

The Role of Religious Teachers in Increasing the Motivation of Students in Grade VII Catholic Religious Education and Budi Pekerti Subjects at Tri Sakti-1 Medan Junior High School

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ABSTRACT

This study aims to determine the learning motivation of seventh grade students in the subject of Catholic Religious Education (PAK) and Budi Pekerti at Tri Sakti-1 Medan Catholic Junior High School, as well as the role of PAK teachers in motivating students. In this context, PAK teachers have a crucial role in improving learning motivation by providing appropriate encouragement and motivation to students. We expect this research to enhance the quality of education and boost students' learning motivation in schools. To be role models for students, PAK teachers must act as educators who not only teach religious values but also have broad insights and strong characters. The research methods used in this study are qualitative and quantitative. We used the qualitative method to delve deeper into students' perceptions and experiences of learning motivation from PAK teachers, while the quantitative method objectively measured the level of student learning motivation. We expect the results of this study to offer recommendations to PAK teachers, aimed at enhancing students' learning motivation and fostering the development of effective learning strategies at Tri Sakti-1 Medan Catholic Junior High School. Thus, this study has important implications for improving the quality of religious education and student character through the active and inspiring role of PAK teachers.

INTRODUCTION

Motivation comes from the word motive, which refers to the condition within an individual that influences behavior and encourages individuals to carry out certain activities, whether consciously or unconsciously, to achieve predetermined goals. (Pardede et al., 2022). We can interpret learning motivation as the energy that motivates individuals to engage in specific learning activities, both internally and externally, thereby sustaining enthusiasm and motivation throughout the learning process. (Nasrah, 2020). Learning motivation is an absolute requirement for learning and plays a key role in providing energy and enthusiasm in the learning process. Learning motivation, in addition to being a driving force for good results, also involves efforts to achieve predetermined learning goals (Syafari & Montessori, 2021). Motivation is a desire that influences, drives, channels, and directs individual attitudes and behaviors, thus influencing the behavior and decisions taken (Jemudin et al., 2019) Therefore, motivation consistently influences the intensity of student learning efforts, leading to a significant increase in student learning outcomes (Meilani & Aiman, 2020). Learning motivation is very important to a student's success. Learning outcomes will be optimal if motivation exists. The more appropriate the motivation, the better the resulting learning outcomes. Therefore, motivation always affects the intensity of students' learning efforts (Hikmah & Saputra, 2023)

Motivation comes from the Latin word "movere," which means drive or driving force. Various experts have put forward different definitions of motivation, but their essence remains the same. This driving force transforms a person's energy into real activity to achieve certain goals. Motivation can be defined as the power, drive, need, passion, pressure, or psychological mechanism that drives a person to achieve certain results. Students find motivation in their desire to enjoy learning or the satisfaction of their needs. Some students also learn to receive rewards or avoid external punishment (Izzatunnisa et al., 2021). The teacher's role in motivating students to learn is an important part of learning activities. Teachers not only teach but also motivate students to learn. Because each student has a different spirit of learning, teachers must provide motivation so that pupils still have a passion for learning and grow into excellent students. A motivated student will ensure the success of the learning process. Therefore, teachers must foster optimal learning motivation and be creative in motivating students (Reresi & Rawul, 2023). Teachers encourage students to increase their self-confidence and achieve their desired goals through motivation. Motivation is a student's ability to achieve goals. Motivation plays a crucial role in education and learning, as it is impossible for students to lack motivation to learn. Teachers who fail to motivate students also contribute to learning errors. This can reduce interest in learning and learning outcomes. Therefore, we must continuously improve student motivation. Student motivation is critical to the quality of education and the learning process (Ramadhani & Muhroji, 2022).

Good learning motivation will lead to positive results. Students, through careful effort and motivation, actually determine their level of learning. To

change behavior, we need motivation that will help us motivate ourselves and change our behavior. Learning motivation is the driving force that exists in humans, both intrinsic and extrinsic. It generates learning activities, provides direction, ensures learning continuity, and contributes to the development of several positive attitudes. Students become enthusiastic and enjoy learning and improving their abilities (Wijaya & Permana, 2021). Motivation plays an important role in the teaching and learning process, both for teachers and students. Teachers must know their students' learning motivation in order to maintain and increase it. Student learning motivation can increase enthusiasm for learning and encourage participation in learning activities. Students who are motivated tend to enjoy learning activities. However, today, many students have lost interest in learning. Students who are indifferent to the learning process, pay little attention to the teacher when explaining the material, and fail to complete the teacher's assigned tasks exemplify this attitude. Teachers have an important role in strengthening and motivating learning. Teachers and students are the most important elements in learning activities. Teachers are educators who create learning designs and implement them into the teaching and learning process. Teachers are also educators, teaching values, customs, and social values. Teachers must possess extensive knowledge and insight to effectively carry out this role, which they can subsequently impart to students (Pius X et al., 2022).

