evaluated immediately, so the supervisor can take strategic and operational steps as an effort to make improvements.
4. Development function: in the conditions faced by the supervisor, there are 2 potentials that can occur, such as the strengths and weaknesses of the personnel's achievements. The shortcomings are evaluated, and the achievements that can be demonstrated by the teachers need to be recognized and developed.

The four functions explained further clarify that the role of educational supervision is oriented towards providing guidance and assistance for the evaluation of teaching in educational institutions, not just merely supervising activities that tend to focus on finding faults in the performance of students or teachers. This can make teachers less creative and innovative in carrying out their duties because they feel constantly monitored by the supervisor. Therefore, based on its various functions, supervision must be able to coordinate efforts and activities in the school. Including efforts to develop the quality and professionalism of teachers to help advance the school. Therefore, coordination with several parties is necessary to effectively support the programs at the school. ([Sulistyorini, 2021](#))

#### Discussion

Educational supervision plays a central role in improving the quality of learning in schools. The main objective is to create more effective and efficient learning conditions through mentoring, coaching, and supervising teachers in carrying out their professional duties.

Educational supervision is not merely about oversight, but more about guidance and providing professional support for teachers. Thus, teachers can develop optimally both in terms of teaching ability and classroom management.

According to Supriadi, there are four main functions of educational supervision, namely: research function, assessment function, improvement function, and development function. In addition, supervision also includes the functions of leadership, oversight, and implementation. The research function in educational supervision focuses on scientific efforts to identify learning problems and seek appropriate solutions based on data and analysis. This process includes problem formulation, data collection, processing, and drawing conclusions. The main objective is to uncover the potential and obstacles in the teaching and learning activities.

With the research, supervisors can make more precise recommendations to improve the learning process. This also serves as the basis for relevant assessment and evaluation steps. This function aims to measure the effectiveness of the processes and outcomes of the learning that has been conducted. Assessment in the context of supervision is used to provide constructive feedback to teachers regarding their performance. This feedback helps teachers understand their strengths and weaknesses, as well as serves as a basis for planning improvements.

Assessment is conducted objectively, continuously, and transparently. The assessment methods can include tests, direct observations, performance standards, as well as reviews of student learning outcomes and overall school achievements. Supervision serves as a tool for making continuous improvements to the quality of the learning process. After conducting research and assessment, the supervisor and the teacher formulate strategic steps to improve the quality of learning. Improvements can take the form of training, workshops, mentoring, or other professional development activities. The ultimate goal is to increase student learning motivation and enhance teacher effectiveness.

The function of coaching in supervision aims to assist teachers in the continuous development of their potential and professionalism. Forms of development can include mentoring, coaching, and consultation. This helps create a comfortable, open, and trust-filled work environment. Coaching also emphasizes the importance of fair, transparent, and supportive leadership. Principals and supervisors are expected to foster a culture of mutual assistance, collective responsibility, and cultivate a positive work environment within the school.

#### **4. CONCLUSION**

Educational supervision plays an important role in improving the quality of education through a series of functions that include research, assessment, improvement, and development. These functions cannot be separated from one another and must be implemented in an integrated manner to achieve optimal results. Effective educational supervision requires collaboration, participation, and empowering approaches to create a quality educational environment. Thus, educational supervision is not merely an oversight activity, but also a means of continuous professional development for teachers.

Based on the literature review that has been conducted, it can be concluded that educational supervision has a significant impact on the improvement of learning quality in schools. The research function helps identify problems and potentials in the learning process, enabling supervisors and teachers to formulate targeted solutions. The assessment function provides constructive feedback to teachers regarding their performance, thereby motivating them to continuously improve their competencies. The improvement function aims to enhance the quality of learning through various planned and directed actions. Meanwhile, the development function helps teachers continuously improve their competencies through mentoring, coaching, and consultation.

## 5. BIBLIOGRAPHY

- Banatul Khoiriah, Irpan Siregar, I. S., Dwi Puspita Sari, D. P. S., & Irvandy Anugrah Nasution, I. A. N. (2024). Pendidikan Dan Lingkungan Sosial. *Zenius Journal*, 1(1). <https://doi.org/10.70821/zj.v1i1.10>
- Fauziah, I. (2019). Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kompetensi Profesional Guru. *Journal of Education Research and Evaluation*, 3(4), 597–604. <https://doi.org/10.23887/jere.v3i4.22210>
- Hidayat, A. R., Sucipto, S., & Munaji, M. (2020). Peran Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kompetensi Profesional Guru. *Jurnal Administrasi dan Manajemen Pendidikan*, 3(1), 45–53. <https://doi.org/10.17977/um027v3i12020p045>
- Hidayat, Ara dan Imam Machali. *Pengelolaan Pendidikan, Konsep, Prinsip, dan Aplikasi dalam Mengelola Sekolah dan Madrasah*. Yogyakarta: Penerbit Kaubaka. 2012.
- Kurniasih, I., & Sani, B. (2017). *Implementasi Kurikulum 2013 Konsep dan Penerapan*. Kata Pena.
- Mukni'ah. *Supervisi Pendidikan*. Lumajang: Klik Media. 2022.
- Nasution, Inom. *Supervisi Pendidikan*. Medan: CV. Pusdikra Mitra Jaya. 2021.
- Nurdin, N., Supriadi, D., & Astuti, S. (2020). Supervisi Pendidikan: Konsep, Tujuan, dan Strategi Pelaksanaan. *Jurnal Pendidikan Tambusai*, 4(2), 2027–2034. <https://doi.org/10.31004/jptam.v4i2.595>
- Nurhadi, N. (2020). Supervisi Akademik dan Pengaruhnya Terhadap Kinerja Guru. *Jurnal Ilmiah Pendidikan Scholastic*, 4(3), 128–135. <https://doi.org/10.32493/jips.v4i3.6248>
- Prasiska, Emilda & Jarkawi. *Administrasi Supervisi Pendidikan di Sekolah*.
- Purwanto, Ngalm. *Administrasi dan Supervisi Pendidikan*. Bandung: Remaja Rosdakarya. 2004.
- Putra, R. K., & Mahardika, R. (2023). Fungsi Supervisi Pendidikan dalam Meningkatkan Kinerja Guru. *Jurnal Ilmiah Pendidikan dan Pembelajaran*, 7(1), 34–40. <https://doi.org/10.23887/jipp.v7i1.53162>
- Rahman, F., & Sudrajat, A. (2019). Model Supervisi Pendidikan yang Efektif: Pendekatan Humanis dan Partisipatif. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 5(2), 95–103. <https://doi.org/10.33394/jk.v5i2.1977>
- Sahertian, Piet A. *Prinsip dan Teknik Supervisi Pendidikan*. Surabaya: Usaha Offset Printing. 1981.
- Sari, N., & Syahrial, S. (2021). Supervisi Akademik Berbasis Kolaboratif dalam Peningkatan Profesionalisme Guru. *Jurnal Administrasi Pendidikan*, 28(2), 122–130. <https://doi.org/10.17509/jap.v28i2.37045>

- Shaifudin, Rif. "Supervisi Pendidikan." *El-Wahdah: Jurnal Pendidikan*, Vol. 1, No. 2, Desember 2020.
- Sri Lestari, & Jupriaman. (2024). Peran Guru Pendidikan Agama Islam Di Era Digital. *Zenius Journal*, 1(1). <https://doi.org/10.70821/zj.v1i1.11>
- Sulistyorini. *Supervisi Pendidikan*. Riau: DOTPLUS Publisher. 2021.
- Supriadi. *Kinerja Guru*. Jakarta: Rajawali Pers. 2013.
- Sutikno, Sobry. *Pengantar Supervisi Pendidikan*. Mataram: UIN Mataram Press. 2022.
- Yulianti, S., & Wahyudi, W. (2021). Pengaruh Supervisi Akademik Terhadap Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 5(3), 1248–1255. <https://doi.org/10.31004/basicedu.v5i3.943>



## The Influence of Flash Card Media in Overcoming Reading Difficulties of First Grade Elementary School Students

<sup>1</sup>Hemi Wulandari<sup>1</sup>, <sup>2</sup>Sahkholid Nasution<sup>2</sup>, <sup>3</sup>Muhammad Syaifullah<sup>3</sup>

<sup>123</sup>Universitas Islam Negeri Sumatera Utara.

E-mail: <sup>1</sup>[hemi306202034@uinsu.ac.id](mailto:hemi306202034@uinsu.ac.id), <sup>2</sup>[sahkholidnasution@uinsu.ac.id](mailto:sahkholidnasution@uinsu.ac.id),  
<sup>3</sup>[muhammadsyaifullah@uinsu.ac.id](mailto:muhammadsyaifullah@uinsu.ac.id).

### ARTICLE INFORMATION

**Keywords:** *Flash Card Media, Reading Difficulties, Grade I Elementary School Students.*

©2025 Hemi Wulandari, et al. This is an open-access article under the This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



### ABSTRACT

This study aims to determine the effect of flash card media in overcoming reading difficulties of first grade elementary school students. This study is a quantitative study with an experimental research type with the type of One Group Pretest-Posttest Design (initial test-final test single group). The population in this study amounted to 81 people with a total sample of 27 people. Determination of the research sample used the Purposive Sampling technique. The results of the study, based on the data obtained from the pretest results of the effect of flash card media in overcoming reading difficulties of elementary school students and the frequency distribution data in the appendix can be described as follows: the average value of students is 64.40; Variance = 20.59; Standard Deviation (SD) = 4.54; maximum value = 73; minimum value = 55, with a range of values (Range) = 18. While the data obtained from the posttest results of the effect of flash card media in overcoming reading difficulties of elementary school students can be described as follows: the average value of students is 81.57; Variance = 24.63; Standard Deviation (SD) = 5.12; maximum value = 80; minimum value = 62, with a range of values (Range) = 18. The Independent Sample t-test in overcoming reading difficulties of grade I Elementary School students is known to be 2.973 and 2.05 so that  $T_{count} > T_{table}$ . Based on these data, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted so that it can be concluded that there is an influence of flash card media in overcoming reading difficulties of grade I Elementary School students.

## 1. INTRODUCTION

Reading is a fundamental activity that plays a very important role in the learning process and the development of students' intellectual abilities. (Munthe et al., 2023) Reading activities are not just pronouncing words from written texts, but more than that, they include the process of understanding the meaning contained in the text and capturing the message that the author wants to convey. Reading is a window to open a broad and deep horizon of knowledge. In the context of education, reading is a basic skill that is the foundation for achieving other competencies. According to Choirul Huda. (2024), reading for students functions as the main means to recognize, understand, and apply the knowledge gained in school. (Huda, 2024) This confirms that reading is not only a linguistic skill, but also a critical thinking skill. Thus, reading plays a



role as a primary tool in the process of accumulating and filtering complex information. Without good reading skills, students will have difficulty understanding the various concepts of the lessons taught. Therefore, reading skills must be instilled early on so that students can follow learning effectively. Targeted reading activities can be a solid foundation in building lifelong learning skills. ([Maghfiroh et al., 2019](#))

In today's modern society, reading skills are a primary requirement for someone to be able to follow the development of science and technology. ([Adisaputro, 2020](#)) By reading, a person can access information from various fields ranging from science, history, culture, to social development. In this case, reading acts as a bridge between humans and the world of knowledge that continues to develop. In line with this, Farr, stated that "reading is the heart of education" or reading is the heart of education. This statement shows that the entire educational process is highly dependent on students' reading skills. Without adequate reading skills, students will face major obstacles in following the teaching and learning process. Someone who cannot read well will have difficulty understanding teacher instructions, textbook content, or other information. Therefore, reading is not only important in the context of school, but also in everyday life. This skill is an important provision for exploring the world of knowledge and becoming an intelligent citizen. Therefore, learning to read must be a top priority in basic education. ([Aprilia et al., 2021](#))

However, the reality on the ground shows that the reading ability of students in Indonesia is still in the low category. This condition is reflected in the results of an international study conducted by the Program for International Student Assessment (PISA) in 2022. The results were announced on December 5, 2023, and showed that Indonesia was only ranked 68th out of all participating countries. The reading score obtained was 371, far below the international average. This figure shows a large gap in the reading literacy skills of Indonesian students compared to other countries. This is certainly a serious concern for all stakeholders in the world of education. Moreover, at the elementary education level, reading skills are the foundation for learning at the next level. These low results indicate that many students do not yet have good basic reading skills. This condition can have an impact on their overall academic abilities. Therefore, concrete steps are needed to improve students' reading literacy from an early age. ([Azkiya & Ridhuan, 2023](#))

Similar conditions were also found in the results of observations conducted by researchers at SD Muhammadiyah 18 Medan, especially in class IC. This observation was conducted on Monday, February 12, 2024, to identify students' reading abilities. The results showed that most students still had difficulty in reading. Of the 27 students who took the initial reading test, 17 students were declared to have difficulty, which means around 62% of the total students in the class. This data is very worrying because it shows that more than half of the students have not mastered basic reading skills optimally. This difficulty hinders the learning process and understanding of other subject matter. Without good reading skills, students will continue to lag behind in learning in class. This problem needs to be addressed immediately so that it does not have a further impact on their academic development. Therefore, an effective and sustainable solution is needed to improve students' reading abilities. Teachers and schools must work together to find the best strategy to help students overcome these difficulties. ([Juhaeni et al., 2022](#))

Various factors are the cause of the low reading ability of students in the class. Technically, some students still have difficulty in distinguishing letters that have similar shapes such as F and V, M and N, and P and Q. In addition, many students have not been able to recognize and spell letters that are rarely used such as Q, V, W, and Z. This error has an impact on their ability to compose and recognize words correctly. Not only that, students are also not able to pay attention to punctuation marks properly, which makes it difficult for them to understand the meaning of the reading. Another difficulty is low concentration during the learning process. These factors indicate that reading barriers do not only come from cognitive aspects, but also from visual aspects and student concentration. In the long term, this can have an

impact on decreasing learning motivation. Therefore, a fun and targeted learning approach is needed. Teachers need to understand the characteristics and needs of students to design appropriate learning strategies. ([Adini et al., 2023](#))

In addition to internal factors, there are also external factors that contribute to students' low reading ability. One of the significant external factors is the lack of learning media that supports the reading learning process. Many students do not get visual aids that can help them recognize letters and words better. This is a serious problem, especially for students who have low absorption. The right learning media can be a bridge between students' difficulties and the material being taught. Without interesting and appropriate media, learning becomes less effective. Teachers also have difficulty in delivering material optimally. This condition shows the need for innovation in the learning methods and media used. Visual and interesting learning media can increase students' attention and concentration in following lessons. Therefore, choosing media that suits the characteristics of students is very important. ([March, 2019](#))

One solution that can be applied to overcome students' reading difficulties is to use appropriate and interesting learning media. ([Fate, 2022](#)) Learning media is a tool used by teachers in delivering lesson materials so that they are easier for students to understand. According to Elfiza et al. (2025), learning media is an important tool in the teaching process, especially for teachers who teach at the elementary education level. Choosing the right media will help students receive and understand the information conveyed. ([Elfiza et al., 2025](#)) In learning to read, media can visualize the shape of letters and words, so that they are easier for students to recognize. Media can also increase learning motivation because learning becomes more interesting. Therefore, teachers must be able to choose and use media creatively and innovatively. The use of appropriate media will have a positive impact on the achievement of student learning outcomes. In this context, flash card media is one of the effective and efficient choices. ([Ndraha et al., 2022](#))

Learning media can be classified into several main types, namely audio media, visual media, and audiovisual media. Audio media is related to the sense of hearing and can be in the form of sound recordings, music, or educational songs. This media is suitable for strengthening understanding through sound. Meanwhile, visual media relies on the sense of sight and includes images, posters, and flash cards. This media is very effective in attracting attention and helping students understand the forms of letters and words. Meanwhile, audiovisual media is a combination of sound and images, such as in the form of learning videos. This combination can increase students' absorption of the material being taught. For first grade elementary school students, visual media is the most appropriate choice because they tend to respond better to visual stimuli. Visual media can also be used flexibly and adjusted to students' needs. One of the most popular forms of visual media is flash cards. ([Astuti & Nugraheni, 2021](#))

Flash cards are visual media in the form of small cards containing letters, words, or images that are used to help the learning process. These cards are designed with an attractive appearance to strengthen students' memory of the information presented. In the context of reading learning, flash cards are very effective in introducing new letters, words, and vocabulary to students. Flash cards can be used repeatedly to strengthen information retention in students' memory. In addition, the use of flash cards also provides a game feel in learning, which makes students feel happy and motivated. This media can be modified according to the learning needs and characteristics of students. Flash cards can also be used individually or in groups, so they are flexible in their application. Thus, flash cards are a very useful tool in overcoming students' reading difficulties. Teachers can integrate the use of flash cards in various reading learning activities. ([Fadholi et al., 2022](#))

The effectiveness of using flash cards has been proven in various previous studies. One study that highlights the benefits of this media is a study conducted by Nanda Sari (2022) at MIN 2 Banda Aceh. The study was entitled "The Effect of Flash Card Media on the Beginning Reading Skills of Grade I Students" and showed very positive results. In this study, the t-value was obtained at 25.53, which was much higher than the t-table value of 1.68. This shows that the

use of flash card media has a significant effect on improving students' beginning reading skills. Thus, flash card media has proven to be effective as an aid in the process of learning to read. These results reinforce that flash cards are not just aids, but can also act as a targeted learning strategy. Teachers can use them to build an interactive and enjoyable learning atmosphere. The use of this media can be used as a good practice in learning to read at the elementary level. ([Khairina et al., 2023](#))

According to Muammar Ecce & Hanafi, reading difficulties are obstacles in beginning reading which create a gap between students' actual abilities and learning expectations. ([Ecce & Hanafi, 2025](#)) In this context, flash card media can be a tool that can bridge the gap. Flash cards function not only as visual tools, but also as play media that can increase children's interest in learning. Children tend to be more active and involved when the learning process is packaged in the form of games. Arsyad, explained that flash cards are usually 8 x 12 cm in size and can be adjusted by teachers to meet students' learning needs. With an attractive color display and varied designs, flash cards can foster students' curiosity and enthusiasm for learning. This media is very flexible and practical to use in classroom learning activities. In addition, flash cards can also train students to recognize patterns, symbols, and relationships between words. Therefore, the use of flash card media is highly recommended in early reading learning. ([Siagian & Sapri, 2024](#))

Based on the overall description above, it can be concluded that flash card media is an effective learning strategy in overcoming reading difficulties in grade I elementary school students. This media not only helps students recognize letters and words visually, but also encourages them to learn actively and enjoyably. Flash cards provide a strong stimulus for students to pay attention to the material presented by the teacher. In addition, this media can also foster learning motivation because it is packaged in an attractive form. In the process of learning to read, the use of flash cards can increase student participation and involvement. Teachers can develop flash cards according to the learning context and student abilities. With a creative approach, this media can be an effective solution in improving basic literacy skills. Therefore, the application of flash card media needs to be seriously considered as part of innovation in reading learning at the elementary education level. ([Pramesti, 2018](#))

These flash cards are a learning tool specifically designed as educational toys by Doman. These cards contain pictures and words that aim to improve memory skills, develop independence, and expand students' vocabulary. ([Januarti et al., 2016](#))



Figure 1.  
Forms of Flash Card Media

## 2. RESEARCH METHODS

In this study, the researcher applied a quantitative approach with an experimental research type. Quantitative research is the identification of work processes that take place

briefly, limitedly and sorting problems into parts that can be measured in numbers. This research was conducted at SD Muhammadiyah 18 located at Jalan Pelita II No. 5, Sidorame Barat I, Medan Perjuangan District, Medan City, North Sumatra. The population in this study was taken from all students in grades I - A, I - B, I - C of SD Muhammadiyah 18 semester II 2023/2024. The population in classes IA, B and C was 81 students. The sample was taken using a purposive sampling technique with consideration of the homeroom teacher, so that a sample of class IB was obtained totaling 27 students. This research design uses quantitative research with a pre-experimental design method of the one group pretest-posttest type (initial test - final test of a single group). Arikunto, said that one group pretest posttest design is a research activity by giving an initial test (pretest) before being given treatment, and giving a final test (posttest) after being given treatment. Data collection techniques are used by conducting reading tests on students.

### 3. RESULTS AND DISCUSSION

The findings of the first hypothesis in this study indicate that the use of flash card media has a positive effect in overcoming reading difficulties in grade I Elementary School students. This is evidenced by an increase in the average score of students from pretest to posttest. At the pretest stage, the average score of students was only 64.40 with a variance of 20.59 and a standard deviation (SD) of 4.54. The maximum score obtained by students was 73, while the minimum score was 55. The range of scores of 18 indicates a difference in the level of reading mastery among students before the application of flash card media. After the treatment was given, namely by using flash card media for several meetings, the posttest results showed a significant increase. The average posttest score reached 81.57 with a variance of 24.63 and SD 5.12. The maximum score became 95 and the minimum score increased to 62, remaining with a range of 18. The average difference between the pretest and posttest was 17.17 points, which reflects a significant increase in reading ability.

Furthermore, to test the significance of the influence of flash card media on students' reading ability, the researcher used the Independent Sample t-test statistical test. From the results of the analysis, the t-count value was obtained at 2.973 and the t-table value was 2.05 at a significance level of 5%. Because the t-count value is greater than the t-table ( $2.973 > 2.05$ ), the decision taken is to reject  $H_0$  and accept  $H_a$ . This means that statistically there is a significant difference between the pretest and posttest scores, which indicates that flash card media has an effect on improving students' reading ability. These results strengthen the quantitative findings that show an increase in scores after using flash card media. This proves that this learning strategy using visual media not only attracts students' attention, but is also empirically effective in improving their reading comprehension.

These findings are in line with Sadiman's (2012) opinion which states that flash cards are an effective method in improving students' reading skills, especially in the early stages. Flash cards work by showing words quickly, about one second per word, so that students are required to recognize and understand instantly. This technique stimulates visual comprehension and strengthens students' memory of word and letter forms. In the context of first grade elementary school students, this method is very suitable because it is in accordance with the characteristics of their cognitive development which is still dominant in concrete learning. Repetition and interesting visual presentation in flash cards allow students to recognize and remember words more quickly. Thus, this method not only improves letter decoding skills but also understanding of word structures as a whole.

This finding is also in accordance with the theory of reading difficulties put forward by Muammar (2020), which states that reading difficulties in children are an obstacle in early reading, which causes a gap between the abilities that should be possessed and the actual abilities of students. This difficulty can be in the form of an inability to recognize letters, spell, or understand the meaning of reading. Flash cards are present as a solution that can bridge this

gap by providing repetitive and directed practice. This media allows students to interact directly with words visually and accelerates the process of understanding letter symbols. With a fun and interactive approach, students are more motivated to learn and slowly overcome obstacles in the reading process. Thus, flash cards are a strategic alternative to improve basic literacy from an early age.

The implications of the results of this study are very important for the implementation of the learning process in elementary schools, especially in teaching early reading. Flash cards have been proven to be able to increase active student participation, strengthen visual memory, and facilitate the recognition of letters and words. With the increase in students' reading ability, the learning process in the classroom becomes smoother because students can understand instructions and other learning materials better. Teachers can integrate the use of flash cards in daily teaching and learning activities as part of a varied and enjoyable learning method. In addition, the use of this media can also increase interaction between teachers and students, and encourage students who were previously passive to become more active. Therefore, flash cards are not only a teaching aid, but also a means that can motivate and overcome learning difficulties faced by students.

This finding is also supported by the visual learning approach that emphasizes the important role of visual media in stimulating students' understanding and memory. In cognitive learning theory, it is explained that visual information is easier for the brain to process because it is concrete and attracts attention. Flash cards as visual media help students to focus more on recognizing the shape of letters and words. With attractive colors, images, and designs, students not only see words passively, but are also actively involved in the learning process. This makes learning more fun and meaningful, especially for students at the beginning level who need visual stimulation in understanding the basic concepts of reading. In addition, the visual approach also helps students who have a dominant visual learning style to learn more effectively.

Based on the results of this study, it is recommended that teachers and schools develop more variations of visual-based learning media such as flash cards. The media should be adjusted to the local context and students' needs to make them more relevant and easy to understand. For example, the words in the flash cards can use language that is familiar to students, including words that reflect their surroundings. In addition, teachers also need to receive training on how to design and use flash card media optimally in the learning process. Thus, learning media is not only a complement, but also an integral part of the literacy improvement strategy. The development of creative and targeted media can be a concrete solution to overcome reading difficulties in elementary school students, while encouraging innovation in teaching practices in the classroom.





Figure 2.

#### Histogram Comparison of the Effect of Flash Card Media in Overcoming Reading Difficulties of Grade I Elementary School Students

In relation to this, as a prospective teacher and a teacher, it is appropriate to be able to choose and use learning media in the teaching and learning process at school. This is because students are not passive and do not experience boredom. In addition, the selection of the right learning media is the key to the success or failure of a learning process that is carried out, such as in this study that Flash card media has an effect on overcoming reading difficulties in grade 1 Elementary School students.

#### 4. CONCLUSION AND SUGGESTIONS

The use of this media can be a strategic solution in overcoming reading difficulties experienced by students at the early elementary school level. Based on the results of the research that has been conducted, it is known that there is a significant increase in students' reading ability after the use of flash card media. Before being treated, the average reading results of students only reached 53.24. However, after treatment using flash card media, the average reading results increased to 74.54. Thus, there was an increase of 22 points.

Statistical test using Independent Sample t-test shows that the t-count value of 2.973 is greater than the t-table value of 2.05. Because  $t\text{-count} > t\text{-table}$ , then  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a significant influence between the use of flash card media on improving the reading ability of grade I Elementary School students. These results strengthen previous findings and show that flash card media is not only effective in a theoretical context, but also proven to be effective when applied practically in the field.

From these findings, it can be concluded that flash card media is an effective alternative in helping to overcome students' early reading difficulties. This media not only provides strong visual stimulus, but also arouses students' motivation and interest in learning to read. Therefore, teachers are expected to be able to utilize this media optimally in the learning process. The use of flash cards integrated with a play approach and fun activities will enrich students' learning experiences and form a strong foundation of literacy from an early age.

As for suggestions for further researchers, this study can be further developed by using digital-based teaching media that are in line with current developments in educational technology. In addition, it is also recommended to expand the scope of the variables studied, and involve larger and more varied populations and samples so that the research results can be generalized more widely. Further research can also explore other aspects of basic literacy skills such as writing and reading comprehension as an integral part of learning Indonesian at the elementary level.

## 5. THANK-YOU NOTE

Thank you to myself, to all parties who have helped a lot and cannot be mentioned one by one. Especially to my beloved mother, the late Misdalina S.Pd who has motivated me in every step of my life and to my two younger brothers M. Taufik Hidayat and M. Irfansyah.

## 6. BIBLIOGRAPHY

- Adini, P., Puspita, D. R., & Hasan, N. (2023). Analisis peran guru dalam mengatasi kesulitan belajar membaca siswa pada mata pelajaran bahasa Inggris kelas II di sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, Vol. 8 No. 2, 3556–3561. <https://doi.org/10.23969/jp.v8i2.10243>
- Adisaputro, S. E. (2020). Pengembangan Sumber Daya Manusia Di Era Milenial Membentuk Manusia Bermartabat. *J-KIs: Jurnal Komunikasi Islam*, Vol. 1 No. 1. <https://doi.org/10.53429/j-kis.v1i1.118>
- Aprilia, U. I., Fathurohman, F., & Purbasari, P. (2021). Analisis kesulitan membaca permulaan siswa kelas I. *Jurnal Penelitian Dan Pengembangan Pendidikan*, Vol. 5 No. 2, 227–233. <https://doi.org/10.23887/jppp.v5i2.37266>
- Astuti, W., & Nugraheni, R. (2021). Peran Guru Dalam Mengatasi Kesulitan Membaca Al-Quran. *Ihtimam: Jurnal Pendidikan Bahasa Arab*, Vol. 4 No. 2, 194–207. <https://doi.org/10.36668/jih.v4i2.307>
- Azkiya, N., & Ridhuan, S. (2023). Strategi guru dalam mengatasi kesulitan membaca permulaan siswa kelas III SDN Duri Kepa 03 Jakarta Barat. *Lingua Rima: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, Vol. 12 No. 1, 125–136. <http://dx.doi.org/10.31000/lgrm.v12i1.8266>
- Ecca, S., & Hanafi, M. (2025). Analisis Kesulitan Belajar Bahasa Indonesia Pada Siswa: Fokus Pada Slow Learner Di Sd. *Jurnal Ilmiah Pendidikan Citra Bakti*, Vol. 12 No. 1, 81–93. <https://doi.org/10.38048/jipcb.v12i1.4857>
- Elfiza, E., Nuraini, D., Adrias, A., & Suciana, F. (2025). Efektivitas Media Pembelajaran dalam Meningkatkan Pemahaman Materi Perkalian di Sekolah Dasar. *Bilangan: Jurnal Ilmiah Matematika, Kebumian Dan Angkasa*, Vol. 3 No. 2, 30–38. <https://doi.org/10.62383/bilangan.v3i2.463>
- Fadholi, A., Nasrodin, N., & Auliya, N. (2022). Peran guru mata pelajaran al-qur'an hadits dalam mengatasi kesulitan membaca al-qur'an pada siswa madrasah Tsanawiyah. *MUMTAZ: Jurnal Pendidikan Agama Islam*, Vol. 2 No. 1, 75–85. <https://doi.org/10.69552/mumtaz.v2i1.1733>
- Huda, C. (2024). *Paradigma Pembelajaran IPA Berbasis Proyek Berdiferensiasi: Menyukkseskan Kurikulum Merdeka Belajar Kampus Merdeka*. Penerbit NEM.

- Januarti, N. K., Dibia, I. K., & Widiana, I. W. (2016). Analisis kesulitan belajar dalam pembelajaran membaca cepat siswa kelas V SD Gugus VI Kecamatan Abang. *Mimbar PGSD Undiksha*, Vol. 4 No. 1. <https://doi.org/10.23887/jjpgsd.v4i1.7442>
- Juhaeni, J., Ifain, A., Kurniakova, A. S., Tahmidah, A., Arifah, D. N., Friatnawati, S. F., Safaruddin, S., & Nurhayati, R. (2022). Strategi Guru dalam Mengatasi Kesulitan Membaca pada Siswa Madrasah Ibtidaiyah. *Journal of Instructional and Development Researches*, Vol. 2 No. 3, 126–134. <https://doi.org/10.53621/jider.v2i3.74>
- Khairina, D., Saputra, H. H., & Oktaviyanti, I. (2023). Strategi Guru dalam Mengatasi Kesulitan Membaca dan Menulis Permulaan Siswa Kelas Rendah SDN 20 Cakranegara. *Jurnal Ilmiah Profesi Pendidikan*, Vol. 8 No. 1, 305–311. <https://doi.org/10.29303/jipp.v8i1.1178>
- Maghfiroh, F., Sholikhah, H. A., & Sofyan, F. A. (2019). Upaya Guru dalam Mengatasi Kesulitan Belajar Membaca Siswa. *JIP Jurnal Ilmiah PGMI*, Vol. 5 No. 1, 95–105. <https://doi.org/10.19109/jip.v5i1.3272>
- Mardika, T. (2019). Analisis Faktor-Faktor Kesulitan Membaca Menulis Dan Berhitung Siswa Kelas 1 Sd. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, Vol. 10 No. 1. <https://doi.org/10.30595/dinamika.v10i1.4049>
- Munthe, D. A. Y., Hasibuan, T. P., Sukma, D. P., Irfani, S. Y., & Deliyanti, Y. (2023). Analisis kemampuan menyimak siswa pada pembelajaran Bahasa Indonesia di sekolah dasar. *Jurnal Riset Rumpun Ilmu Bahasa*, Vol. 2 No. 2, 48–56. <https://doi.org/10.55606/jurribah.v2i2.1405>
- Nasiba, U. (2022). Brankas rahasia: Media pembelajaran numerasi berbasis berpikir komputasi untuk meningkatkan kemampuan pemecahan masalah. *Jurnal Didaktika Pendidikan Dasar*, Vol. 6 No. 2, 521–538. <https://doi.org/10.26811/didaktika.v6i2.764>
- Ndraha, A., Harefa, B. R., & Hulu, E. (2022). Peran Guru PAK Mengatasi Kesulitan Belajar Membaca Alkitab Siswa. *HINENI: Jurnal Ilmiah Mahasiswa*, Vol. 2 No. 1, 1–12. <https://doi.org/10.36588/hjim.v2i1.70>
- Pramesti, F. (2018). Analisis faktor-faktor penghambat membaca permulaan pada siswa kelas 1 SD. *Jurnal Ilmiah Sekolah Dasar*, Vol. 2 No. 3, 283–289. <https://doi.org/10.23887/jisd.v2i3.16144>
- Purnamasari, I., Safitri, F., Asrul, A. A., Muham, S. E. S., & Perangin-angin, D. R. B. (2024). Pengaruh Perkembangan Islam terhadap Dunia Pendidikan di Indonesia: Sebuah Kajian Historis. *Islamic Education*, Vol. 4 No. 1, 13–18. <https://doi.org/10.57251/ie.v4i1.1366>
- Siagian, N., & Sapri, S. (2024). Pengembangan Media Teka-Teki Silang Bergambar untuk Mengatasi Kesulitan Membaca Siswa Sekolah Dasar. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, Vol. 10 No. 1, 67–78. <https://doi.org/10.32332/elementary.v10i1.9358>



## Narrative Research & Grounded Theory Research Design

<sup>1</sup>Nabila Azmi Lubis , <sup>2</sup>Yunita Febrianti , <sup>3</sup>Rena Hari Saputri , <sup>4</sup>Lala Indri Artika 

<sup>1234</sup>Sekolah Tinggi Agama Islam "UISU" Pematangsiantar

Email : <sup>1</sup>[nabilanazmi09@gmail.com](mailto:nabilanazmi09@gmail.com), <sup>2</sup>[febrianayunita@gmail.com](mailto:febrianayunita@gmail.com),

<sup>3</sup>[renaharisaputri30@gmail.com](mailto:renaharisaputri30@gmail.com), <sup>4</sup>[lailaindriartika12@gmail.com](mailto:lailaindriartika12@gmail.com).

### ARTICLE INFORMATION

**Keywords:** *Narrative Research, Grounded Theory, qualitative research, experience, theory.*

©2025 Nabila Azmi Lubis, Yunita Febrianti, Rena Hari Saputri, Lala Indri Artika. This is an open-access article under the This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



### ABSTRACT

Qualitative research is an approach that aims to understand social reality, human behavior, and the meaning contained in it through the perspective of the subject under study. In contrast to quantitative research which emphasizes numbers and generalizations, qualitative research prioritizes depth of understanding and interpretation of meaning. In qualitative research, there are various designs that can be used, including Narrative Research and Grounded Theory which are often the main choices for researchers who want to explore complex phenomena. Narrative Research focuses on stories or narratives told by individuals, with the aim of uncovering personal meaning, life experiences, and a person's subjective interpretation of the events they experience. Through this approach, researchers seek to understand how individuals make meaning of their lives, and how these experiences shape their identities and behaviors. Meanwhile, Grounded Theory aims to build theories that are truly born from field data through an inductive approach. Researchers collect data without bringing an initial theory and gradually form categories, concepts, until finally producing a theory that can explain the phenomenon under study. This process involves iterative data collection and analysis through open, axial and selective coding techniques. This article not only discusses the definitions and characteristics of the two designs, but also reviews the types of research, distinctive features, advantages, essential differences, and challenges that may be faced in their application. These challenges include the difficulty in obtaining authentic narratives, the potential for researcher subjectivity, and the complexity of the theory development process. This article is organized through a literature study and descriptive analysis that aims to provide a comprehensive understanding of how and when Narrative Research and Grounded Theory can be appropriately applied in qualitative research.

## 1. INTRODUCTION

### Definition and characteristics of Narrative Research

According to Clandinin and Conelly, narrative research is a research strategy in which researchers investigate the lives of individuals and ask a person or group of individuals to tell their lives. This information is then retold by the researcher in a narrative chronology. ([The Syahril, 2017](#)) At the end of the research stage, the researcher must combine in narrative style his views on the lives of the participants with his views on the researcher's own life. ([Jhon W.](#)

[Creswell, 2013](#)) Narrative research is widely used in the social sciences. The essence of this research method is its ability to understand a person's identity and worldview by referring to the stories he or she hears or tells every day. Narrative research is the study of stories. In some cases, stories can appear as historical records, as fictional novels, as fairy tales, as autobiographies, and other genres. Stories are written through the process of listening to others or meeting directly with the actors through interviews. The study of stories is carried out in various scientific disciplines, including literary criticism, history, philosophy, organizational theory, and social science. In the social sciences, stories are studied by anthropologists, sociologists, psychologists, and educators. ([Surayya, 2018](#))

Narrative research takes many forms and has its roots in different disciplines of the humanities and social sciences. Narrative can mean the term given to a particular text or discourse, or a text used in the context or form of inquiry in qualitative research. Narrative is understood as a written or spoken text that provides an account of an event, incident or series of incidents, and a series of events that are connected chronologically. ([Rukminingsih, 2020](#))

So, it can be concluded that Narrative Research is a qualitative research method that focuses on individual experiences told in narrative form. This research aims to understand how someone interprets the events they experience in their lives. ([Moleong, L.J, 2017](#)), Through this approach, researchers try to explore the deeper meaning of participants' subjective experiences and how they form their identities and understand the world around them. ([Sugiyono, 2019](#)).

This approach is widely used in various fields such as education, psychology, and sociology because it is able to reveal human experiences in a more personal and contextual way. However, Narrative Research has its own challenges, such as high data subjectivity and potential bias in the interpretation of stories told by participants. Therefore, researchers need to ensure the validity and accuracy of the data through triangulation and critical reflection on the research process. ([S. Nasution, 2018](#))

#### Characteristics of Narrative Research

1. Narrative research focuses on individual experiences and their chronology.
2. Narrative research uses restorying techniques to construct a collection of narratives based on data collected through interviews.
3. Narrative research combines context and place in the story.
4. Narrative construction always involves responding to the question, "Then what happened?"

Rukminingsih, Gunawan Adnan, Mohammad Adnan Latief

One of the key characteristics that stands out in Narrative research is that there are seven:

##### a) Individual experience

Narrative researchers focus on the experiences of one or more individuals. Narrative research focuses on understanding an individual's past experiences and how those experiences contribute to present and future experiences.

##### b) Chronology of experience

Understanding an individual's past as well as their present and future is a key element in narrative research. Narrative researchers analyze a chronology and report on an individual's experiences. The chronology referred to in narrative research is that researchers analyze and write about an individual's life using a time sequence according to the chronology of events.

([Rio Luthfiandana, 2024](#))

##### c) Story collection.

Researchers put emphasis on collecting stories told by individuals to them or collected from various field texts. who say or tell. Stories usually have a beginning, middle and end.

([Ancient, 2025](#))

##### d) Restoring.

The stories of individual experiences told to the researcher are retold in the researcher's own words. The researcher does this to connect and sequence them. Restorying is the process by



which the researcher collects stories, analyze it by key story elements (time, place, plot and scene) and then rewrite the story to put it in chronological order. ([No, 2017](#))

e) Coding the theme.

Narrative researchers can code stories or data into themes or categories. Identifying themes adds complexity to a story and adds depth to explaining an individual's understanding of their experiences. Researchers combine themes into sentences about individual stories or include them as separate sections in a study. ([Mustaqim, 2013](#))

f) Collaboration.

Researchers and participants collaborate throughout the research process. Collaboration in narrative research is where researchers actively involve their participants in examining the stories that are revealed or developed. Collaboration can involve several stages in the research process from formulating the central phenomenon to determining the types of field texts that are will produce useful information for writing individual experience story reports. ([Jelahun, 2022](#))

### Understanding and Characteristics of Grounded Theory

Grounded research is a type of research that does not start from theory, but starts from factual field data. The data is processed into a theory based on deductive thinking methods. Grounded research from the empirical world, not from conceptual and abstract things, because grounded research emphasizes the birth of theories based on empirical data and social reality. ([Warul Walidin, Saifullah, and Tabrani, 2015](#)).