Education is a conscious effort to develop human potential through educational activities. Learning motivation is one of the internal factors that determines the success or failure of the teaching and learning process. In learning activities, motivation is the driving force that creates learning activities and ensures the continuity of learning activities. Learning motivation is essentially a non-intellectual psychological factor (Pongoh, 2023). Religious education is crucial in improving the quality of human life. Religious teachers play an important role in student development, not only as material conveyors but also as sources of spiritual inspiration and guidance. Religious education can help protect children from the negative influence of foreign cultures and promote strong religious beliefs. Religious teachers should act as friends to children and increase motivation to learn by instilling a passion for religious education. Catholic religious teachers have special expertise in the field of education and Catholic religious education, and they understand the Word and are experts in their field as educators and preachers. The professional competence of Catholic religious teachers is crucial for the realization of knowledge-based schools (Izzatunnisa et al., 2021). Catholic religious education teachers are intelligent, innovative, creative, honest, humble, independent, and responsible. They must have faith in Christ, religious knowledge, and professional skills. Catholic religious education teachers must show the real Christ in students, as well as good humanity and strong character. They must have broad knowledge and strong character to be professional teachers. Catholic religion teachers are teachers and preachers who convey religious knowledge based on the teachings of Jesus Christ. Only those with special expertise in the field of education and Catholic religious education can carry out their duties (Naben, 2022). The Second

Vatican Council, in AG Art. 26–27, emphasized that teachers must understand their role in the development of Catholic schools. Teachers must have religious knowledge and teaching skills appropriate to the discoveries of modern times. They should be the bonds of reciprocal relationships with students and bear witness to Christ, the only Master, through their lives and teachings. Teachers should try to awaken students who have dropped out of school and allow teachers to continue to accompany them with advice, kindness, and associations with a specific purpose and spirit (Irene Hartutik, Dicky Aprianto, 2023).

LITERATURE REVIEW

Active learner Participation

Active participation requires students to think critically and analyze information. Students will be required to formulate arguments, solve problems, and make sound decisions. This helps students develop critical thinking skills that are essential for their daily and future lives. Students actively participate in group work, discussions, and social interactions. This allows children to learn to work together, respect the opinions of others, establish effective communication, and develop social skills that are important for community life. Active participation in learning encourages students to take responsibility for their own learning

Learners' willingness to learn

Junior high school (SMP) learning guides students' attitudes and expects them to be capable of independent learning. This aligns with the learning approach that utilizes the Student Unit Level Curriculum (KTSP). KTSP delivers many learning modules in three formats: face-to-face learning, structured learning, and independent learning. In the KTSP learning process, students are not completely dependent on the teacher. Teachers must guide students to acquire knowledge and skills through their own efforts in order to realize the expectation that they can learn independently (Sriyono 2016).

Learner Learning Consistency

Being consistent with oneself is not as easy as it sounds; the ups and downs of consistency in individuals are often problematic in life, especially in learning. Self-consistency is one part of an individual's personality. Aspects of a person's personality can be in the form of beliefs, actions, and attitudes. Therefore, in responding to the current globalization, it is necessary to increase learning consistently (Majid 2021).

Learner Learning Initiative

Learning initiatives can be defined holistically from the concepts of independence and learning (Budiman & Budi, 2016). Student learning independence is a mirror of a creative attitude, freedom of action, and responsibility, which is characterized by learning initiatives and the desire to gain new experiences (Mashuri, 2012).

Learner Self-Confidence

Self-confidence is a person's belief in their ability to do something or show a certain appearance (Inge Pudjiastuti A, 2010: 40). Having Clear Goals for Learners Motivation is one factor that influences the success of student learning at school. Motivation directly and indirectly affects student learning outcomes. Every student has a goal in mind, so they work with strong motivation to achieve it. We will exert every effort to make your learning dreams a reality. In other words, individuals who lack motivation to learn are unable to engage in educational activities. When students are motivated, they learn more actively and achieve better learning outcomes (Saptono, 2016).