Grounded theory is a systematic qualitative research procedure, in which researchers a theory that explains concepts, processes, actions, or interactions regarding a topic at a broad conceptual level. As the name suggests, the purpose of the Grounded Theory Approach is theorizing data. Theorizing is a method of compiling a theory that is oriented towards action/interaction; therefore, it is suitable for use in behavioral research. This research does not start from a theory or to test a theory (like the quantitative research paradigm), but rather starts from data towards a theory. For that purpose, what is needed in the process towards the theory is a planned and orderly (systematic) procedure. ([Burck, 2005](#)) The grounded theory approach constructs theories based on (empirical) field data, for the following reasons:

1. No a priori theory is capable of encompassing the diverse realities of human life;
2. The researcher as a research instrument knows exactly what is happening in the field and he believes what he sees, therefore the researcher should optimally be neutral;
3. Grounded theory is more responsive or more appropriate to contextual values.

One of the objectives of the grounded theory method is to formulate a theory based on conceptual ideas. In addition, it tries to verify the resulting theory by comparing data conceptualized at different levels of abstraction, and this comparison contains deductive steps. Another objective of the grounded theory method is to find the main concerns of researchers and how they continue to try to complete their research.

This research design was first developed in 1967 by two researchers, Barney Glaser and Anselm Strauss, who felt that the theories used in a study were often not appropriate for all participants. The grounded theory approach, constructs a theory based on field (empirical) data, for the following reasons: Strauss, ([Asbui, 2024](#)).

1. There isn't any a priori theory that is able to encompass different realities in human life,
2. Researchers as research instruments know exactly what is happening in the field and researchers also believe what they see, so that researchers act as neutrally as possible.

This method was developed by Barney Glaser and Anselm Strauss in 1967 and emphasizes inductive analysis where the theory does not come from existing hypotheses, but from empirical findings during the research process. Researchers collect and analyze data simultaneously through the process of coding, comparative analysis, and theoretical sampling, allowing the resulting theory to be flexible and can develop along with the data obtained. ([Gunawan, I, 2016](#)).



The main goal of grounded theory is to expand the explanation of a phenomenon by identifying key elements of that phenomenon, and then categorizing the relationships of those elements to the context and process of the experiment. In other words, the goal is to go from the general to the specific without losing sight of what makes the subject of study unique.

So, it can be said that the purpose of the grounded theory method in qualitative research is data theorization, namely as a method of compiling a theory that focuses on action or interaction so that it is suitable for use in behavioral research. Qualitative research with the grounded theory method starts from data to achieve a theory and not from theory or to test a theory, so that in this grounded theory research, various systematic and well-planned procedures or steps are needed.

From the explanations above, it can be concluded that grounded theory is something that is conceptual or theoretical as a result of inductive thinking from data generated in research on a phenomenon. Or a theory that is built from data on a phenomenon and analyzed inductively, not the result of testing existing theories. To analyze data inductively, theoretical sensitivity is required. ([Suyitno, 2021](#))

#### Characteristics of Grounded Theory

1. Suitable (fit), namely if the theory produced matches everyday reality according to the field being researched; Understandable (understanding), namely if the theory produced describes reality and is comprehensive, so that it can be understood by the individuals being researched and by the researcher;
2. Generality, namely when the theory produced covers various fields so that it can be applied to phenomena in various contexts;
3. Control, namely when the theory produced contains hypotheses that can be used in systematic guiding activities to collect actual data that is only related to related phenomena.

#### Characteristics of Narrative Research and Grounded Theory

##### Characteristics of Narrative Research

The characteristics of Narrative Research are as follows: ([Afan Faizin and Haerussaleh, 2020](#)).

- a. Focus: Exploring the life of a person/individual
- b. Problem Type: Tells the characteristics of individual experiences
- c. Disciplinary background: Humanities, anthropology, literature, history, psychology, and sociology
- d. Unit of analysis: Studying one or more individuals
- e. Forms of data collection: Interviews and documents
- f. Data analysis strategies: Analyzing data for stories, retelling, developing themes using chronology
- g. Written report: Developing a narrative about an individual's life  
Identifying narrative segments  
Identifying patterns of meaning (events, processes, epiphanies (consciousness, intuitive perceptions, themes)

So, simply put, Narrative Research is research that involves listening to other people's stories, understanding their meaning, and then restructuring them into a meaningful narrative.

#### 1. Characteristics of Grounded Theory

The characteristics of grounded theory are as follows:

- a. *Grounded theory* built from data about a phenomenon, not a result of developing an existing theory.
- b. The compilation of the theory is done by analyzing data inductively, not deductively, like data analysis carried out in quantitative research. So that the compilation of the theory produces a correct theory besides

- c. In order for the development of a theory to produce a correct theory, in addition to having to fulfill 4 (four) criteria, namely: fit, understanding, generality, control, it is also necessary for the researcher to have theoretical sensitivity.
- d. The researcher's ability to give meaning to data is greatly influenced by the depth of theoretical knowledge, experience and research from relevant fields and the amount of literature read. These things cause the researcher to have rich and sensitive information or sensitive to events and incidents in the phenomena being studied.

So, in simple terms, Grounded Theory is a research method that finds new theories directly from data in the field, not from previously existing theories.

#### Differences between Narrative Research and Grounded Theory

The main differences can be divided into several aspects, namely:

1. Research purposes  
Narrative Research: Aims to explore and understand individuals' experiences through the stories or narratives they tell. The focus is on how individuals construct meaning from their experiences in a particular context.  
*Grounded Theory*: Aims to develop theories that emerge directly from empirical data. This research focuses on the process of systematically collecting and analyzing data to produce theories that are "rooted" in the data.
2. Data Analysis Approach  
Narrative Research: Using narrative analysis that focuses on story structure, themes, and the socio-cultural context of the narratives conveyed by participants.  
*Grounded Theory*: Using an open, axial, and selective data coding process to identify categories and relationships between categories, with the goal of building consistent and comprehensive theory.
3. Data collection  
Narrative Research: Data is collected through in-depth interviews, analysis of autobiographies, diaries, or other personal documents that allow participants to recount their experiences in detail.  
*Grounded Theory*: Data was collected through various methods such as interviews, observations, and document analysis, with the data collection and analysis process taking place simultaneously until theoretical saturation was achieved.
4. Research result  
Narrative Research: Produces in-depth descriptions of individual experiences in the form of narratives that are rich in detail and context.  
*Grounded Theory*: Produce conceptual theories that can be used to understand and explain certain social phenomena more broadly.

#### Challenges of Narrative Research and Grounded Theory

##### Narrative Research Challenges

*Narrative Research* is qualitative research method that focuses on collecting and analyzing stories or narratives from participants. Although Narrative Research has several advantages, such as allowing researchers to understand the experiences and meanings given by participants, it also has several challenges, namely:

1. Difficulty in collecting accurate and complete data  
In *Narrative Research*, researchers must collect accurate and complete data from participants. However, participants may not always be able to provide accurate and complete information, especially if they have had traumatic or sensitive experiences.
2. Difficulty in analyzing complex and diverse data

The data collected in Narrative Research can be very complex and varied, requiring very thorough and careful analysis. However, analyzing complex and diverse data can take a long time and require a high level of expertise.

3. Difficulty in ensuring the validity and reliability of research results

In *Narrative Research*, researchers must ensure that the research results obtained are valid and reliable. However, ensuring the validity and reliability of research results can take a long time and require high expertise.

4. Difficulty in communicating research results to diverse audiences

In Narrative Research, researchers must communicate research results to diverse audiences, including academics, practitioners, and the general public. However, communicating research results to diverse audiences can require high expertise and take a long time.

5. Difficulty in overcoming biases and assumptions

In Narrative Research, researchers must overcome biases and assumptions that can affect the results of the study. However, overcoming biases and assumptions can take a long time and require high expertise.

### Grounded Theory Challenges

*Grounded theory* is a form of qualitative research where researchers need to set aside theoretical ideas or understandings so that later analytical substantive theories can emerge. The approach using grounded theory studies is inductive and developing so that this is a systematic research approach with specific steps in data analysis.

In perspective ([Corbin and Strauss, 2007](#)), researchers will face difficulties in determining when categories are saturated/ when theories can be detailed, so this approach allows some qualitative researchers to not have the flexibility as expected. There is one strategy used to move towards fulfillment (saturation), namely Discriminant Sampling.

Where the researcher collects additional information from different individuals or groups than previously interviewed and then determines whether the theory remains true for these additional participants. The main outcome of this study is a theory of specific components, these specific components are categories of information that have been established in the theory, for example: central phenomena, casual conditions, strategies, conditions and contexts, and consequences.

In this case, the perspective is more adaptable and less rigid and can therefore be used. Some other challenges are:

1. Complex Data Collection and Analysis Process: Data is collected and analyzed simultaneously, requiring high flexibility and interpretive skills.
2. Difficulty in Reaching Data Saturation: Researchers must continue collecting data until no new information emerges, which often takes a long time. ([Santosa, H. 2020](#)).
3. Subjectivity in Coding: The coding process (open, axial, selective) is dependent on the researcher's interpretation, so potential bias may arise.

Requirement of Large Time and Resources: Compared to other methods, Grounded Theory requires more time and effort because data analysis is carried out continuously until saturation is reached ([Denzin, N.K., & Lincoln, 2009](#)).

## 2. RESEARCH METHODS

This study uses a library research approach, which is a qualitative method that aims to collect, review, and analyze information sourced from various written references in order to gain a comprehensive understanding of the Narrative Research and Grounded Theory research designs. Library research was chosen because the nature of this study is conceptual and theoretical, so it does not require primary data collection from the field. Secondary data was collected from scientific books, accredited journal articles, theses, dissertations, and various other reliable sources that discuss in depth the basic concepts, philosophical backgrounds, data

collection and analysis techniques, to the advantages, limitations, and challenges of each research approach. The literature was selected purposively based on the criteria of relevance, recency, and academic authority to ensure the accuracy and depth of the information obtained.

In its implementation, researchers first identify the main issues to be studied, then group the references into several central themes, such as the definition, methodological characteristics, purpose of use, and form of application of Narrative Research and Grounded Theory in qualitative research. Furthermore, a descriptive analysis is carried out on the contents of the references that have been collected, where researchers compare the contents between literatures, identify similarities and differences, and draw temporary conclusions from the results of critical reading. This process is continued with the synthesis of information to form a complete, comprehensive, and balanced understanding, which not only explains the advantages and limitations of each design, but also provides practical considerations for researchers in choosing an approach that suits their research objectives.

With this method, researchers are not only able to present a solid theoretical framework, but also contribute to expanding academic insight related to the dynamics of using two qualitative designs that are widely used in various fields of social sciences, education, psychology, and health. Literature study as a methodological approach in this article also emphasizes the importance of a strong conceptual foundation before an approach is applied practically in field research.

### **3. RESULTS AND DISCUSSION**

Based on the results of the literature review conducted, it was found that Narrative Research and Grounded Theory are two qualitative research designs that have different characteristics, objectives, and methodological approaches but complement each other. The main differences between these two approaches lie in the focus of the research, data analysis strategies, and the outputs or results expected from the research process.

Narrative Research is an approach that focuses on the subjective experience of individuals. This research aims to reveal the meaning of a person's life experience through the stories or narratives they tell. In this approach, data is collected through in-depth interviews, autobiographies, diaries, and other personal documents. Researchers play an important role in the process of "restorying" or reorganizing participants' stories into a complete, chronological, and meaningful narrative. The analysis process in Narrative Research is more interpretive and contextual, because it seeks to understand how a person gives meaning to the events they experience. Therefore, this approach is widely used in educational, psychological, and sociological research, which requires a deep understanding of individual subjectivity and identity.

On the other hand, Grounded Theory aims to build theory from below, namely from empirical data collected systematically in the field. The resulting theory is inductive and not based on pre-existing theories. The data collection process is carried out simultaneously with data analysis through techniques such as open coding, axial coding, and selective coding. Grounded Theory is very useful when researchers want to understand social processes, actions, or interactions in a particular context, and produce theories that are able to explain the dynamics that occur broadly and are applicable. This approach is often used in the fields of sociology, nursing, management, and policy studies.

Methodologically, Narrative Research is exploratory and focuses on individual narratives, while Grounded Theory is more systematic and focuses on creating theories that encompass conceptual categories. Narrative Research provides the power to explore the depths of human experience, but is susceptible to subjective bias. Meanwhile, Grounded Theory offers a more rigorous and structured approach, but requires complex analytical skills and a long time to reach data saturation (theoretical saturation).

The main challenges in Narrative Research include the difficulty of obtaining complete and in-depth narratives from participants, and the complexity of maintaining the validity of narrative interpretations. On the other hand, the challenges in Grounded Theory lie in the simultaneous data collection and analysis process, the demand to postpone the use of existing theories, and the difficulty in determining when the coding process can be said to be sufficient to form a complete and comprehensive theory.

Thus, the results of this study indicate that the choice of design between Narrative Research and Grounded Theory must consider the purpose of the study, the type of questions asked, and the context of the phenomenon being studied. Narrative Research is more appropriate when the focus of the study is on the exploration of personal experiences and individual subjectivity. In contrast, Grounded Theory is more appropriate when the study aims to build a conceptual theory based on complex social processes that have not been widely explained by previous theories.

#### 4. CONCLUSION AND SUGGESTIONS

Qualitative with a different approach, Narrative Research focuses on individual experiences packaged in the form of stories, resulting in a deep understanding of the meaning of the experience. Meanwhile, Grounded Theory aims to build new theories based on data collected systematically from the field. Narrative Research uses data in the form of personal narratives, in-depth interviews, and related documents, while Grounded Theory emphasizes repeated analysis of data to find patterns and conceptual relationships. Narrative Research is often used in educational, psychological, and social studies, while Grounded Theory is more widely used in sociological and health research. Both methods have their own advantages and challenges. Narrative Research provides in-depth understanding, but can be subjective. Meanwhile, Grounded Theory is more systematic, but requires complex and in-depth data analysis.

#### 5. BIBLIOGRAPHY



- Asbui, Risnita, M. Syahran Jailani, M. Husnullail, & Asrul. (2024). Metode Grounded Theory Dalam Pendekatan Praktis. *Jurnal Cahaya Mandalika* ISSN 2721-4796 (online), 5(1), 47-58. <https://doi.org/10.36312/jcm.v5i1.2298>
- Burck, C. (2005). Comparing qualitative research methodologies for systemic research: the use of grounded theory, discourse analysis and narrative analysis. *Journal of Family Therapy*, 27(3), 237–262. Portico. <https://doi.org/10.1111/j.1467-6427.2005.00314.x>
- Creswell, J. W. (2013). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Denzin, N. K., & Lincoln, Y. S. (2009). *Handbook of Qualitative Research*. Pustaka Pelajar.
- Faizin, A., & Haerussaleh. (2020). Narrative research; a research design. *DISASTRI*, 2(3).
- Gunawan, I. (2016). *Metode Penelitian Kualitatif: Teori dan Praktik*. Jakarta: Bumi Aksara.
- Jelahut, F. E. (2022). Aneka teori dan jenis penelitian kualitatif. <https://doi.org/10.31219/osf.io/ymzqp>
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mustaqim, K., Adiwijaya, D. R., & Indrajaya, F. (2013). Penelitian Atas Penelitian Seni dan Desain: Suatu Studi Kerangka Filosofis-Paradigmatis Bagi Penelitian Seni dan Desain Visual. *Humaniora*, 4(2), 995. <https://doi.org/10.21512/humaniora.v4i2.3541>
- Nasution, S. (2018). *Metode Penelitian Naturalistik Kualitatif*. Jakarta: Tarsito.

- Nie, Y. (2017). Combining Narrative Analysis, Grounded Theory and Qualitative Data Analysis Software to Develop a Case Study Research. *Journal of Management Research*, 9(2), 53. <https://doi.org/10.5296/jmr.v9i2.10841>
- Pendekatan Kualitatif dalam Penelitian: Strategi, Tahapan, dan Analisis Data. (2025). *Jurnal Teknologi Pendidikan Dan Pembelajaran*, E-ISSN : 3026-6629, 2(3), 793-800. <https://jurnal.kopusindo.com/index.php/jtpp/article/view/581>
- Purba, T. (2022). Studi Grounded Theory Tentang Second-Hand Goods Di Kota Batam. *Postgraduate Management Journal*, 1(2), 55-74. <https://doi.org/10.36352/pmj.v1i2.271>
- Rio Luthfiandana, Lucy Lidiawati Santioso, Wenny Desty Febrian, Josua Panatap Soehaditama, & Indra Sani. (2024). Qualitative Research Concepts: Phenomenology, Grounded Theory, Ethnography, Case Study, Narrative. *Siber Journal of Advanced Multidisciplinary*, 2(1), 26–36. <https://doi.org/10.38035/sjam.v2i1.91>
- Rukminingsih, et al. (2020). Metode Penelitian Pendidikan. Yogyakarta: Erhaka Utama.
- Santosa, H. (2020). Metode Penelitian Kualitatif: Konsep, Prinsip, dan Aplikasi. Rajawali Pers.
- Strauss, A., & Corbin, J. (2015). Dasar-Dasar Penelitian Kualitatif: Grounded Theory, Prosedur, dan Teknik. Yogyakarta: Pustaka Pelajar.
- Sugiyono. (2019). Metode Penelitian Kualitatif, Kuantitatif, dan R&D. Bandung: Alfabeta.
- Surayya, R. (2018). Pendekatan kualitatif dalam penelitian kesehatan. *Averrous: Jurnal Kedokteran Dan Kesehatan Malikussaleh*, 1(2), 75-83. <https://doi.org/10.29103/averrous.v1i2.415>
- Suyitno. (2021). Metode Penelitian Kualitatif Konsep, Prinsip Dan Operasionalnya. <https://doi.org/10.31219/osf.io/auqfr>
- Syahril, S., & Batubara, J. (2017). Grounded Theory in Guidance and Counseling Research. 1st International Conference on Educational Sciences, 510–516. <https://doi.org/10.5220/0007043705100516>
- Walidin, W., Saifullah, & Tabrani. (2015). Metodologi Penelitian Kualitatif & Grounded Theory. Banda Aceh: FTK Ar-Raniry Press.





## The Effect of Teacher Teaching Style on Student Motivation at SMP Muhammadiyah 7 Medan

<sup>1</sup> Sifa Maulida , <sup>2</sup>Uswatun Hasanah 

<sup>1,2</sup> Universitas Islam Negeri Sumatera Utara

e-mail: <sup>1</sup>[syifamaulida298@gmail.com](mailto:syifamaulida298@gmail.com), <sup>2</sup>[uswae01@gmail.com](mailto:uswae01@gmail.com).

### Article

### Information

**Keywords:** *Teacher Teaching Style Variations, Student Learning Motivation, SMP Muhammadiyah 7 Medan.*

©2025 Sifa Maulida, Uswatun Hasanah. This is an open-access article under the This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



### ABSTRACT

Low student learning motivation is often caused by the application of teacher teaching styles that are not in accordance with the needs and expectations of students. This shows the importance of applying a variety of teaching styles that can help increase student learning motivation. This study aims to determine the effect of variations in teacher teaching styles on student learning motivation at SMP Muhammadiyah 7 Medan. The study used associative quantitative method with a sample of VIII grade students as many as 31 students. Data collection is done through statement sheet instruments that are compiled based on relevant theoretical indicators. The results of the analysis using simple regression test showed a significance value of  $0.000 < 0.05$ , with a coefficient value of 0.654. That is, there is a significant positive influence between variations in teacher teaching styles on student learning motivation, with a contribution of 65.4%. Based on the results of the study, it can be concluded that the application of variations in teaching styles by teachers has a significant impact in increasing student learning motivation. Therefore, teachers are expected to continue to develop variations in teaching styles to create a more effective and enjoyable learning atmosphere.

## 1. INTRODUCTION

Education is essentially a process to help individuals develop their potential so that they can face every change that occurs. According to ([Dimiyati and Mudjiono, 2013](#)), education is an action that enables learning and development to occur. Education is a process of interaction that encourages learning to occur. Education also plays a very important role in the continuity of human life. Through education, people can be transformed from a state of ignorance to one of knowledge, intelligence, creativity, responsibility, and productivity.

Education is indeed a concern for everyone, because everyone from the past until now has always strived to educate their children or entrusted their children to teachers at school to be educated. Learning difficulties or challenges when educating students

is an obstacle in learning. One of the learning obstacles that occur among students is the low motivation or drive of students to learn. Additionally, at the time this research was conducted, education was hindered by the spread of the Covid-19 virus, where the teaching and learning process in the classroom was suspended. This is what causes the disruption of students' learning activities in the learning process, which impacts the decline in students' positive learning attitudes and their achievement of optimal learning outcomes. This is in accordance with the Republic of Indonesia Law No. 20 of 2003 on the National Education System, which states:

Education is conducted to achieve the shared expected goals, namely national education that functions to develop abilities and shape character, as well as a dignified national civilization in order to enlighten the nation's life, aiming to develop the potential of students to become individuals who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

According to the Ministry of Education and Culture ([Kemendikbud](#)), efforts to improve the quality of education in Indonesia have been extensively undertaken by the government, including updating the curriculum, improving facilities and infrastructure, developing teaching methods, conducting education-based scientific research, and enhancing the quality and quantity of teaching materials. However, efforts to improve the quality of education do not solely come from the government's role; students themselves must also have high motivation to continue learning so that educational goals can be achieved to the fullest.

Learning motivation is "the driving force that can move students to learn" ([Hamalik, 2013](#)). Considering the importance of motivation in the process of teaching students, students must have high motivation in order to achieve their learning goals. According to ([Budiono, 2016](#)), high learning motivation will encourage students to increase their interest in a subject, because motivation is something very important for a person in carrying out an activity. If someone studies something with full motivation, then there is a high possibility that the results will be good. However, if someone does not have enough motivation to study something, it will be difficult for them to achieve success in their learning process.

The explanation above illustrates the importance of motivation within students when they are learning. Motivation is very necessary because it is the driving force within students that stimulates learning activities. ([Sardiman, 2010](#)) states that motivation aims to enhance students' enthusiasm for learning, so that students become more active and creative in their studies, as well as to direct and maintain perseverance in engaging in learning activities. However, the reality is that generally, many students are still lacking motivation to study, such as not doing homework, being less active in classroom learning activities, and so on.

The same condition was observed by the researcher among the students at SMP Muhammadiyah 7 Medan during the teaching practice program. Based on the initial observation conducted by the researcher on December 18, 2024, at SMP Muhammadiyah 7 Medan, specifically among the 3rd-grade students totaling 31 students, it was found through field observations that some students were still arriving late to school (17 out of 31 students or 55%) or late to class after the break (19 out of 31 students or 61%). Additionally, 21 out of 31 students (68%) did not complete their homework (HW) due to forgetting, and 24 students (77%) were passive during classroom learning activities, as they tended to remain silent, only listening to the teacher's explanation and taking notes on the explained material.

Learning motivation often becomes a problem for most students, especially when they are faced with difficult tasks or if they do not like certain subjects. In relation to efforts to foster students' learning motivation, the factor that can influence students' learning motivation according to ([Ihjon et al. 2017](#)) is the teacher's teaching style, which refers to the methods or techniques used by the teacher in delivering the learning content.

Based on that background, this research was conducted to prove the influence of the teacher's teaching style on students' learning motivation at SMP Muhammadiyah 7 Medan.

## 2. RESEARCH METHODS

This research method is a verifiable quantitative method, because the data obtained are in the form of scores, and there is a hypothesis that needs to be statistically tested for its validity. According to (Sugiyono, 2015), verifiable quantitative research is research to test theories and attempt to produce scientific methods, namely the status of hypotheses in the form of conclusions, whether a hypothesis is accepted or rejected. In this case, the verifiable quantitative research is conducted to answer the problem formulation, which is to prove the extent of the influence of the teacher's teaching style on student learning motivation.

Meanwhile, the design used in this study is associative and simple linear regression, because this research aims to prove the influence of the teacher's teaching style on learning motivation. According to (Sugiyono, 2015), associative is a research design aimed at determining the number that indicates the direction and strength of the influence between two or more variables. The direction is expressed in the form of positive or negative influence, while the strength of the influence is expressed in the magnitude of the regression coefficient. The population in this study consists of 31 first-grade students at SMP Muhammadiyah 7 Medan in the first semester of the 2024/2025 academic year. The sample for this study includes all first-grade students at SMP Muhammadiyah 7 Medan for the 2024/2025 academic year. The next activity is to present the data in the form of a table to provide a concrete picture of the teacher's teaching style and student motivation. In order to obtain quantitative data, a 5-point Likert scale was used, meaning there are 5 alternative answers for each questionnaire item. The scoring criteria for each alternative answer are as follows:

Table 2.1  
Scoring of Questionnaire Responses

Alternative Answers	Skor
Strongly Agree (SA)	5
Agree (A)	4
Somewhat Agree (SA)	3
Disagree (DS)	2
Strongly Disagree (SD)	1

(Sumber: Data penelitian diolah, 2024)

Berdasarkan uraian di atas, peneliti membuat kisi-kisi angket penelitian ini seperti yang tercantum dalam tabel berikut ini.

Variable	Indicators	Predictor	No. Item	$\Sigma$ Item
Teaching style teacher (X2) (Source: Ali, Muhammad Muhammad 2010:59-61)	Teaching style Classic	Teacher role	1	16
		Lesson content	2	
		Delivery method	3	
		Delivery of material	4	
	Extrinsic motive	with examples	20,25	
		Want to be rewarded?	21,26	
Total	-	-	-	26

Table 2.2  
Grid of Research Questionnaires

	Technological teaching style	The role of the subject matter	6	
		The role of students is to learn to use devices or media.	7	
		The role of the teacher as a guide	8	
		The lesson content has been programmed.	9	
		The teacher only relies on the available media sources.	10	
	Personalized teaching style	Lessons are conducted based on the characteristics of the students.	11	
		The dominance of the lesson lies with the students.	12	
		Teachers must be able to have the ability to act as resource persons.	13	
	Interactive teaching style	Guru prioritizes dynamic interaction.	14	
		Students learn through dialogic relationships.	15	
		The teacher presents	16	
Learning motivation (Y) (Source: <a href="#">Sardiman, 2007</a> )	Intrinsic motif Technological teaching style	about reality	17,22	10
		Strong desire to learn	18,23	
		The need to understand the material	19,24	

(Source: Processed research data, 2024)

Before the questionnaire is given to the research sample, it is first tested on 3rd-grade students from another public elementary school in the Poncokusumo District, Malang Regency, with a total of 10 trial subjects, by distributing the questionnaire online. The reason the researcher chose the test subjects. The data analysis technique used to test the hypothesis of this research is simple linear regression using the Statistica Product and Service Solution (SPSS) program, which is a statistical model used to measure the influence of one independent variable on one dependent variable. According to ([Sujarweni, 2015](#)), this influence is shown by the regression equation, as follows:  $Y = \alpha + \beta X + \varepsilon$  Explanation:

Y: Dependent variable (learning motivation)

$\alpha$ : Constant/intercept

$\beta$ : Directional number or regression coefficient, which indicates the increase or decrease in the dependent variable based on changes in the independent variable. If (+), then the direction of the regression line rises, and if (-), then the direction of the regression line falls.  
 X: Independent variable (teacher's teaching style)

E: Error of term (other variables that are not revealed)

This multiple regression analysis uses a significance level of 0.05. The data processing was carried out using computer software (SPSS). After conducting the multiple regression analysis, the next step is to perform hypothesis testing using the Statistica Product and Service Solution (SPSS) program, as follows:

#### a. t-Statistic Test

The t-test aims to determine the effect of the independent variable (teacher's teaching style) partially/individually on the dependent variable (learning motivation). According to ([Sujarwerni, 2015](#)), independently with a significance level of 0.05, the method for testing the t hypothesis is as follows:

##### 1) t-test hypothesis

$H_0: \beta_1: \beta_2 = 0$ , there is no partial influence of the independent variable on the dependent variable.

$H_0: \beta_1: \beta_2 \neq 0$ , there is a partial influence of the independent variable on the dependent variable.

##### 2) t-test formula

$t \text{ calculated} = \beta / \text{se}(\beta)$  Explanation:  $\beta$  = i-th regression coefficient  
 $\text{se}(\beta)$  = Standard error of the regression coefficient

##### 3) Decision on the partial hypothesis test $H_1$

$H_1$ : If  $\text{Sig } t < 0.05$ , then  $H_2$  is accepted and  $H_0$  is rejected, which means there is an influence of the teacher's teaching style on students' learning motivation.  
 If  $\text{Sig } t > 0.05$ , then  $H_2$  is rejected and  $H_0$  is accepted, which means there is no influence of the teacher's teaching style on students' learning motivation.

### 3. RESULTS AND DISCUSSION

#### a. Research Results

In this study there is one independent variable and one dependent variable. The independent variable is parental attention and the dependent variable is student learning motivation. In sampling this study using a questionnaire instrument by distributing questionnaires online.

Based on the research questionnaire, the data analyzed were 24 question items, namely 14 items on the teacher's teaching style variable and 10 items on the student learning motivation variable. Instruments that have been validated are calculated using the help of a computer program.

This aims to avoid miscalculations, so that it can be scientifically accounted for. Data normality can be calculated using the One Sample Kolmogorov-Smirnov Test. If  $\text{asympt sig.} > 0.05$  then the data is normally distributed. The complete results can be seen in the following table:

Table 3.1  
Normality Test Results

	Unstandardized Residual
N	31

<i>Normal Parameters<sup>a,b</sup></i>	<i>Mean</i>	0E-7 2.82752232
<i>Std. Deviation</i>	<i>Absolute</i>	.109
	<i>Most Extreme</i>	.093
	<i>Positive</i>	-.109
	<i>Difference</i>	.609
	<i>Kolmogorov-Smirnov Z</i>	
<i>Negative</i>		
Asymp. Sig. (2-tailed)		.852

Sumber: data diolah, 2024

Based on table 4.6, which shows that the value of Asymp. Sig. is  $0.852 > 0.05$ , we conclude that the regression model is normally distributed.

The regression test proposed in this study uses multiple regression analysis, which is tested partially. The results of regression analysis with the help of the SPSS program can be seen in Table 4.6 as follows:

Table 3.2  
Simple Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.851	5.662		3.506	.002
	X1	.431	.092	.654	4.660	.000

Source: Data processed, 2020

Based on Table 4.8, a constant of 19.581 is obtained, the coefficient for the teaching style variable (X) is 0.431, so the regression model equation is:

$$Y = 19,581 + 0,431X$$

The regression equation has the following meaning:

1. Constant 19.581 It means that if variable X is assumed to be 0, the learning motivation will increase by 19.581.
2. X coefficient 0.431 It means that if X increases by 1 point, the learning motivation will increase by 0.431 units.

Based on this, the coefficient of determination is calculated using SPSS by looking at the adjusted R square. The results of the coefficient of determination can be seen in Table 4.10 as follows:

Table 3.3  
Results of the Coefficient of Determination

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.654 <sup>a</sup>	.428	.409		2.8758

Source : data processed, 2020



In the table, it is known that the adjusted R Square value is 0.428 or 42.8%, meaning that variable X is able to explain 42.8% of variable Y and the remaining 58.2% is influenced by other variables outside the research model.

## 2. Discussion

Based on the results of the statistical analysis that has been conducted, it is known that the variable of the teacher's teaching style has a strong correlation with the learning motivation of first-grade students at SMP Muhammadiyah 7 Medan for the 2024/2025 academic year. This indicates that the teacher's teaching style is a factor that students pay attention to. Meanwhile, the results of the partial tests show the influence of each independent variable on the dependent variable as follows:

The research results show that the teacher's teaching style positively influences students' learning motivation. This indicates that the better the teacher's teaching style, the more it can positively affect students' learning motivation. These research findings are in line with previous research by ([Sucia, 2016](#)), which showed that the teacher's teaching style has a significant and positive impact on students' learning motivation. Variation in teaching is considered important to overcome student boredom. The presence of varied teaching styles by teachers that are not monotonous and reduce students' sense of boredom during learning activities. Teachers can attract and maintain students' learning enthusiasm. Thus, it will help students to improve and maintain their accounting learning achievements because they do not feel bored in following the accounting lessons and can follow the lessons given well. Teachers must be able to apply the appropriate teaching style that meets the learning needs of the students. The teacher's teaching style in the learning process will become the center of students' attention, which will determine the teacher's success in carrying out their duties. Students will observe and pay attention to all the teacher's behaviors, whether when the teacher is speaking, making eye contact, changing positions, or making body movements. This is because students consider the teacher to be a good role model. Thus, students will respond to or perceive the teaching style used by the teacher, whether it is interesting or not for them, which will affect their learning motivation. If the teacher teaches with a classical/conventional style that only emphasizes the effort to provide material information to students (teacher-centered), then this can cause students to become bored, as the teacher's role is more dominant than the students. However, if the teacher applies an active teaching style (technological teaching style, personalization, or interactive teaching style), then the role of the students is greater than that of the teacher (student-centered), which can foster students' motivation to continue learning, as they are actively involved in the learning process.

## 4. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion, it can be concluded that there is a strong relationship between the teacher's teaching style and student learning motivation by obtaining a product moment correlation test of 0.654 with a significance level of  $0.000 < 0.05$ . There is a positive and significant effect of teacher teaching style on student learning motivation as indicated by the partial test obtained sig value.  $0.000 < 0.05$  and contributed 65.4%. There is a positive and significant effect of teacher teaching style on student learning motivation as indicated by the simultaneous test obtained sig.  $0.000 < 0.05$  and has a contribution of 42.8% and the remaining 58.2% is influenced by other factors.

## 5. ACKNOWLEDGMENTS

A big thank you to my college friends, lecturers, and teachers at SMP Muhammadiyah 7 Medan. To my friends, thank you for your togetherness and support in every step. To the lecturers, thank you for the knowledge and guidance that are very meaningful. And to the teachers

at SMP Muhammadiyah 7 Medan, thank you for teaching the priceless values of life. May we all continue to achieve success. Thank you for everything!

## 6. BIBLIOGRAPHY

- Arikunto, S. 2014. *Prosedur Penelitian: Suatu Pendekatan Praktik* (Cet. 15). Jakarta: Rineka Cipta.
- Arief S Sadiman, dkk. 2006. *Media Pendidikan*. Jakarta: PT Raja Grafindo Persada
- Borba, Michele. 2010. *The Big Book of Parenting Solutions 101 Jawaban Sekaligus Solusi bagi Kebingungan dan Kekhawatiran Orang Tua dalam Menghadapi Permasalahan Anak Sehari-hari*. Tersedia di [www.books.google.com](http://www.books.google.com) [Diakses pada tanggal 03 Januari 2015].
- Budiono, B. 2016. *Pengaruh Motivasi dan Fasilitas Belajar Terhadap Prestasi Belajar Sistem Kopling Siswa Kelas XI SMK Cipta Karya Prembun Kebumen. Jurnal Pendidikan Teknik Otomotif Universitas Muhammadiyah Purworejo*, (Online), 7(1): 52-56, (<https://ejournal.umpwr.ac.id>), diakses 13 Mei 2020.
- Dimiyati & Mudjiono. 2013. *Belajar dan Pembelajaran*. Cetakan ke-5. Jakarta: Rineka Cipta.
- Hamalik, O. 2013. *Proses Belajar Mengajar*. Cetakan 15. Jakarta: Bumi Aksara.
- Huda, M. 2015. *Pengaruh Gaya Mengajar Guru dan Lingkungan Sekolah Terhadap Aktivitas Belajar Siswa di Sekolah Menengah Pertama Al-Islam Kalijambe Tahun Ajaran 2014/2015*. *Jurnal Pendidikan Akuntansi UMS*, (Online), 1(1): 1-12, (<https://conference.unikama.ac.id/artikel/index.php/pgsd/article/view/545>)
- Ihjon, Ahiri, J. & Muharram, L. O. 2017. *Pengaruh Gaya Mengajar Terhadap Motivasi dan Prestasi Belajar Ekonomi Siswa SMA Negeri Berbasis K-13 di Kabupaten Konawe Selatan*. *Jurnal Wahana Kajian Pendidikan IPS*, (Online), 1(1): 56-67, DOI: <http://dx.doi.org/10.33772/jwkp-ips.v1i1.7444>, diakses 7 Mei 2020.
- Darmawati, J. (2017). *Pengaruh Motivasi Belajar Dan Gaya Belajar Terhadap Prestasi Belajar Ekonomi Siswa Sma Negeri Di Kota Tuban*. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 1(1), 79. <https://doi.org/10.26740/jepk.v1n1.p79-90>
- Wiyani, T. E. K. (2017). *Pengaruh Konsep Diri, Kemandirian, Motivasi Dan Lingkungan Belajar Terhadap Prestasi Belajar Ekonomi Siswa Kelas Xi Ips Sma Negeri Di Kabupaten Gresik*. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 1(2), 130. <https://doi.org/10.26740/jepk.v1n2.p130-139>
- Mawarsih, S. E., Susilaningsih & Hamidi, N. 2013. *Pengaruh Perhatian Orang Tua dan Motivasi Belajar Terhadap Prestasi Belajar pada Siswa SMA Negeri Jumapolo*. *Jurnal Penelitian (JUPE) UNS*, (Online), 1(1): 1-13, <https://www.neliti.com/id/publications/13563/pengaruh-perhatian-orang-tua-dan-motivasi-belajar-terhadap-prestasi-belajar-sisw>. diakses 10 Mei 2020.
- Rahmat, H., & Jannatin, M. (2018). *Hubungan Gaya Mengajar Guru Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Inggris*. *El Midad: Jurnal Jurusan PGMI*, 10(2), 98–111. <https://doi.org/10.20414/elmidad.v10i2.775>

- Rajak, D., Nurwahdan & Iwan. 2018. *Pengaruh Gaya Mengajar Guru dalam Pembelajaran Pendidikan Agama Islam Terhadap Motivasi Belajar pada Siswa Sekolah Menengah Atas (SMA) Negeri 4 Kota Cirebon*. Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Agama Islam, (Online), 3(1): 119-136, DOI: [10.24235/tarbawi.v3i1.2856](https://doi.org/10.24235/tarbawi.v3i1.2856), diakses 10 Mei 2020.
- Sardiman, A. M. (2010). *Interaksi dan motivasi belajar mengajar*. Rajawali Pers.
- Sucia, V. 2016. *Pengaruh Gaya Komunikasi Guru Terhadap Motivasi Belajar Siswa Sekolah Dasar*. Jurnal Komuniti UMS, (Online), 8(2): 112-126, DOI: [10.23917/komuniti.v8i5.2942](https://doi.org/10.23917/komuniti.v8i5.2942), diakses 7 Mei 2020.n
- Sugiyono. 2015. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: CV. Alfabeta.  
[https://www.researchgate.net/profile/Hery-Purnomo/publication/377469385\\_Metode\\_Penelitian\\_Kuantitatif\\_Kualitatif\\_Dan\\_Rd/Link/s/65a89006bf5b00662e196dde/Metode-Penelitian-Kuantitatif-Kualitatif-Dan-R-D.pdf](https://www.researchgate.net/profile/Hery-Purnomo/publication/377469385_Metode_Penelitian_Kuantitatif_Kualitatif_Dan_Rd/Link/s/65a89006bf5b00662e196dde/Metode-Penelitian-Kuantitatif-Kualitatif-Dan-R-D.pdf)
- Sujarweni, V. W. 2015. *SPSS untuk Penelitian*. Yogyakarta: Pustaka Baru Press.
- Sunadi, L. (2013). Pengaruh Motivasi Belajar Dan Pemanfaatan Fasilitas Belajar Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas XI IPS Di Sma Muhammadiyah 2 Surabaya. *Jurnal Pendidikan Ekonomi (JUPE)*, 1(3).  
<https://doi.org/10.26740/jupe.v1n3.p%p>
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. 2004. Malang: Dinas Pendidikan Kota Malang.
- Uno, H. 2011. *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara.
- Yamin, M. 2015. *Teori dan Metode Pembelajaran: Konsepsi, Strategi dan Praktik Belajar yang Membangun Karakter*. Malang: Madani (Kelompok Intrans Publishing) Anggota IKAPI. Anggota IKAPI.



## Approaches in Educational Supervision: Directive, Non-Directive, and Collaborative Analysis in Improving Teacher Professionalism

<sup>1</sup>Yunita Febrianti , <sup>2</sup>Mhd. Najib Sihab Siregar , <sup>3</sup>Erny Wulandari 

<sup>123</sup>Sekolah Tinggi Agama Islam "UISU" Pematangsiantar.