Response to learner feedback

According to Suherman, feedback is an educator's activity to observe students' learning processes or results in order to further improve student abilities. Meanwhile, Runk defines feedback as the sensory data an individual receives to react to the outcomes of their actions. Lutan, on the other hand, defines feedback as the knowledge one gains from actions, tasks, or responses (Wahyudi and Sari 2016). Creativity of Learners According to Drevdahl in "creativity is a person's ability to be able to produce any composition, product, or idea that is basically new and previously unknown to the creator (Elizabeth B. Hurlock, 2004: 4)." Someone who is able to create experiments that are new in nature possesses the definition of creativity. In addition to learning creativity, which influences the emergence of learning independence, learning motivation also plays a significant role (Isnawati et al. 2015).

The role of the teacher in enhancing student motivation is significant.

Teacher as educator

The task and role of a teacher as an educator is to enhance and cultivate the potential of students to gain understanding and experience in their lives. This includes developing knowledge and skills, maintaining physical and spiritual health, fostering independence, fostering a strong character, and instilling a sense of personal, social, and spiritual responsibility for themselves, the nation, and the state (Uamami 2022).

Teacher as Mentor

The role of the teacher as a guide is like that of a guide on a journey, which must be based on knowledge and experience and have responsibility for the smooth running of the journey. There are several factors that influence teachers as teachers and mentors in teaching and learning activities, such as harmonious interactions between teachers and students, teachers' ability to socialize, a sense of security, and teachers' skills in communicating. Teaching and learning activities will run effectively and efficiently when a teacher is able to solve problems and has good basic teaching skills (Uamami 2022).

Teacher as Facilitator

Professional teachers, in their role as facilitators, are responsible for providing academic services and learning activities, including the necessary teaching facilities. Acting as a facilitator allows teachers to spend more time engaging with students in teaching and learning activities. Materials taught by teachers Teachers do not delve into learning when explaining basic skills in a lesson; instead, they try to provide suggestions so that knowledgeable students can explain these skills (Uamami 2022).

Teacher as mediator

Teachers, in their role as mediators, should possess knowledge and expertise in educational media, along with the ability to obtain and use educational materials effectively. Since learning takes place online, using media reduces the effectiveness of the learning process (Uamami 2022).

Teacher as a Motivator

Teachers' role as motivators requires them to influence students' motivation and learning attitudes. We cannot overstate the importance of motivation in the learning process, as it fosters a sense of well-being and eagerness to learn. In times of frenzy, conditions that encourage learning in women often lead to a decline, as they already possess experience and proficiency in online learning. If a student experiences difficulties while learning, there will be no feedback on learning outcomes.

Teacher as Evaluator

The task and role of the teacher in evaluating aspects of learning is one of the instruments used to determine the extent to which, in teaching and learning activities, students succeed in learning and understanding the material taught by the teacher. When serving as assessors in the classroom, teachers must be able to evaluate the process and outcomes of student learning. Evaluation procedures determine the achievement of the education program's objectives (Uamami 2022).

METHODOLOGY

This research uses qualitative methods to deeply explore social phenomena in their natural context, in line with the views of (Oktariani and Ratnawati, 2021: 45). We carried out data collection through three systematic stages: direct observation, in-depth interviews, and the selection of strategic research locations. We conducted direct observation on the behavior and actions of Catholic religion teachers to enhance students' learning motivation (Creswell, 2018: 186). We conducted in-depth interviews with 14 informants, including 11 students, 1 Catholic religious education teacher, and 2 school leaders or structural officials. The selection of diverse informants follows the principle of source triangulation (Zaluchu, 2021:78), which aims to increase the credibility of research data. We conducted the research at Tri Sakti-1 Junior High School in

Medan, which allowed us to directly observe teacher-student interaction in a real learning context. The selection of this location was based on accessibility and relevance to the research focus, in accordance with (Yin's suggestion, 2018: 114) for qualitative studies. Data analysis in this study involved several complementary techniques. Researchers began by collecting data in a systematic and organized manner, then proceeded to reduce the data through interviews and observations (Miles, Huberman, and Saldana, 2014: 12). Researchers triangulated techniques and sources to increase the validity and reliability of the research (Denzin, 2017: 291). The analysis process ended with drawing conclusions based on in-depth analysis (Patton, 2015: 541), which should reflect a holistic understanding of the context and complexity of the phenomenon under study.

RESEARCH RESULT

Research at the Tri Sakti-1 Middle School in Medan has shown that Catholic religious education teachers have performed well as educators. The traits and actions exhibited by the religious teacher are commendable, and they effectively mentor students with unwavering patience. When a religious teacher sets a good example for students to follow, they serve as role models that students can easily follow. During the learning process, teachers use media sharing to access various resources, simplifying the process and making it easier for students to understand. In this process, the teacher can divert students' attention. According to research at the Tri Sakti-1 Middle School in Medan, Catholic religious education teachers have been working well as supervisors. Teachers have the ability to inspire students with words that ignite their interest in learning. Religious teachers frequently incorporate videos into their learning activities to boost students' motivation to learn. Students are simple to direct because they have provided examples that relate to life. According to research findings at the Tri Sakti-1 Middle School in Medan, the religion teacher has worked well as a facilitator.

Teachers are able to dedicate more time to actively engaging with students in educational activities. Controlling and handling the class, along with effectively using the facilities, enables students to better understand the material. During the learning process, the teacher allocates time, assigns assignments, and asks questions about material that students may not understand, thereby facilitating better comprehension of the lesson. According to research findings at the Tri Sakti-1 Middle School in Medan, the religion teacher has worked well as a facilitator. Teachers are able to dedicate more time to actively engaging with students in educational activities. Controlling and handling the class, along with effectively using the facilities, enables students to better understand the material. During the learning process, the teacher allocates time, assigns assignments, and asks questions about material that students may not understand, thereby facilitating better comprehension of the lesson. Research at the Tri Sakti-1 Middle School in Medan reveals that religious teachers, acting as mediators, possess

knowledge and expertise in educational media, along with the ability to obtain and utilize material effectively.

Teachers are capable of fostering dynamic learning environments and stimulating children's inventiveness. Teachers create and assign tasks to students, constantly seeking innovative ideas to keep the classroom atmosphere lively and prevent students from feeling fatigued during the learning process. Researchers saw that students were able to use their time well and did not waste the time that was available. We took this action to prevent students from improving and to foster an appreciation for time. The research results show that PAK teachers have an important role in increasing student motivation. PAK teachers can increase student motivation by providing drive and positive feedback. Students' willingness to learn is an indicator of their desire to learn and improve their knowledge. Students who are willing to learn will participate more actively in the teaching and learning process, resulting in better learning outcomes. Teachers can increase students' willingness to learn by providing motivation and positive feedback. Students' willingness to learn is an indicator of their desire to learn and improve their knowledge. Students who are willing to learn will participate more actively in the teaching and learning process, resulting in better learning outcomes. Teachers can increase students' willingness to learn by providing motivation and positive feedback. Consistency in learning is an indicator of students' regular and consistent study habits. Students who consistently learn will have better learning outcomes and higher motivation. Teachers can increase students' learning consistency by providing regular assignments and monitoring them regularly.

Self-confidence is an indicator of a student's confidence in their own abilities. Students who have self-confidence will have better learning outcomes and higher motivation. Teachers can boost students' self-confidence by giving positive feedback and appreciating their abilities. Having clear goals is an indicator that shows students' clarity about what they want to achieve. Students who have clear goals will have better learning outcomes and higher motivation. Teachers can improve students' clear goals by helping students develop clear goals and providing motivation to achieve these goals. Response to feedback is an indicator that shows students' activeness in appreciating and developing the feedback received. Students who are responsive to feedback will have better learning outcomes and higher motivation. Teachers can increase students' responses to feedback by providing constructive feedback and monitoring them on a regular basis. Learning creativity is an indicator that shows students' ability to develop their own ideas and take innovative steps. Students who learn creatively will have better learning outcomes and higher motivation. Teachers can increase students' creativity in learning by providing opportunities for students to actively participate in the teaching and learning process and appreciate students' innovative ideas.

DISCUSSION

The Role of PAK Teachers

PAK teachers as educators

Teachers can inspire students to be enthusiastic and engaged in their education by acting as educators. Teachers may share their knowledge of education or their subject. In an effort to motivate their students, teachers may investigate factors that contribute to students' slow learning and low academic achievement. When student needs are considered, motivation can be successful. In educational interactions, the teacher's function as an educator is very determining because it concerns the teacher's duties and social skills in relation to student success in personalization and socialization. A teacher's enthusiasm never comes in the form of words of wisdom or guidance. However, a teacher must always be able to inspire his students, even if his academic presentation is not optimal. We hope that a Catholic religious teacher will always strive to build, improve, and maintain student learning motivation within the framework of Catholic religious education subjects.