Email: <sup>1</sup>[febriantiyunita242@gmail.com](mailto:febriantiyunita242@gmail.com), <sup>2</sup>[muhammadnajibsyihab@gmail.com](mailto:muhammadnajibsyihab@gmail.com),

<sup>3</sup>[ernywulandari574@gmail.com](mailto:ernywulandari574@gmail.com).

### ARTICLE INFORMATION

#### Keywords:

*Educational supervision, Directive approach, Non-directive approach, Collaborative approach, Teacher professionalism, Learning quality.*

©2025 Yunita

Febrianti, et al, This is an open-access article under the This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



### ABSTRACT

Educational supervision is an important strategy to improve the quality of learning and the professionalism of educators. There are three main approaches to supervision, namely directive, non-directive, and collaborative. The directive approach places the supervisor as the main provider of direction, suitable for novice teachers or those who need intensive guidance. The non-directive approach emphasizes teacher autonomy in identifying and solving learning problems, so it is suitable for experienced, independent teachers. Meanwhile, the collaborative approach combines the two, emphasizing the partnership between supervisor and teacher in the process of reflection and decision-making. The analysis shows that there is no absolute superior approach. The effectiveness of supervision is largely determined by the suitability of the approach to the characteristics of the teacher, the objectives of supervision, and the educational context. In practice, professional supervisors need to be flexible and able to adjust the approach as needed. The right approach can improve teacher motivation, competence, and performance in managing learning. Therefore, a deep understanding of these three approaches is crucial in implementing effective and sustainable educational supervision.

## 1. INTRODUCTION

Improving the quality of education is a strategic agenda in the management of the national education system. Efforts to achieve this goal cannot be separated from the importance of strengthening teacher capacity as the spearhead of the learning process. One of the mechanisms used to support the development of this capacity is educational supervision. Supervision is not only understood as a means to assess teacher performance administratively, but also as a systematic, planned, and sustainable professional development approach. Supervision aims to provide pedagogical support through reflective guidance, competency

strengthening, and increasing the effectiveness of classroom learning. Kurniawan & Maunah, emphasize that the main function of supervision lies in empowering teachers to be able to develop their professional potential in designing, implementing, and evaluating learning independently and oriented towards quality. Thus, supervision must be viewed as a dynamic and collaborative process, not just as a form of control. ([Kurniawan & Maunah, 202](#))

Teacher professionalism is not solely determined by their educational background or certification, but also by the continuity of systematic coaching through supervision. In this context, the supervisory approach becomes a strategic key that not only evaluates, but also fosters and motivates teachers to continue learning and improving themselves. Through meaningful interactions between supervisors and teachers, there is a process of strengthening pedagogical and professional capacity that has a direct impact on the quality of learning. Thus, the development of teacher professionalism will be more optimal if the supervisory approach is implemented in a targeted manner and based on the individual needs of teachers. ([Ahmad Sahar, 2015](#))

The selection of an appropriate supervision approach cannot be done uniformly, but rather needs to consider the actual conditions of teachers, including learning styles, experiences, and challenges faced in daily teaching practice. In this case, supervision becomes a flexible and strategic tool to answer different professional development needs. A directive approach can form a strong foundation for novice teachers, while a non-directive and collaborative approach provides space for self-development for more experienced teachers. By combining the three approaches adaptively, supervision will be more effective in building teacher competencies that are not only skilled, but also reflective, innovative, and have character.

In the framework of strengthening teacher professionalism, a collaborative approach is not only an alternative, but also a strategic direction in today's supervision. When teachers are actively involved in the supervision process, not only as objects of evaluation but as subjects of development, their motivation and commitment to the profession will increase. Collaborative supervision also helps to raise awareness of the importance of lifelong learning in the teaching profession. This collaboration also opens up space for the exchange of ideas, learning innovation, and joint problem solving, which ultimately enriches professional practice in schools.

In its implementation, there are three main approaches used in educational supervision, namely directive, non-directive, and collaborative approaches. These three approaches have their own characteristics, advantages, and limitations, which must be considered according to the context and needs of the teacher. The directive approach places the supervisor as the main source of information and direction, with a dominant role in directing and instructing teachers clearly. This model is generally effective for novice teachers who require concrete structures, procedures, and technical instructions. On the other hand, the non-directive approach provides more space for teachers to explore their own ideas and solve learning problems independently. In this approach, the supervisor plays a more active role as a listener who provides encouragement through reflective questions, rather than direct instructions ([Solehudin, 2020](#)) Meanwhile, the collaborative approach seeks to integrate the two previous approaches by emphasizing equal partnership between teachers and supervisors in the process of dialogue, reflection, and decision-making.

The directive approach is very relevant to be applied in situations where teachers do not have enough experience or are in a condition that requires structured direction. The supervisor in this approach has the authority to set goals, standards, and strategies that teachers must follow, thus ensuring that there is integration between the learning plan and its implementation in the field ([Jalil & Setiawan, 2022](#)) Although this approach ensures strict quality control, the negative potential is the emergence of teacher dependence on the supervisor, as well as limited space for creativity and initiative. Therefore, this approach is ideally used selectively, and in the long term is directed to encourage teacher professional independence. In contrast, a non-directive approach is able to facilitate teachers in building self-confidence, autonomy, and critical reflection on their



learning practices. However, this approach requires high interpersonal and communication skills from the supervisor in order to be able to build supportive and productive professional relationships.

The collaborative approach developed as a response to the limitations of the two previous approaches. This model places teachers and supervisors as equal partners who work together to formulate learning objectives, analyze challenges, and evaluate achievements. This approach strongly emphasizes the importance of dialogic interaction and joint decision-making as the main foundation in supervision. Theoretically, this approach is rooted in the principle of social constructivism which views the learning process as a result of social interaction and individual reflection. Through open and empathy-based communication, teachers have the opportunity to develop their capacity with direct support from supervisors, without feeling dictated to or ignored. Kurniati, shows that the collaborative approach provides a balanced space between structural direction and active teacher participation, thus contributing to increased motivation, involvement, and ongoing professional development. ([Kurniati, 2020](#))

The effectiveness of collaborative approaches in educational supervision has been supported by various research results. A study by Sari et al, revealed that the collaborative supervision model encourages more meaningful interactions between teachers and supervisors, which ultimately improves the quality of the supervision process and teacher professionalism. ([Sari, 2024](#)) In addition, this approach also strengthens teachers' sense of ownership of the learning process they carry out, because they actively participate in the formulation and evaluation of learning strategies. Solehudin's research also strengthens these findings, by showing a significant increase in the pedagogical and professional competency aspects of teachers after supervision with a collaborative approach. These results indicate that the collaborative model not only provides short-term impacts in the context of task implementation, but also supports the formation of a reflective and adaptive learning culture in the school environment.

However, the implementation of effective supervision approaches requires a deep understanding of the characteristics of each approach and the specific context of the educational environment. Not all approaches can be applied uniformly in every situation. Factors such as the level of teacher experience, the cultural background of the school, administrative support, and the availability of resources are important variables in determining the effectiveness of the supervision approach used ([Farid, 2023](#)) Therefore, the selection of the supervision approach must be done contextually and based on real needs in the field. Supervisors are required to have flexibility in moving from one approach to another according to the dynamics that occur. In this case, supervisor competence is a key element in determining the success of the supervision process. Continuous professional training and development for supervisors is needed so that they have adequate insight, analytical skills, and interpersonal skills ([Maizah, Abidin, & Inayati, 2023](#)).

In the context of educational practices in Indonesia, the collaborative approach has begun to show its urgency as a coaching strategy that is more responsive to teacher needs. The government, through various educational reform policies, has encouraged the creation of a more participatory, accountable, and collaboration-based work climate in the school environment. However, the implementation of the collaborative approach still faces a number of challenges at the practical level. Time constraints due to high administrative burdens, minimal special training for supervisors, and a lack of understanding of the basic principles of collaborative supervision are still major obstacles. In addition, resistance from some teachers who are accustomed to traditional supervision patterns is also a problem in itself. Therefore, efforts to build collective awareness of the importance of the collaborative approach need to be carried out systematically and continuously. ([Tamsiyati et al., 2025](#))

As a strategic step, policy makers and education practitioners need to work together to create a supervision ecosystem that supports the implementation of adaptive and contextual approaches. This includes the formulation of regulations that encourage participatory



supervision practices, the provision of relevant professional training, and the development of a work culture based on reflection and dialogue. Syahdan, emphasized the importance of the role of local governments and higher education institutions in providing technical and academic support for school supervisors. ([Finally, 2023](#)) With the synergy between policies and implementation in the field, it is expected that an effective supervision approach can be internalized as an integral part of the process of improving the quality of education. Ultimately, the success of supervision lies in the ability of all components of the education system to create a conducive learning space for teachers to develop professionally, innovate in learning, and contribute to the achievement of national education goals.

Educational supervision that uses a collaborative approach has great potential to strengthen professional culture in the school environment. When supervision is based on the principle of partnership, teachers not only develop individually, but also contribute to strengthening the collectivity in efforts to improve the quality of schools as a whole. In the long term, this approach can form a professional learning community that becomes a place for teachers to continue learning, share best practices, and improve the learning process through constructive feedback. ([Putri et al., 2025](#))

## 2. RESEARCH METHODS

This article is based on a library research that examines in depth various scientific sources such as books, academic journals, and educational policy documents that are relevant to educational supervision practices. This approach is used to gain a comprehensive understanding of the concepts, characteristics, and effectiveness of directive, non-directive, and collaborative approaches in the context of educational supervision. The analysis is carried out descriptively-critically, namely by examining the contents of the literature systematically and in depth, then reviewed based on a logical framework to find the relationship between concepts and their relevance to the development of teacher professionalism in schools. This approach is considered appropriate because it is able to provide a strong theoretical foundation while enriching insight into educational supervision practices in the field. ([Zed, M., 2008](#))

## 3. RESULTS AND DISCUSSION

The implementation of effective educational supervision has been proven to be greatly influenced by the approach used and the extent to which the approach is in line with the characteristics of individual teachers, the context of the school institution, and the goals of developing educator professionalism. Supervision does not merely function as a monitoring and evaluation mechanism, but rather is a systematic, ongoing coaching process that is oriented towards improving the quality of education. In practice, the supervision approach cannot be applied uniformly, considering that each teacher has unique needs, experiences, and learning styles. Therefore, choosing the right supervision approach is a strategic element in optimizing supervision results. In this case, supervisors are not only required to understand the theory of supervision, but must also have high diagnostic capacity and contextual sensitivity to read the dynamics of teachers and institutions holistically. Various approaches, such as directive, non-directive, and collaborative have been widely studied in academic literature and each shows certain contextual advantages. However, the effectiveness of these approaches is largely determined by the accuracy in their application adaptively and responsively to the needs of teachers in the field. Therefore, the ideal supervision approach is flexible and situational, not rigid or normative. Educational supervision, thus, can function as a strategic instrument in supporting the continuous and comprehensive improvement of teacher professionalism.

The directive approach is characterized by the dominance of the supervisor's role in providing direction, instructions, and feedback on teacher learning practices. In this approach, the supervision process is top-down and unidirectional, where the teacher is positioned as the recipient of information and the supervisor acts as the main authority in decision making. This

approach is generally relevant to be applied at the early stages of a teacher's career, especially for those who still need technical guidance and intensive guidance. In addition, this approach can also be adopted in crisis situations or when critical problems are found in learning that require rapid intervention. Wibowo and Hartati's study shows that the application of a supportive and communicative directive approach can provide a sense of security and assistance for teachers, rather than causing stress. ([Wibowo & Hartati, 2021](#)) Therefore, the success of this approach is highly dependent on the supervisor's interpersonal skills in maintaining a constructive coaching atmosphere, as well as prioritizing the principles of respect for teachers as partners in educational development. This approach, although directive, still needs to maintain a humanistic and dialogical dimension to support teachers' transition to professional independence.

In contrast, the non-directive approach gives teachers greater autonomy to reflect and evaluate their own learning practices. In this model, the supervisor acts as a facilitator and active listener who supports teachers in identifying challenges and formulating solutions internally. This approach is very suitable for teachers with a high level of independence, strong intrinsic motivation, and the ability to take responsibility for improving the quality of learning. Research by Novitasari, confirms that the non-directive approach contributes significantly to increasing teacher self-confidence and professionalism, because they feel empowered and valued. ([Novitasari, 2022](#)) Teachers in a non-directive ecosystem tend to be more open in communicating the challenges they face, and are more receptive to constructive input. However, the effectiveness of this approach is limited when applied to teachers who do not yet have the cognitive and emotional readiness to play an active role in the supervision process. Therefore, before implementation, supervisors must evaluate teachers' readiness to think reflectively and act professionally. This approach also has the potential to build a participatory and egalitarian school environment, as long as it is supported by open communication and relationships based on mutual trust.

The collaborative approach is presented as an integrative alternative that combines elements of direction from the supervisor with active participation of the teacher. In this approach, the supervision process takes place within an equal partnership framework, where both parties are actively involved in the process of dialogue, exchange of ideas, and joint decision-making. This approach emphasizes the values of professional democracy and relational equality between teachers and supervisors. Rahmah and Yusuf's study shows that the collaborative approach is effective in building harmonious working relationships, increasing teacher motivation, and strengthening a sense of ownership of the results of supervision. ([Rahmah & Yusuf, 2023](#)) Through an intensive two-way communication process, both teachers and supervisors have the opportunity to grow together and build professional capacity collectively. The success of this approach is highly dependent on the interpersonal competence of the supervisor and the readiness of the teacher to establish healthy collaboration. This approach is also considered flexible in responding to the complexity of learning dynamics because it allows for adjustments and innovations based on field needs.

The effectiveness of the supervision approach cannot be separated from the supervisor's capacity to understand the individual characteristics of the supervised teacher. Variations in the background, experience, and professional needs of teachers require a differential and contextual supervision approach. For example, novice teachers will be more helped by a structural, instructional approach, while senior teachers tend to appreciate an approach that provides space for autonomy and reflection. This is reinforced by Mustafa's findings, which state that ideal supervisors are those who are able to adapt their approach according to the specific needs and conditions of the teacher. ([Mustafa, 2021](#)) The supervisor's ability to make situational diagnoses, accurate observations, and build positive interpersonal relationships are crucial factors in the success of supervision. Implementing an inappropriate approach can actually trigger resistance from teachers and hinder the professional development process. Therefore, the supervision approach must be flexible, contextual, and able to adapt to the dynamics of the educational environment.

Other contextual factors that influence the effectiveness of the supervision approach are the school's organizational culture and the principal's leadership style. School cultures that support participation, openness, and innovation tend to provide greater space for the implementation of non-directive and collaborative approaches. In contrast, schools that still practice bureaucratic and hierarchical structures tend to be more receptive to directive approaches. A study by Lestari and Hasanah, shows that the school's organizational environment plays a strategic role in determining the form and success of the supervision approach. ([Lestari & Hasanah, 2020](#)) Visionary, transformative, and supportive leadership of the principal for teacher professional development will further facilitate the creation of a conducive supervision climate. Therefore, the design of the supervision strategy should consider the values, norms, and socio-cultural dynamics that apply in the school environment.

In practice, the three supervision approaches are not exclusive, but can be integrated in a continuous and adaptive supervision cycle. This integrative model allows for a dynamic transition from a directive approach in the early stages, to a collaborative approach when the working relationship is established, and then to a non-directive approach when the teacher has demonstrated professional independence. This approach is known as the integrated supervision approach, which emphasizes the flexibility of supervision strategies according to the teacher's developmental stages. This model is considered effective in creating a dynamic work environment, respecting diversity, and encouraging lifelong learning. However, the success of this approach is highly dependent on the supervisor's ability to identify teacher needs and manage the supervision process reflectively and communicatively.

Collaborative approaches in supervision also show positive impacts on teacher job satisfaction and the quality of interpersonal relationships in the educational community. Teacher involvement in the decision-making process has been shown to increase motivation, ownership, and the drive to innovate in learning. In addition, collaborative supervision creates a dialogic and participatory school climate, while reducing the imbalance in power relations between supervisors and teachers. In the long term, this approach contributes to the formation of teacher character that is reflective, responsible, and committed to their profession. Therefore, a collaborative approach not only has an impact on improving teacher technical performance, but also on strengthening a healthy and sustainable professional culture in the school environment.

#### 4. CONCLUSION AND SUGGESTIONS

##### a. Conclusion

Based on the description, the main focus of this paper is to examine how the role of teachers as educators develops in facing the challenges of the ever-changing world of education. Teachers are not only required to deliver subject matter, but also to shape students' characters, facilitate active and enjoyable learning, and be able to adapt to technological advances and social dynamics. Based on the explanation of the educational theories studied, it can be concluded that the role of teachers in modern education is very complex and multidimensional. Teachers not only function as transmitters of material, but also as facilitators, motivators, emotional guides, and agents of social change.

Teachers play a central role in the world of education as educators, mentors, and role models for students. This role not only includes the delivery of knowledge, but also the formation of character, values, and social skills. In the context of modern education, the demands on the role of teachers are increasingly complex along with technological developments, curriculum changes, and socio-cultural dynamics. Therefore, it is important to understand the role of teachers in more depth through various theoretical approaches in educational studies.

One relevant approach is the humanistic theory that emphasizes the importance of interpersonal relationships, empathy, and self-actualization in the teaching and learning process. In this theory, the teacher acts as a facilitator who helps students discover their potential.

Constructivism theory is also an important foundation in understanding the role of teachers. In the constructivist view, students build their knowledge through experience, interaction, and reflection. The teacher is no longer the only source of knowledge, but as a guide in the active learning process.

In addition, the theory of educational ecology introduced by Bronfenbrenner provides a broad perspective on the role of teachers in a larger system. Teachers are seen as part of an educational ecosystem that is influenced by various environmental factors such as family, society, educational policies, and culture. Understanding this context helps teachers adjust their teaching approaches and strategies according to the conditions of the students.

In facing various professional challenges, the stress theory of Lazarus and Folkman is also relevant to understanding the pressures faced by teachers. Work stress, administrative burdens, and community expectations can affect teacher performance and mental health. Therefore, effective coping strategies and support from educational institutions are needed to maintain teacher welfare.

Based on the description, the main focus of this paper is to examine how the role of teachers as educators develops in facing the challenges of the ever-changing world of education. Teachers are not only required to deliver subject matter, but also to shape students' characters, facilitate active and enjoyable learning, and be able to adapt to technological advances and social dynamics. Based on the explanation of the educational theories studied, it can be concluded that the role of teachers in modern education is very complex and multidimensional. Teachers not only function as transmitters of material, but also as facilitators, motivators, emotional guides, and agents of social change.

The humanistic approach emphasizes the importance of warm and empathetic interpersonal relationships between teachers and students as a basis for developing their full potential. Meanwhile, the constructivist approach directs teachers to create an active, collaborative, and contextual learning process through guidance tailored to the developmental needs of students. The ecological theory of education emphasizes that the role of teachers is influenced by interrelated environmental systems, so teachers need to be sensitive to the social, cultural, and policy dynamics that affect the world of education.

On the other hand, the internal pressure faced by teachers in the form of work stress, as explained in the Lazarus and Folkman stress theory, shows the importance of psychological support and effective stress management so that teachers are able to carry out their duties optimally. Therefore, the purpose of this paper is to provide a deeper understanding of the strategic role of teachers in the context of modern education and to highlight the importance of mastering theoretical foundations and developing teacher competencies in order to be able to answer the demands of the times. It is hoped that this paper can be a contribution to strengthening the teaching profession that is responsive, holistic, and progressive to change.

#### b. Suggestion

Based on the study of approaches in educational supervision, it is suggested that there is an application of adaptive and contextual supervision according to the needs and characteristics of teachers. Directive, non-directive, and collaborative approaches should not be viewed as separate methods, but rather as a spectrum that can be flexibly selected in the process of developing teacher professionalism.

First, school supervisors and principals need to understand the characteristics of each supervision approach. The directive approach can be used with novice teachers or in urgent situations that require quick intervention. The non-directive approach is more appropriate for experienced teachers who need space for reflection and independent decision-making. Meanwhile, the collaborative approach should be the primary approach in building partnerships between supervisors and teachers.

Second, educational institutions need to equip prospective supervisors and principals with diverse supervisory skills through intensive practice-based training and case studies. Training

materials should include interpersonal communication, coaching techniques, conflict management, and participatory decision-making.

Third, teachers are also expected to play an active role in the supervision process. This includes the readiness to be open to feedback, the ability to self-reflect, and the willingness to continue learning and developing themselves professionally.

Fourth, national and regional education policies should support the implementation of humanistic, professional, and participatory supervision. This can be done by integrating collaborative supervision principles into education regulations and quality standards.

By wisely integrating directive, non-directive, and collaborative approaches, the educational supervision process is expected to be able to continuously improve teacher professionalism, strengthen the learning culture in schools, and ultimately have a positive impact on the quality of learning.

## 5. BIBLIOGRAPHY

- Farid, Agus. 2023, Penerapan Pendekatan Supervisi Kolaboratif Untuk Meningkatkan Kompetensi Profesional Guru Di SDN 11 Dusun Besar. *Jurnal Pembelajaran dan Pendidikan Karakter*, Vol. 5 No. 1. SDN 11 Dusun Besar <https://jurnal.pendikar.untan.ac.id/index.php/jp2k/article/view/51>
- Fitriyah, Neka. 2023, Supervisi kolaboratif sebagai strategi peningkatan motivasi kerja guru. *Jurnal Pendidikan dan Pembelajaran*, Vol. 29 No. 2. <https://doi.org/10.23917/jpp.v29i2.56743>
- Habibillah, 2023, Pendekatan Supervisi Direktif dalam Pembinaan Guru. *Jurnal Pendidikan Tambusai*, Vol. 7 No. 3. <https://doi.org/10.31004/jptam.v7i3.12048>
- Hartini, Sri. 2024, *Peningkatan Kompetensi Profesionalisme Guru Melalui Supervisi Akademik Di Sekolah Dasar Negeri 3 Binade* (Doctoral dissertation, Universitas Pgri Madiun).
- Jalil, Abdul. & Setiawan, Deny. 2022, Proses Supervisi Direktif, Non-Direktif dan Kolaboratif dalam Meningkatkan Kinerja Guru Madrasah Tsanawiyah. *Akademika: Jurnal Manajemen Pendidikan Islam*, Vo. 4 No. 1. <https://doi.org/10.51339/akademika.v4i1.461>
- Kurniati, 2020, Pendekatan Supervisi Pendidikan. *Idaarah: Jurnal Manajemen Pendidikan*, Vol. 4 No. 1 Universitas Islam Negeri Alauddin Makassar. <https://doi.org/10.24252/idaarah.v4i1.7894>
- Kurniawan, Febriyan. & Maunah, Binti. 2022, Pendekatan Supervisi Direktif dalam Pembinaan Guru di Madrasah. *Darajat: Jurnal Pendidikan Agama Islam*, Vol. 5 No. 2. UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia. <https://doi.org/10.58518/darajat.v5i2.1411>
- Lestari, Dwi. 2020, Pengaruh budaya sekolah terhadap efektivitas pendekatan supervisi. *Jurnal Pendidikan dan Kepemimpinan*, Vol. 8 No. 4. <https://doi.org/10.33394/jpk.v8i4.25462>
- Maizah, St. dkk, 2023, Implementasi Supervisi Pendidikan dalam Meningkatkan Kredibilitas Tenaga Pendidik Melalui Pendekatan Directiv, Non Directiv dan Kolaboratif.



*Multiverse: Open Multidisciplinary Journal*, Vol. 2 No. 1.  
<https://doi.org/10.57251/multiverse.v2i1.1022>

Mustofa, Ali. 2021, Fleksibilitas pendekatan dalam supervisi sebagai kunci pembinaan guru efektif. *Jurnal Evaluasi Pendidikan*, Vol. 13 No. 3.  
<https://doi.org/10.23887/jep.v13i3.28976>

Novitasari, Eni. 2022, Pengaruh pendekatan non-direktif dalam supervisi pendidikan terhadap refleksi profesional guru. *Jurnal Ilmiah Pendidikan*, Vol. 19 No. 1.  
<https://doi.org/10.21009/jip.v19i1.22345>

Putri, Afriliza Bella. dkk, 2025, Strategi Evaluasi Kinerja Guru Sebagai Upaya Peningkatan Kualitas Pendidikan di Sekolah Dasar. *CARONG: Jurnal Pendidikan, Sosial Dan Humaniora*, Vol. 1 No. 3. Universitas Adzkia. <https://doi.org/10.62710/74f3t224>

Rahmah, Sri. & Yusuf, Maulana. 2023, Kolaborasi guru dan pengawas: Pendekatan kolaboratif dalam supervisi pendidikan. *Jurnal Manajemen Pendidikan Islam*, Vol. 11 No. 1.  
<https://doi.org/10.21580/jmpi.2023.11.1.45678>

Sahar, Ahmad. 2015. Efektivitas Pelaksanaan Supervisi Akademik Pengawas Dalam Meningkatkan Kompetensi Profesional Guru PAI SD di Kecamatan Tambun Selatan, Institut Agama Islam Negeri Surakarta.

Sari, Yohana Rika. dkk, 2024, Implementasi model pembelajaran kolaboratif dalam supervisi pendidikan untuk mendorong pertumbuhan profesional Guru. *Academy of Social Science and Global Citizenship Journal*, Vol. 3 No. 2.  
<https://doi.org/10.47200/aossagecj.v3i2.2381>

Solehudin, Uud. 2020, Supervisi Kolaboratif dapat Meningkatkan Kompetensi Profesional Guru. *Jurnal Ilmiah Pendidikan Profesi Guru*, Vol. 3 No. 2. SDN 1 Sidaraja  
<https://doi.org/10.23887/jippg.v3i2.29090>

Syahdan, 2023, Penerapan Pendekatan Supervisi Kolaboratif Untuk Meningkatkan Kompetensi Profesional Guru Pada Masa Covid-19 Di SD Negeri 4 Gereneng Kecamatan Sakra Timur. *Jurnal Suluh Edukasi*, Vol. 11 No. 2. SDN 4 Gereneng <https://e-journal.hamzanwadi.ac.id/index.php/suluhedukasi/article/view/4823>

Tamsiyati, Eti. dkk, 2025, Implmentasi Supervisi Akademik Kepala Sekolah terhadap Peningkatan Kinerja Guru Studi Kasus di MTS Negeri 2 Musi Banyuasin. *Indonesian Research Journal on Education*, Vol. 5 No. 3. Universitas Islam Negeri Raden Fatah Palembang, Indonesia. <https://doi.org/10.31004/irje.v5i3.2506>

Wibowo, Hery. & Hartati, Sri. 2021, Supervisi akademik berbasis pendekatan direktif dalam meningkatkan profesionalisme guru. *Jurnal Administrasi Pendidikan*, Vol. 28 No. 2.  
<https://doi.org/10.17509/jap.v28i2.33456>

Zed, Mestika. 2008, *Metode Penelitian Kepustakaan*, Yayasan Obor Indonesia, Jakarta.  
Creswell, W. Jhon. 2014, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.





## The Role of Teachers as Educators and the Dynamics of Challenges in Today's World of Education

Umar Shodiq Rambe 

Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Email: [umarshodiqrambe@gmail.com](mailto:umarshodiqrambe@gmail.com).

### ARTICLE INFORMATION

**Keywords:** *Role of Teachers, Modern Education, Educational Challenges, Literature Study, Educational Theory.*

©2025 Umar Shodiq Rambe. This is an open-access article under the This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



### ABSTRACT

Teachers are the main pillars in the world of education who not only act as transmitters of material, but also as character builders, learning facilitators, and agents of social change. In the context of modern education, the role of teachers has developed significantly, demanding multidimensional competencies that include pedagogical, socio-emotional, technological, and cultural abilities. This study aims to examine the role of teachers as educators comprehensively and identify the challenges faced in today's world of education. By using a qualitative approach through literature studies, data were obtained from various relevant scientific literature, and analyzed using content analysis techniques. The results of the study indicate that teachers have a strategic role in shaping students into individuals with character, who are critical, and adaptive to change. The theory of humanistic education, constructivism, and educational ecology reinforce the urgency of the role of teachers in creating an inclusive and meaningful learning environment. However, teachers also face complex internal and external pressures, such as work stress, technological demands, and student diversity. Therefore, systemic support and ongoing professional development strategies are needed to shape flexible, reflective, and progressive teachers. This research is expected to contribute to improving the quality of education by strengthening the role of teachers in the era of globalization.

### 1. INTRODUCTION

One of the main pillars in the world of education is teachers, who have an important role in building students' character, knowledge, and skills. ([Jannah & Rindaningsi, 2024](#)) As the main actor in the learning process, the teacher not only acts as a source of information, but is also an important figure who has a significant impact on the general development of students. ([Wati & Ritonga, 2024](#)) In contemporary education, the role of teachers has expanded far beyond their traditional function as transmitters of subject matter. Teachers are expected to help students reach their full potential, both academically and non-academically. ([Putri et al., 2023](#))

Teachers can also enhance students' intrinsic motivation by encouraging, building, and maintaining their enthusiasm for learning. Given the various conditions and characteristics of students, this role is very important. A personalized and empathetic approach is needed to ensure that each student feels valued and supported during the learning process. Teachers also help create a fun learning environment and encourage students to actively participate. As facilitators,

they help students learn to think critically and creatively. These skills are essential to addressing the challenges of globalization and changing times. ([Camila, 2023](#))

Teachers must also be good role models for their students. Because children and adolescents are very susceptible to imitating the behavior of adults they admire, teachers must demonstrate a high level of professionalism, integrity, and social awareness. The role of teachers as educators is therefore very important and strategic because it influences students' academic achievement as well as the formation of character and personality that will determine the future of the country. ([Novita & Bakar, 2021](#))

However, the rapid development of the era has created increasingly complex problems for the world of education. With dynamic social changes, major advances in digital technology, and demands for multidimensional competencies, teachers must continue to develop. Teachers must not only understand the subject matter, but they must also have knowledge of educational technology, social emotional skills, and the ability to adapt to the cultural and social differences of their students. Innovative and creative learning approaches and classroom management must be updated to remain relevant and effective. ([Nofijantie, 2012](#))

To address these issues, it is essential to have a deep understanding of the tasks of teachers and the dynamics of educational challenges. Educators and education stakeholders will be able to use this information to create appropriate competency development strategies and supporting legislation. Consequently, the purpose of this study is to study the role of teachers as educators as a whole and identify the various dynamics of challenges faced in today's education world. By understanding the research thoroughly, it is hoped that the results can provide a clear picture and become a foundation for improving the quality of education through the formation of a flexible and progressive teaching profession that can handle the demands of the ever-changing era. ([Purnamasari et al., 2024](#))

In addition, teachers' tasks are increasingly complex as a result of the demands to act as agents of change in society. In addition to imparting knowledge, teachers must teach tolerance, nationality, and democracy to their students. Teachers have an important role in creating an inclusive and harmonious classroom atmosphere in a pluralistic and dynamic society. Teachers can build cross-cultural understanding and strengthen social cohesion among students through interactive and dialogical learning. This is very important to produce a generation that is able to live well and can contribute positively to society. ([Marhaenenti & Trisiana, 2023](#))

In today's computer and internet era, teachers must be able to use technology in the learning process. Digital literacy skills are a primary requirement in facing the transformation of education that is increasingly dependent on digital devices and platforms. Teachers are expected not only to be able to use technology, but also to be wise in choosing and implementing digital learning media that suit students' needs. Effective use of technology can increase students' learning motivation, expand access to information, and enhance their learning experience. Therefore, improving teachers' digital skills is an important component of ongoing professional development. ([Judijanto et al., 2024](#))

Teachers also act as counselors who help students emotionally and psychologically. This is because many students face pressure from various aspects of life, such as family problems, academic pressure, and social interactions. Caring teachers will help students create a safe learning environment. This method will improve positive relationships between teachers and students, which is an important foundation of a comprehensive educational process. ([Amelia, 2023](#))

In addition, continuous reflection and evaluation of the teaching practices carried out by teachers is very important. Reflective teachers will be able to find strengths and weaknesses in their approach to teaching and dare to try new things to improve the quality of learning. This can be achieved by taking training, working with colleagues, or getting involved in professional learning communities. ([Zuhra et al., 2024](#)) To face the changes and demands of the profession that are constantly changing, teachers must have a culture of lifelong learning. Therefore, teachers are not only teachers but also true learners who continue to develop and grow. ([Westari & Sumarsono, 2025](#))

Based on the description, the main focus of this paper is to examine how the role of teachers as educators develops in facing the challenges of the ever-changing world of education. Teachers are not only required to deliver subject matter, but also to shape students' characters, facilitate active and enjoyable learning, and be able to adapt to technological advances and social dynamics. Therefore, the purpose of this paper is to provide a deeper understanding of the strategic role of teachers in the context of modern education and to highlight the importance of developing teacher competencies in order to be able to answer the demands of the times. It is hoped that this paper can be a contribution to strengthening the teaching profession that is responsive and progressive to change.

## 2. THEORETICAL BASIS

Various educational literature and theories have investigated the role of teachers in the world of education, which shows how complex and broad the responsibilities carried by a teacher are. In the past, teachers may have only been seen as conveyors of information or implementers of the curriculum, but in the context of modern education, their role has evolved to be more meaningful and strategic. Teachers are now not only tasked with transferring knowledge, but also act as moral guides, learning facilitators, motivators, and even agents of social change. This change reflects a paradigm shift in understanding the essence of education itself, from a material-centered approach to a learner-centered approach. As pedagogical thought has developed, various theories have emerged to explain and strengthen the role of teachers in the teaching and learning process more deeply and comprehensively. ([Uno & Nina Lamatenggo, 2022](#))

One approach that has greatly influenced our understanding of the role of teachers is the humanistic theory of education. This theory is based on the belief that every individual has unique and valuable innate potential, and is able to develop optimally if given a supportive and humanizing learning environment. In this context, teachers are no longer the sole authority in the classroom, but rather facilitators who accompany the process of student personal growth. Carl Rogers, a leading figure in the humanistic approach, emphasized the importance of three main aspects in the teacher-student relationship, namely authenticity (congruence), unconditional acceptance, and deep empathy. Teachers are required to create a warm, open learning atmosphere that respects individual differences. This approach not only encourages cognitive development, but also helps shape students' emotional and social character, thus producing critical, reflective, and morally aware learners. ([Suryana, 2021](#))

In addition to humanistic theory, constructivism pioneered by Lev Vygotsky also made a major contribution in shaping a new perspective on the role of teachers. Constructivism views that knowledge is not something that is simply given by teachers, but is actively constructed by students through experience and social interaction. In this framework, teachers act as facilitators who accompany students' knowledge construction process, by paying attention to the zone of proximal development (ZPD), which is the area between the abilities that students have independently and the abilities they can achieve with the help of others. Through scaffolding strategies, teachers provide tailored support and gradually reduce intervention until students can learn independently. By creating a collaborative and meaningful learning environment, teachers help students develop higher-order thinking skills such as analysis, synthesis, and evaluation, and shape them into active learners who are able to adapt to various situations. ([Wicaksono, 2020](#))

The ecological theory of education developed by Urie Bronfenbrenner expands our understanding of the role of teachers by emphasizing the importance of environmental context in individual development. This theory divides the environment into several interrelated systems, ranging from micro systems such as family and school, to macro systems such as educational policies, culture, and socio-economic conditions. In this perspective, teachers not only interact with students in the classroom, but are also in a complex web of external influences that can affect the learning process. Therefore, teachers are required to be sensitive to the various social

and cultural factors that affect students' lives. A teacher who understands the context of the student's environment will be able to develop more relevant and inclusive learning strategies, and bridge students' personal needs with increasingly complex global demands. ([Ibda, 2022](#))

However, behind this important role, teachers also face internal challenges that are no less severe. One of them is psychological pressure due to work stress, as explained in the stress theory proposed by Lazarus and Folkman. Stress arises when individuals feel that the demands they face exceed their resources or abilities. In the world of education, teachers are often faced with heavy administrative burdens, demands to always keep up with technological and curriculum developments, high expectations from parents and the community, and the dynamics of relationships between fellow educators. If not handled properly, this pressure can disrupt the mental and physical health of teachers, and reduce the quality of the learning process. Therefore, it is important for educational institutions to provide psychosocial support, stress management training, and reflection space for teachers so that they remain enthusiastic and resilient in carrying out their roles. ([Nur et al., 2023](#))

Through the presentation of these theories, we can see that the role of teachers in the world of modern education is very complex, dynamic, and demands multidimensional readiness. Teachers must not only master teaching materials and learning methods, but also need to understand student psychology, be able to communicate effectively, adapt to technology, and be sensitive to social and cultural dynamics. Today's teachers are expected to be humanistic, reflective, collaborative, and innovative educators. In the era of globalization and digitalization that continues to grow, the role of teachers is expanding not only in the context of formal education, but also in shaping the character of the future generation who are highly competitive, ethical, and ready to face various life challenges. Thus, investment in teacher quality is the main key to creating a superior and sustainable education system. ([Hapudin, 2021](#))

In Islamic education, teachers have various roles. They not only function as transmitters of knowledge ('alim), but also as murabbi (moral and spiritual educators), muaddib (instillers of manners), and mu'allim (teachers of knowledge). This view is in line with the concept of tarbiyah, which emphasizes the development of a holistic personality, which includes elements of faith, morals, and deeds. In Islam, a good teacher must be a living example (uswah hasanah) for his students in addition to teaching them. This shows that educators teach through attitudes, behavior, and social interactions in addition to speech. Therefore, Islamic education provides a strong foundation for strengthening students' character and spirituality in facing the challenges posed by the contemporary world. ([Sari et al., 2023](#))

In addition, the idea of value-based education is important to strengthen the role of teachers as character builders. Teachers are at the forefront of maintaining the cultural and moral identity of the younger generation amidst the current of globalization that brings new values that often conflict with local and religious values. Education that emphasizes principles such as justice, tolerance, integrity, and responsibility must be instilled in the entire learning process. Here teachers must create a learning process that focuses on academic achievement and the formation of a strong personality. This method will produce students who are not only intellectually intelligent but also emotionally and spiritually mature. ([Suryani, 2021](#))

In addition, the rapid digital transformation is driving educators to use new educational methods such as blended learning and rotating classes. These methods allow students to learn independently through digital media before class meetings, and class time is used for practice, problem solving, and in-depth discussions. This model changes the role of teachers to be information centers; instead, they act as facilitators who help students explore and understand what they are learning. This model faces challenges in terms of how teachers can create engaging, relevant, and inclusive digital content to ensure that all students have equal access to technology. Teachers can contribute to creating a more adaptive educational ecosystem to the times by improving digital and pedagogical skills. ([Hariansa et al., 2023](#))

In addition, social-emotional learning (SEL) approaches should be considered. This method allows teachers to help students become more self-aware, learn to manage their



emotions, create healthy social relationships, and make informed decisions. Social-emotional skills are critical to students' success in life in an increasingly complex and stressful society. It is essential to their success in academic settings and the wider community. By implementing SEL in their daily learning, teachers will create a supportive and inclusive classroom environment. They will also encourage students to become empathetic, resilient, and collaborative. ([Rajab, 2023](#))

Therefore, improving the role of teachers involves improving technical skills as well as improving the quality of human resources in education. Comprehensive training, support, and appropriate rewards for teachers' hard work and moral responsibility are essential. Policies and work environments that support teacher professionalism are created by the government and educational institutions. The quality of teachers affects students' academic achievement and the future of the country, which depends on a generation that is educated, moral, and has a strong identity. Therefore, one of the important components of sustainable education reform is the formation of a strong and transformative teacher role. ([Ekawati, 2023](#))

### 3. RESEARCH METHODS

This study uses a qualitative approach with a library research method. Data were collected from various literature sources in the form of books, journals, scientific articles, and official documents related to the role of teachers and the dynamics of today's educational challenges. The data analysis technique used is content analysis, which is to systematically examine and interpret the contents of the data to gain a deep understanding.

The qualitative approach was chosen because it allows researchers to explore educational phenomena holistically and in-depth. Literature studies are relevant because they can provide a comprehensive theoretical and empirical picture without requiring time-consuming field data collection.

In addition, this study also uses source triangulation techniques by comparing various references to ensure the validity and reliability of information. Thus, the results of the study are expected to accurately describe the role of teachers and the challenges faced in the context of today's education.

### 4. RESULTS AND DISCUSSION

**The Role of Teachers as Educators:** Teachers have a very strategic role in the education system, namely as the main actor in the process of character formation and development of students' potential as a whole. The first and most basic role is as a teacher, namely delivering learning materials systematically, interestingly, and in accordance with the applicable curriculum. However, this role is not limited to the transfer of knowledge alone, but also requires pedagogical skills in building active, interactive, and meaningful learning experiences.

Furthermore, teachers function as mentors, who accompany students in facing both academic and non-academic problems. In this role, teachers help students recognize their potential and obstacles, and direct them to constructive solutions. Effective guidance strengthens the emotional relationship between teachers and students, which has an impact on increasing students' self-confidence and independence.

The third role is as a motivator. Teachers need to create a learning atmosphere that inspires students' enthusiasm and passion. This is done through positive reinforcement, empathy, and emotional support that is tailored to the individual conditions of the students. Teachers who are able to build good interpersonal communication will be more successful in fostering intrinsic motivation in students.

In addition, teachers also act as learning facilitators, who encourage students to actively build their own understanding through discussion, experimentation, and exploration of ideas. Teachers need to design a learning environment that is challenging and open to critical

questions, collaboration, and creativity. This role is in line with the constructivist approach that emphasizes the active role of students in the learning process.

Equally important, teachers also serve as role models that reflect ethical values, integrity, and professional attitudes. Students tend to imitate the behavior and attitudes of their teachers, so that the character and morals of teachers directly influence the formation of student character. Therefore, teachers must consistently demonstrate behavior that reflects honesty, responsibility, and social concern.

Thus, the role of teachers in education is multidimensional and holistic. Teachers are required not only to excel in academic aspects, but also to have high emotional and social intelligence. The success of the educational process is highly dependent on the teacher's ability to build empathetic and trusting relationships with students.

**Dynamics of Challenges in Today's Education World:** The contemporary education world is faced with new, complex and ever-evolving challenges. One of the main challenges is the advancement of digital technology that fundamentally changes the paradigm of teaching and learning. Teachers are now required to integrate technology into learning, such as the use of digital platforms, multimedia, and Learning Management Systems (LMS). However, on the other hand, easy access to technology also has the potential to cause distractions, such as dependence on gadgets or invalid information, so teachers must be able to manage and direct the use of technology wisely.

The next challenge is social and cultural diversity in the school environment. Students come from diverse backgrounds in terms of ethnicity, religion, economy, and culture. Teachers need to have cultural sensitivity and develop an inclusive approach in order to create a safe, harmonious, and respectful learning environment. This is important to form values of tolerance and cooperation from an early age.

Dynamic changes in education policy and curriculum also require teachers to continue learning and adapting. The development of competency-based curriculum, project-based learning approaches, and assessment models that emphasize 21st-century skills are challenges for teachers. Therefore, teachers need to develop adaptive pedagogical competencies and a spirit of lifelong learning.

Another pressure is psychological stress experienced by teachers and students. Administrative burdens, pressure to achieve academic targets, and social problems such as bullying or family conflicts often have a negative impact on the emotional condition of teachers and students. In this situation, teachers need institutional support such as stress management training, counseling, and work welfare policies that support mental health.

Today's teachers are required to have multidimensional competencies that go beyond the traditional boundaries of teaching. In addition to pedagogical competencies, mastery of information technology and digital literacy is essential to maintain the relevance of learning in the digital era. Interpersonal communication and social-emotional skills are also crucial in creating a collaborative and inclusive learning climate. Teachers are required to be innovators, facilitators, and agents of change who are able to respond to the dynamics of education adaptively. This complex role requires creativity, critical thinking skills, and cross-disciplinary collaborative skills. Therefore, teacher professionalism is no longer static, but must continue to be developed sustainably.

Teacher professional development is a vital element in responding to these competency demands. Training, certification, and participation in scientific forums must be an integral part of teacher capacity development. A systematic competency improvement program can bridge the gap between pedagogical theory and practice. Professional certification increases credibility and provides quality assurance for teacher performance in the eyes of education stakeholders. In addition, academic forums such as seminars and conferences allow for the exchange of ideas and the formation of productive professional networks. Competency improvement not only supports the quality of learning, but also strengthens teacher resilience in facing global educational transformation.



The complexity of contemporary educational challenges shows that the role of teachers is increasingly strategic and challenging. Technological, social, and cultural changes require teachers to have balanced intellectual, emotional, social, and spiritual readiness. Teacher education must be seen as a continuous process that begins from the pre-service period to professional development throughout a career. Without systemic support and supportive regulations, teachers will have difficulty adapting to the dynamic reality of education. Therefore, the success of national education is highly dependent on the quality of teachers who have adaptive competence and high professional commitment.

Optimizing the role of teachers is only possible in an adaptive and supportive education system. Flexible curriculum, autonomy in pedagogical decision-making, and growth-based evaluation are prerequisites for supporting teacher creativity. Public policy must also provide incentives, legal protection, and recognition of teacher contributions. In addition, strengthening learning communities and access to digital resources will accelerate the professional transformation of teachers. Synergy between the government, higher education institutions, and the community greatly determines the effectiveness of this support system. At the same time, individual teacher commitment to continue learning is the main foundation for the sustainability of education quality. Therefore, educational transformation requires a holistic strategy that places teachers as the main actors in human resource development.

## **5. CONCLUSION AND SUGGESTIONS**

### **a. Conclusion**

Based on the description, the main focus of this paper is to examine how the role of teachers as educators develops in facing the challenges of the ever-changing world of education. Teachers are not only required to deliver subject matter, but also to shape students' characters, facilitate active and enjoyable learning, and be able to adapt to technological advances and social dynamics. Based on the explanation of the educational theories studied, it can be concluded that the role of teachers in modern education is very complex and multidimensional. Teachers not only function as transmitters of material, but also as facilitators, motivators, emotional guides, and agents of social change.

The humanistic approach emphasizes the importance of warm and empathetic interpersonal relationships between teachers and students as a basis for developing their full potential. Meanwhile, the constructivist approach directs teachers to create an active, collaborative, and contextual learning process through guidance tailored to the developmental needs of students. The ecological theory of education emphasizes that the role of teachers is influenced by interrelated environmental systems, so teachers need to be sensitive to the social, cultural, and policy dynamics that affect the world of education.

On the other hand, the internal pressure faced by teachers in the form of work stress, as explained in the Lazarus and Folkman stress theory, shows the importance of psychological support and effective stress management so that teachers are able to carry out their duties optimally. Therefore, the purpose of this paper is to provide a deeper understanding of the strategic role of teachers in the context of modern education and to highlight the importance of mastering theoretical foundations and developing teacher competencies in order to be able to answer the demands of the times. It is hoped that this paper can be a contribution to strengthening the teaching profession that is responsive, holistic, and progressive to change.

### **b. Suggestion**

Given the complexity of the role of teachers in the context of modern education, synergistic efforts are needed between various parties to strengthen the capacity and professional resilience of teachers. First, the government and educational institutions need to formulate policies that support the development of teacher professionalism in a sustainable manner, through the provision of needs-based training, access to educational technology, and a fair

incentive system. Second, higher education institutions as producers of prospective teachers must update their curriculum to be responsive to the challenges of the 21st century, by emphasizing digital literacy, innovative pedagogy, and strengthening social-emotional competencies.

Third, school principals and policy makers at the local level need to build a collaborative, inclusive, and supportive school culture towards the role of teachers as agents of change. Fourth, teachers themselves are required to have reflective awareness and a spirit of lifelong learning, in order to strengthen their capacity in facing the dynamics of education that continue to develop. Finally, it is important for society to provide appreciation and social support for the teaching profession, considering its very strategic contribution in shaping the future generation. With comprehensive and sustainable support, the role of teachers as educators will be able to be carried out optimally amidst the increasingly complex challenges of the times.

## 6. BIBLIOGRAPHY

- Amelia, Ulya. 2023, Tantangan pembelajaran era society 5.0 dalam perspektif manajemen pendidikan. *Al-Marsus: Jurnal Manajemen Pendidikan Islam*, Vol. 1 No. 1. Universitas Negeri Jakarta, Indonesia. <https://doi.org/10.30983/al-marsus.v1i1.6415>
- Ekawati, Melviana. Khusnul. 2023, *Peran Guru Pendidikan Agama Islam dalam Menanggulangi Penyimpangan Moral Siswa di SMAN 1 Sukomoro Kabupaten Magetan*, IAIN Ponorogo.
- Hapudin, Soleh Muhammad. 2021, *Teori belajar dan pembelajaran: menciptakan pembelajaran yang kreatif dan efektif*, Prenada Media, Jakarta.
- Hariansa, Rifki. 2023, *Relevansi adab murid terhadap guru dalam kitab ahlak lilbanin karangan ahmad baraja terhadap pendidikan saat ini*, Skripsi, Institut Agama Islam Negeri Curup.
- Ibda, Hamidulloh. 2022, Ekologi perkembangan anak, ekologi keluarga, ekologi sekolah dan pembelajaran. *ASNA: Jurnal Kependidikan Islam Dan Keagamaan*, Vol. 4 No. 2. <https://ejournal.maarifnajateng.or.id/index.php/asna/article/view/98>
- Jannah, Lutfiatul Nur. & Rindaningsi, Ida. 2024, Pengembangan Guru Sebagai Sumber Daya Manusia Di Era Digital: Development of Teachers as Human Resources in The Digital Era. *Zeniusi Journal*, Vol. 1 No. 2. Universitas Muhammadiyah Sidoarjo. <https://doi.org/10.70821/zj.v1i2.26>
- Judijanto, Loso. dkk, 2024, *Literasi Digital di Era Society 5.0: Panduan Cerdas Menghadapi Transformasi Digital*. PT. Sonpedia Publishing Indonesia. Jambi.
- Kamila, Aiena. 2023, Pentingnya pendidikan agama Islam dan pendidikan moral dalam membina karakter anak sekolah dasar. *Al-Furqan: Jurnal Agama, Sosial, Dan Budaya*, Vol. 2 No. 5. Universitas Pendidikan Indonesia. <https://publisherqu.com/index.php/Al-Furqan>
- Marhaenenti, Septi. dkk, 2023, *Best Practice Pembelajaran Pendidikan Kewarganegaraan di Sekolah Dasar*, Unisri Press. Banjarsari Kota Surakarta.
- Nofijantie, Lilik. 2012, *Peran lembaga pendidikan formal sebagai modal utama membangun karakter siswa*. IAIN Sunan Ampel Surabaya.
- Novita, Almi. & Bakar, Abu Yunus M. 2021, Konsep Pendidikan Esensialisme dalam Pembentukan Karakter Siswa pada Mata Pelajaran Pendidikan Agama Islam. *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, Vol. 7 No. 1. UIN Sunan Ampel Surabaya.

<https://doi.org/10.26594/dirasat.v7i1.2409>

- Nur, Maulida. dkk, 2023, *Coping Stress Guru PAUD: Penanganan Anak Berkebutuhan Khusus di Sekolah PAUD Reguler*, Sada Kurnia Pustaka. Banten.
- Purnamasari, Ika. 2024, Pengaruh Perkembangan Islam terhadap Dunia Pendidikan di Indonesia: Sebuah Kajian Historis. *Islamic Education*, Vol. 4 No. 1. Universitas Negeri Medan. <https://doi.org/10.57251/ie.v4i1.1366>
- Putri, Eka Sistia Nikmah, dkk, 2023, Membangun Pendidikan Karakter Berbasis Kurikulum Merdeka Menuju Era Society 5.0: Building Character Education Based On The Merdeka Curriculum Towards Society Era 5.0. *Pedagogik: Jurnal Pendidikan*, Vol. 18 No. 2. Universitas Muhammadiyah Sampit. <https://doi.org/10.33084/pedagogik.v18i2.5557>
- Rajab, Abdul. 2023, *Etika Guru Dalam Meningkatkan Mutu Pendidik (Studi Komparatif antara Az-Zarnuji dan Hasyim Asy'ari)*, Skripsi, Universitas Islam Negeri Ar-Raniry.
- Sari, Yulinda. dkk, 2023, Hakikat Manusia dalam Ilmu Pendidikan Islam dan Relevansinya dengan Sistem Pendidikan di Indonesia. *Bulletin of Indonesian Islamic Studies*, Vol. 2 No. 2. Universitas Ma'arif Lampung, Indonesia. <https://doi.org/10.51214/biis.v2i2.1429>
- Suryana, Dadan. 2021, *Pendidikan anak usia dini teori dan praktik pembelajaran*, Prenada Media, Jakarta.
- Suryani, Lina. 2021, *Pemikiran Syaikh Az-Zarnuji dalam Kitab Ta'lim Muta'allim Tentang Akhlak Belajar dan Karakter Guru Pendidikan Agama Islam*, Skripsi, Institut Agama Islam Negeri (IAIN) Bengkulu.
- Uno, B. Hamzah. & Nina Lamatenggo. 2022, *Teori kinerja dan pengukurannya*, Bumi Aksara, Jakarta.
- Wati, Puja. & Ritonga, Sahbuki. 2024, The Role of Teachers in Improving Education For Children With Special Needs at Maulana Nadiqu Foundation Rantauprapat. *Zeniusi Journal*, Vol. 1 No. 2. Sekolah Tinggi Ilmu Tarbiyah Al-bukhary Labuhanbatu. <https://doi.org/10.70821/zj.v1i2.13>
- Westari, Nelly. dkk, 2025, Tantangan dan Peluang Transformasi Manajemen Pendidikan di Era Digital (Tinjauan Literatur Sistematis). *Proceedings Series of Educational Studies*.
- Wicaksono, Grahito Anggit. 2020, *Belajar dan Pembelajaran Konsep Dasar, Teori, dan Implementasinya*. Unisri Press, Banjarsari, Kota Surakarta.
- Zuhra, Mulia Cut. 2024, *Literasi Digital Berbasis Kearifan Lokal Sabang dalam Pembelajaran Bahasa Inggris*, Mega Press Nusantara, Jawa Barat.



## Integration of Islamic Legal Values in the National Education System Conceptual and Implementative Studies

<sup>1</sup>Rendi Fitra Yana , <sup>2</sup>Ahmad Habin Sagala .

<sup>12</sup>Universitas Al Washliyah Labuhanbatu, Sumatera Utara, Indonesia.

Email: <sup>1</sup>[rendifitray@gmail.com](mailto:rendifitray@gmail.com), <sup>2</sup>[ahmadhabinsagala16@gmail.com](mailto:ahmadhabinsagala16@gmail.com).

### ARTICLE INFORMATION

**Keywords:** *Islamic Law, National Education, Value Integration, Character Education, Curriculum, School Culture.*

©2025 Rendi Fitra Yana, Ahmad habin Sagala. This is an open-access article under the This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).



### ABSTRACT

This study aims to formulate a conceptual and implementative framework for integrating Islamic legal values into the Indonesian national education system. This is done as an effort to address the increasingly worrying character crisis and moral degradation among the younger generation. The national education system has so far prioritized a technocratic approach that tends to ignore the dimensions of values, ethics, and spirituality, so that education loses its main function as a means of forming a whole person. The research method used is a qualitative approach with library research. An in-depth literature review was conducted on the basic principles of Islamic law, such as justice, responsibility, compassion, equality, and social solidarity, and their relevance in educational practices in Indonesia. The results of the study indicate that the integration of Islamic legal values can be done through three main approaches, namely curricular, methodological, and cultural. Despite facing challenges in the form of ideological resistance, limited resources, and low value literacy among educators, the development of a value-based curriculum, teacher training, and strengthening school culture can be effective solutions. This research makes an important contribution to the development of a more humanistic, character-based, and transcendental value-oriented national education.

## 1. INTRODUCTION

The national education system is a strategic instrument in producing the next generation of the nation who are not only academically superior, but also have strong character, high moral integrity, and deep social concern. ([Zainal Abidin, 2022](#)) Within the framework of the Unitary State of the Republic of Indonesia which is multicultural and based on Pancasila, education should not be limited to the transfer of cognitive knowledge alone, but must touch all dimensions of humanity: intellectual, emotional, spiritual, and social. ([Indah Qona'ah, & Ghufroon, MA 2024](#)) National education should ideally be a vehicle for the formation of whole human beings who are able to respond to the challenges of the times, while also being firmly rooted in the noble values of the nation and religion. ([Multazam Uccang, et al. 2022](#))

However, the reality on the ground shows that the national education system tends to be trapped in a technocratic paradigm that emphasizes academic competence achievement and mastery of technology. As a result, the aspects of morality, ethics, and spirituality that should be

the main pillars of character formation are marginalized. ([Mukhlis, et al. 2024](#)) The curriculum that is designed is more oriented towards results, not towards the process of forming deep values. This condition risks producing a generation that is intellectually intelligent, but ethically fragile and loses direction in living in society. ([Rahmatul Hasni Firsya & Wiza, R. 2025](#))

In the midst of globalization and complex social dynamics, the challenges of the world of education are increasingly difficult. The younger generation is now faced with an identity crisis, moral degradation, and weak orientation of life towards transcendental values. Therefore, a new approach is needed in the national education system that is able to substantively answer this crisis. One relevant alternative is the integration of Islamic legal values into the education system as a foundation for character formation and social morality. ([Burhanuddin, 2025](#))

Islamic law (sharia) is not only concerned with aspects of worship, but also includes principles of social ethics that are highly relevant to education, such as justice (ʿadl), equality (musawah), compassion (rahmah), responsibility (mas'uliyah), and solidarity (ta'awun). ([Asbar & Setiawan, 2022](#)) These values have moral strength that can shape students into individuals who are not only academically intelligent, but also spiritually mature and resilient in carrying out social responsibilities. Unfortunately, in practice, these values are still rarely touched upon in the design of the national education system as a whole. ([Amanda Vencly Vaniai, et al. 2022](#))

When Islamic legal values appear in the curriculum, they are usually limited to Islamic Religious Education subjects and are not integrated transdisciplinary with other subjects. In fact, universal values in Islamic law have great potential to enrich the entire curriculum and build a more ethical and humane educational ecosystem. The absence of this holistic approach makes our education lose its direction in forming a complete human being, namely a human being who thinks rationally while also having spiritual depth and social sensitivity. ([Wijaya, Arga, & Raka Pratama. 2025](#))

The lack of attention to the integration of moral and spiritual values in national education is an indication of a weak understanding of the importance of values as the foundation of life. In the context of Indonesia as a country with a Muslim majority, the education system should be able to explore and adopt Islamic values wisely and contextually. The idea of integrating Islamic legal values in education is not intended to make the education system exclusively religious, but rather to enrich the moral and social basis of education which currently tends to be dry of fundamental values. ([Rahmi Hayati, 2025](#))

This research is here to bridge the gap between the idealism of Islamic legal values and the practice of the national education system. By exploring the basic principles of sharia such as justice, equality, social responsibility, and solidarity, this research aims to formulate an integrative conceptual framework that is able to combine national values with Islamic spiritual values contextually and applicatively. ([Sari, 2025](#)) This approach not only builds theoretical dimensions, but also offers practical implications for curriculum reform, learning strategies, and the formation of a character-based educational institution culture. ([Ira Oktaria, et al. 2025](#))

Different from the normative-descriptive approach that has dominated Islamic education studies, this study proposes a conceptual and implementative approach based on Islamic legal principles as a source of social ethics. The main focus is on how these values can be internalized in the national education system through curriculum design, teaching methods, educational policies, and leadership patterns of educational institutions.

With a cross-disciplinary approach and critical review of Islamic legal literature and national education policies, this research is expected to enrich academic discourse and provide real contributions to the formulation of a more humanistic and civilized education model. ([Brotherhood, 2025](#)) The integration of Islamic legal values into the national education system is a strategic effort to build a generation that is not only intelligent, but also has a strong ethical awareness, social responsibility, and spirituality. Through this framework, education will become a transformative force in building a dignified national civilization. ([Readi, 2024](#))

Therefore, the integration of Islamic legal values into the national education system is not only a response to the moral and spiritual needs of the younger generation, but also a visionary long-term strategy in forming a highly civilized Indonesian society. This effort requires active synergy between policy makers, educational institutions, academics, and the wider community to jointly formulate a more inclusive, transformative, and nationally-aligned educational direction.



Education is no longer understood as a formal process in the classroom alone, but rather as a process of cultivating values that are sustainable, contextual, and touch all dimensions of humanity. Within this framework, Islamic legal values can act as an ethical and spiritual foundation that inspires all aspects of the national education system, from curriculum formulation, pedagogical strategies, institutional governance, to the formation of a humanistic and civilized school culture. If this integration is implemented consistently and systematically, the Indonesian national education system will be able to produce a generation that is not only intellectually superior, but also has a strong character, a social soul, and has a high commitment to universal values that uphold justice, humanity, and the sustainability of civilization.

One of the fundamental strategies in responding to the identity crisis and value degradation in the contemporary world of education is through the revitalization of the ethical and spiritual dimensions in the national education system. In this context, Islamic law as a comprehensive normative system can be used as a conceptual foundation in building a more transformative and meaningful educational paradigm. Sharia does not merely regulate the vertical relationship between humans and God, but also includes horizontal relationships between individuals and with their social environment. Thus, the universal values contained in Islamic law are very relevant to be integrated into all stages of education, from curriculum planning, the learning process, to the formation of institutional culture. This integration effort will provide a clear moral and spiritual direction for the younger generation in facing the complex challenges of the 21st century.

The integration of Islamic legal values into the national education system is in line with the mandate of Law Number 20 of 2003 concerning the National Education System, which emphasizes the importance of forming people who are faithful, pious to God Almighty, and have noble character. Within this framework, ethical values such as honesty (*sidq*), justice (*'adl*), responsibility (*mas'uliyah*), and social solidarity (*ta'awun*) must not only be taught conceptually, but also need to be internalized through daily educational practices. This necessitates the implementation of a value-based learning approach that places teachers as the main actors in instilling moral role models. Thus, education does not only function as an instrument for mastering knowledge and skills, but also as a medium for forming the integral character of students. ([Jannah, 2023](#))

Furthermore, an integrative approach to Islamic legal values in education requires systemic synergy between curricular and cultural aspects. Integration of values is not reduced to the addition of religious material in the syllabus, but must be realized through the development of an educational atmosphere that is conducive to the instillation of noble values. This includes social relations between school members, fair and participatory leadership practices, and the formation of an institutional culture that upholds the principles of civility. Ideally, schools should become microcosms of an inclusive and welfare-oriented Islamic society. In an environment like this, students will grow into holistic individuals, namely individuals who are not only superior in cognitive aspects, but also have high spiritual depth and social sensitivity. ([Miswari, 2024](#))

## 2. RESEARCH METHODS

This study uses a qualitative approach with a library research method as the main foundation. This approach is considered relevant because it allows the author to explore and analyze key concepts related to Islamic legal values and their application in the national education system. The main focus of this study is to examine in depth the principles of Islamic law which include justice (*adl*), equality (*musawah*), responsibility (*mas'uliyah*), compassion (*rahmah*), and solidarity (*'ta'awun*), and how these values can be integrated conceptually and implementatively in national education policies and practices. ([Hidayat, 2024](#))

The data sources of this research consist of primary literature in the form of fiqh books, ushul fiqh, and classical and contemporary thoughts in Islamic law studies that are relevant to the context of education. In addition, secondary sources are also used such as Islamic education books, scientific journals, national education policy documents (such as the National Education System Law, the Merdeka Curriculum, and the Regulation of the Minister of Education), as well



as the results of previous studies that discuss the integration of religious values in education. ([Purwanto, 2022](#))

The data were analyzed using content analysis with a thematic and conceptual approach. This analysis aims to identify the main themes of Islamic legal values, then compare them with the principles and structures of the national education system. This approach allows for mapping between normative concepts in Islamic law and implementation spaces in curriculum, pedagogy, and education policy. ([Utomo & Rizqa, 2024](#))

In addition, a critical and hermeneutic analysis of classical texts and contemporary educational policies is carried out to interpret the meaning of Islamic values in a modern social context. This process includes efforts to reconstruct thought that not only understands the text literally, but also captures the essence of Islamic transcendent values as a source of educational ethics. ([Readi, 2024](#))

This research is conceptual and applied, with the aim of developing an integrative framework that not only theoretically explains the importance of integrating Islamic legal values in national education, but also offers an implementation model that can be applied in the formal education system in Indonesia. This framework is expected to be able to bridge the idealism of Islamic values with the dynamics of national, pluralistic, and civilization-oriented educational policies. ([Judge, 2020](#))

Thus, the approach used in this study allows for the formation of a complete and in-depth understanding of how Islamic legal values can contribute significantly to building a national education system that is more civilized, moral, and oriented towards the welfare of the nation as a whole.

### 3. RESULTS AND DISCUSSION

#### a. Research result

Islamic law (sharia) is a complete and comprehensive value system that regulates all aspects of human life. Sharia is not only in the form of formal legal regulations, but also contains universal moral and ethical principles that serve as guidelines for life for Muslims. In the context of education, the values contained in Islamic law such as justice ('adl), responsibility (amanah), cooperation (ta'awun), and compassion (rahmah) have very high relevance in shaping the character of students. Education is not only aimed at intellectual intelligence, but must also foster spirituality and hone social sensitivity.

However, in reality, the national education system still tends to place these values as complementary elements. The curriculum focuses more on cognitive aspects and technical skills, while the development of moral and spiritual values tends to be neglected. As a result, many graduates of education are academically successful, but experience a void in moral identity and ethical awareness. This is a strong foundation for the urgency of integrating Islamic legal values into the national education system. Education must return to its essence as a means of forming whole human beings, namely intelligent, moral, and responsible human beings in social life.

One of the fundamental problems in education in Indonesia is the dualism between religious education and general education. Religious education is still seen as a separate space from other subjects. Meanwhile, subjects such as Mathematics, Science, and Social Studies are often taught without a value approach. This separation causes education to lose its moral spirit, so that students do not get a learning experience that unites knowledge and ethics. In fact, Islamic values such as honesty, responsibility, and justice can be inserted into various subjects to form a person who is balanced between intellectuality and spirituality.

This condition shows that there has been no serious and systematic effort to make Islamic values the foundation of the national education system. The existing curriculum is structured in a rigid administrative framework and has minimal value approaches. Islamic values are placed more in Islamic Religious Education subjects, so that they lose their integrative power in forming the entire academic culture. In fact, an integrative educational approach between

cognitive, affective, and spiritual aspects is an urgent demand in the modern era filled with moral, social, and cultural challenges.

To answer these problems, the integration of Islamic legal values in the national education system needs to be designed systematically and comprehensively. There are three main approaches that can be applied, namely the curricular, methodological, and cultural approaches.

First, curricular integration is carried out by explicitly including Islamic legal values in learning objectives, competency achievement indicators, and learning evaluations. Values such as justice, responsibility, and compassion need to be made an important part in forming social competence and character of students. For example, in social studies subjects, students not only learn social concepts theoretically, but are also directed to understand and internalize the values of social justice based on Islamic teachings.

Second, the methodological approach is carried out through the application of learning strategies that foster ethical awareness and noble morals. Learning methods such as value-based social projects, reflective discussions, and case studies involving moral dilemmas can strengthen the internalization of values. This strategy allows students not only to know, but also to experience and feel the importance of applying Islamic principles in real life.

Third, the cultural approach emphasizes the development of educational institution culture that reflects Islamic values in daily practice. Schools or madrasahs need to build an environment that supports the formation of positive characters, such as honesty, discipline, responsibility, and concern for others. A school culture based on values will be a living space for students to learn through role models and meaningful social interactions.

Although this integration has great potential, its implementation is not free from various challenges. One of the main challenges is the ideological resistance from some groups who see this effort as a form of religious domination in public education. Another challenge is the low literacy of values among educators, both teachers and lecturers, as well as limited educational resources such as relevant teaching materials and training. In addition, explicit policy support for value integration is also still limited, so that implementation in the field is not uniform.

To face these challenges, a planned and sustainable strategy is needed. First, it is necessary to develop a national curriculum based on values that can bridge academic and moral aspects. The curriculum must be adaptive, contextual, and inclusive of universal Islamic values. Second, higher education institutions need to organize training and competency development programs for educators so that they are able to apply value-based learning creatively and effectively. Third, it is necessary to build partnerships between educational institutions, religious institutions, government, and society in creating an educational ecosystem that supports the growth of value education.

Strengthening literature and academic research on value integration in education should also be a priority. Conceptual and applied studies on the relationship between Islamic law and the national curriculum need to be continuously developed so that scientific references are available that can be used as references by educators and policy makers.

Thus, the integration of Islamic legal values in the national education system is not only an idealistic discourse, but a real need in building education that is character-based, civilized, and oriented towards the welfare of the people. Education that is built on the foundation of values will produce a generation that is not only superior in science, but also has strong ethics, social responsibility, and spirituality. This is the great ideal of national education: to form whole human beings who are ready to become agents of change in building a just and dignified national civilization.

## b. Discussion

The integration of Islamic legal values into the national education system is a critical response to the crisis of values currently being faced by the Indonesian education world. Education currently tends to experience a shift in meaning. From what should be a space for character and morality formation, education has changed into a means of achieving technical

competence and cognitive targets. The focus on academic aspects has ignored the spiritual and ethical dimensions which are actually the main pillars of the formation of students' personalities. In this context, Islamic law or sharia can be presented as a comprehensive source of values that are integrated with the goals of national education.

Islamic law not only regulates matters of worship, but also offers a broad ethical framework. Values such as 'adl (justice), mas'uliyah (responsibility), ta'awun (cooperation), rahmah (compassion), and musawah (equality) are principles that are relevant to the needs of today's education world. These values play a role in shaping the character of students so that they are not only intelligent in science, but also morally and spiritually mature. Unfortunately, in the implementation of the national curriculum, these values tend to be marginalized and only present symbolically in Islamic Religious Education subjects, without comprehensive integration into the holistic education structure.

One of the structural problems in the national education system is the dichotomy between general education and religious education. Religious education tends to stand alone, while general subjects are taught neutrally towards values. This causes the education process to lose its sustainable moral and spiritual orientation. In fact, universal Islamic principles can be integrated into various subjects, both thematically and in terms of values. For example, the values of justice and responsibility can be included in social studies, science, and Indonesian language learning, so that education becomes more contextual and meaningful.

To overcome these problems, a conceptual and implementative model of integration of Islamic legal values in the national education system is needed. Conceptually, Islamic values can be used as a basis for formulating the vision, mission, and goals of education. While in terms of implementation, integration can be done through three main approaches: curricular, methodological, and cultural.

First, curricular integration refers to the instillation of values through the formulation of learning outcomes and core competencies that contain moral and spiritual aspects based on Islamic principles. This can be realized by compiling indicators for assessing attitudes and values in all subjects, not only in Islamic Religious Education.

Second, methodological integration concerns the learning strategies used by teachers in the classroom. Value-based learning approaches such as contextual, reflective, case study, and social project-based learning can be used to foster students' ethical awareness.

Third, cultural integration emphasizes the formation of a school culture that reflects the principles of sharia. This culture includes the habituation of noble morals, ethical social interaction, and exemplary behavior from educators as moral figures. In this case, the principal, teachers, and all members of the school must become agents of value.

However, this integration effort is not free from various challenges. The first challenge is ideological resistance that arises from concerns that this approach will create religious exclusivity in the public sphere of education. The second challenge is the low capacity of teachers and educators in translating Islamic legal values into applicable learning strategies. The third challenge is the limited policies and regulations that encourage the strengthening of values in the national curriculum.

Facing this challenge, a systemic strategy involving various parties is needed. The development of a national curriculum based on values, intensive training for teachers and lecturers, and strengthening collaboration between educational institutions, government, and civil society are important steps to create a value-based education ecosystem. In addition, scientific research and the development of contemporary Islamic education literature must be strengthened to become valid and contextual academic references.

With the right approach, the integration of Islamic legal values will not only enrich the moral dimension of the national education system, but also be able to be the answer to the crisis of character and direction of education. Education rooted in universal and inclusive Islamic values will produce a generation that is intellectually superior, spiritually strong, and socially

resilient in facing the challenges of the times. This kind of education is worthy of being called a dignified national education.

#### 4. CONCLUSION AND SUGGESTIONS

##### a. Conclusion

The integration of Islamic legal values in the national education system is an urgent need that is both conceptual and implementative. In the context of Indonesia as a country with a Muslim majority and an education system based on Pancasila, Islamic legal values can make a major contribution to the formation of students' character as a whole. The basic principles in sharia such as justice (*ʿadl*), responsibility (*mas'uliyah*), compassion (*rahmah*), cooperation (*ta'awun*), and equality (*musawah*) are not only religious values, but also universal humanitarian values that can strengthen the moral foundation of national education. However, the implementation of these values in education still faces a number of obstacles, such as the dominance of a technocratic approach in the curriculum, dualism between religious and general education, and low value literacy among educators. In fact, without value integration, education will lose its direction in forming a whole person.

Therefore, an integrative approach is needed that includes curricular, methodological, and cultural dimensions. This approach must be supported by clear regulations, competent human resources, and the culture of educational institutions that authentically reflect Islamic values. The integration of Islamic legal values into the national education system is not only a response to the moral and spiritual needs of the younger generation, but also a visionary long-term strategy in forming a highly civilized Indonesian society. This effort requires active synergy between policy makers, educational institutions, academics, and the wider community to jointly formulate a more inclusive, transformative, and national identity-aligned direction for education. Education is no longer sufficiently understood as a formal process in the classroom alone, but rather as a process of cultivating values that is sustainable, contextual, and touches all dimensions of humanity.

Within this framework, Islamic legal values can act as an ethical and spiritual foundation that inspires all aspects of the national education system, starting from curriculum formulation, pedagogical strategies, institutional governance, to the formation of a humanistic and civilized school culture. By developing an education system that combines Islamic and national values proportionally and contextually, national education will be able to produce a generation that is not only intellectually superior, but also wise, has integrity, and is socially responsible. If this integration is implemented consistently and systematically, the Indonesian education system will not only be modern and competitive, but also deeply rooted in noble values that can lead the nation towards a just, civilized, and dignified civilization.

##### b. Suggestion

As a suggestion, researchers who study the integration of Islamic legal values in the national education system are advised to be careful in choosing conceptual and implementative approaches that are relevant to the context of Indonesian multicultural education. The literature sources used, both classical and contemporary, must be ensured to have scientific validity and direct relevance to sharia principles and national education practices.

In addition, the use of thematic and hermeneutic analysis approaches must be complemented by triangulation of theoretical sources and critical reflection on the researcher's position in interpreting the meaning of Islamic legal values. This aims to avoid normative bias and maintain academic objectivity in producing a synthesis of ideas that can be scientifically accounted for.

Systematic documentation of the analysis process is also very important, so that the research results can be replicated and used as a reference in the development of curriculum,

policies, and practices of value-based education in the future. With these steps, this integrative study is expected to be able to provide a significant contribution in enriching the scientific treasury of Islamic education, while also offering practical solutions in building a more ethical, transformative, and civilized national education system.

## 5. BIBLIOGRAPHY

- Abidin, Zainal. 2022. Development of Character Education and National Culture in an Effort to Form a Society that is Useful for the Nation and State. <https://doi.org/10.31237/osf.io/jq8se>
- Asbar, AM, & Setiawan, A. (2022). The Values of Faith, Worship, Sharia and Al-Dharuriyat Al-Sittah as the Normative Basis for Islamic Education. *Al-Gazali Journal of Islamic Education*, Vol. 1 No. 1, Sultan Aji Muhammad Idris State Islamic University Samarinda. <https://staialgazalibulukumba.ac.id/jurnal/index.php/AJIE/article/view/7>
- Burhanuddin, 2025. Character Education Values in Surah Yusuf: An Integrative Approach in the Formation of the Morals of the Young Generation. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, Vol. 7 No. 02. <https://doi.org/10.37542/gyahcd32>
- Firsya, Hasni. Rahmatul, & Wiza, R. 2025. The Values of Moral Education in the Animated Film Hafiz and Hafizah in Forming Smart and Pious Children's Characters. *ALSYS*, Vol. 5 No. 3. <https://doi.org/10.58578/alsys.v5i3.5702>
- Hakim, L. 2020. Integrative Islamic Education: Best Practice of Integration of Islamic Religious Education in Higher Education Curriculum. Gestalt Media, Yogyakarta.
- Hayati, Rahmi. 2025. Integration of Humanistic Values in Multicultural Islamic Educational Leadership. *Journal of Social and Science*, Vol. 5 No. 5. IAIN Palangka Raya. <https://doi.org/10.59188/jurnalsosains.v5i5.32203>
- Hidayat, R. 2024. Harmonization of Knowledge: Tracing the Interaction of Islam and Philosophy in the Development of Science: Tracing the Interaction of Islam and Philosophy in the Development of Science. *EL-FIKR: Journal of Islamic Aqidah and Philosophy*, Vol. 5 No. 1, 3. <https://doi.org/10.19109/el-fikr.v5i1.21680>
- Ikhwanudin, I. 2025. Integration of Islamic Legal Values in Citizenship Education: A Study of the Thoughts of al-Farabi and Ibnu Khaldun. *Tasyri': Journal of Islamic Law*, Vol. 4 No. 1. <https://doi.org/10.53038/tsyr.v4i1.254>
- Jannah, BS 2023. Is It Important To Integrate Islamic Values In Accounting Education? *JAS (Jurnal Akuntansi Syariah)*, Vol. 7 No. 1. <https://doi.org/10.46367/jas.v7i1.1050>
- Miswari, M. 2024. Various Dimensions of Learning Islamic Religious Education: (Conceptual Study of Spiritual and Material Dimensions). *SYAIKHONA: Journal of Master of Islamic Religious Education*, Vol. 2 No. 2. <https://doi.org/10.59166/syaikhona.v2i2.235>
- Mukhlis, et al. 2024. The Purpose of Islamic Education: The World, the Hereafter and the Formation of Muslim Character in Forming Individuals with Morals and Positive Contributions. *AL GHAZALI: Journal of Islamic Education and Thought*. <https://doi.org/10.69900/ag.v4i1.189>
- Oktaria, Ira, et al. 2025. The Relevance of Fazlur Rahman's Thoughts on Islamic Education Values in the Independent Curriculum. *Al-Fikri: Journal of Islamic Education Studies and Research*, Vol. 8 No. 1. <https://doi.org/10.30659/jspi.8.1.31-46>

- Purwanto, Anim. 2022. Basic concepts of qualitative research: Theory and practical examples. Publisher of the Indonesian Research and Development Center, Central Lombok, West Nusa Tenggara.
- Qona'ah, Indah. & Ghufroon, MA 2024. Integrating Spiritual, Emotional, Social and Intellectual Dimensions in the Assessment of MI Salafiyah Jenggong 01. *JiIP - Scientific Journal of Educational Sciences*, Vol. 7 No. 7. <https://doi.org/10.54371/jiip.v7i7.5345>
- Readi, Agus. 2024. Islam and Modernity: A Critical Review of Contemporary Islamic Thought. *Edukais: Journal of Islamic Thought*, Vol. 8 No. 1. STIT Bustanul Arifin Bener Meriah Aceh, Indonesia. <https://doi.org/10.61595/edukais.2024.8.1.95-108>
- Sari, Nabila. Sekar. 2025. Sharia Business Development Strategy in Realizing Sustainable Business. *At-Tajir: Journal of Sharia Business Management*, Vol. 2 No. 2 Syekh Nurjati State Islamic University of Cirebon. <https://ejournal.alkifayahria.ac.id/index.php/attajir/article/view/419>
- Uccang, Multazam. et al. 2022. Challenges and Strategies of Contemporary Islamic Religious Education Teachers in Internalizing Islamic Religious Education Values to Students. *Al-Ishlah: Journal of Islamic Education*, Vol. 20 No. 1. State Islamic Institute of Parepare. <https://doi.org/10.35905/alishlah.v20i1.2729>
- Utomo, Edi. & Rizqa, M. (2024). Independent learning and holistic approach: Integrated Islamic education. *Instructional Development Journal*, Vol. 7 No. 1. Sultan Syarif Kasim State Islamic University, Indonesia. <http://dx.doi.org/10.24014/idj.v7i1.31704>
- Vencly Vaniai, Amanda, et al. 2022. Ethical, Moral and Moral Values in National and State Life. *Ta'dib: Journal of Islamic Education and Social Issues*, 20(1), 13–24. <https://doi.org/10.37216/tadib.v20i1.537>
- Wijaya, Arga, & Raka Pratama. 2025. Integration of Islamic Education Values in School Curriculum to Form Islamic Character. *Hidayah: Scholar of Islamic Education and Sharia Law*, Vol. 1 No. 1. <https://doi.org/10.61132/hidayah.v1i1.700>