In this regard, Catholic religious teachers play a motivating role in all teaching and learning activities. Providing education to students serves as an incentive, encouraging them to increase their enthusiasm and engage in learning activities. By consistently providing content that ignites students' interest in learning, Similar to religious teachers, who play a crucial role in motivating students to learn, religious teachers are able to recognize when students are bored during the learning process and respond with a joke to revive the excitement in the classroom. This opinion was expressed by informant JG in an interview with researchers: "Providing advice and relating motivation to the material being taught." A similar opinion was expressed by informant CS, who stated, "Providing confirmation related to the learning material." Informants GP, KS, WS, FS, AS, TM, RG, AT, CM, DS, PS, and FD supported the opinions of JG and CS. Apart from a joke, the words touched the students' hearts. During the lesson, the religion teacher presents video footage that focuses on life motivation, aiming to enhance students' understanding of fulfilling their responsibilities and cultivating gratitude. Teachers provide a series of encouragements that stem from within the student and manifest in their behavior. Teachers provide students with motivation, which drives their actions. Motivation is where you can find out who your students are.

PAK teachers as mentors

The main aim of educating students is to provide them with mentors, specifically Catholic religious teachers. Students develop their skills through diligent study and hard work, which aids them in achieving their learning objectives. Catholic religious teachers have a role to play in learning. To understand students' personalities and behavior, Catholic religious teachers analyze and process students' daily experiences in the classroom. The role of a teacher as a guide is no different from that of a guide on a journey, which must be based on knowledge and experience and have responsibility for the smooth running of the journey. There are several factors that influence teachers as teachers and mentors in teaching and learning activities, including harmonious

interactions between teachers and students, the teacher's ability to socialize, a sense of security, and the teacher's communication skills.

Teaching and learning activities will run effectively and efficiently when a teacher is able to solve problems and has good basic teaching skills. The teacher is capable of guiding and managing the entire class. Aside from that, teachers also have the ability to design learning and create a comfortable learning environment in the classroom. During the learning process, the religion teacher poses a variety of questions and organizes a group to present the material. Facilities are also very important for the learning process because they arouse students' interest and attention and facilitate material delivery. In an interview with the researcher, CB expressed the following opinion: "At the end of the lesson, the religion teacher asks various questions randomly." JG GP, KS, WS, FS, TM, RG, AT, CM, DS, PS, FD, and PS all support CB's opinion.

PAK Teacher as Facilitator

Professional teachers serve as facilitators, delivering academic services and learning activities through instruction and essential teaching facilities. Acting as a facilitator allows teachers to dedicate more time to actively engaging students in teaching and learning activities. Informant CM, in an interview with researchers, expressed this opinion: "Forming assignments per group, presenting them at the end of the lesson, and conducting presentations and questions and answers" Informants CM, KS, WS, FS, PS, TM, RG, AT, DS, PS, FD, PS, and JG support the idea that students like and are interested in Catholic religious lessons because they have a significant impact on life and are quite engaging.

PAK Teacher as Mediator

Teachers, acting as mediators, must possess knowledge and expertise in educational media, along with the ability to acquire and utilize educational materials efficiently. Online learning reduces the effectiveness of media use. We expect teachers to possess a thorough understanding and proficiency in educational media. The teacher acts as an intermediary in student learning activities. RG expressed this opinion, emphasizing the importance of students completing their assignments on time, fulfilling their obligations well, and utilizing learning media to enhance their learning experience. Informants GP, KS, WS, FS, TM, AT, CM, DS, PS, FD, and CS supported RG's opinion.

PAK teachers as motivators

Teachers' role as motivators requires them to influence students' motivation and learning attitudes. We cannot overstate the importance of motivation in the learning process, as it can cultivate a sense of well-being and ignite enthusiasm for learning. In times of chaos, conditions that encourage learning in women often lead to a decline, as they already possess experience and proficiency in online learning. If a student experiences difficulties while learning, there will be no feedback on learning outcomes. Outside of class hours, the religion teacher sets a good example for students by

dressing neatly and consistently inviting them to participate in spiritual activities. This approach ensures that students don't need to travel far to find positive role models, as they can already observe positive examples within their school environment. This significantly influences the students' behavior. The informant shares this opinion, stating, "They are able to utilize their free time well, use it for other tasks, and avoid wasting time." AS echoes JG and TM's viewpoint, asserting that it has the power to transform a dull environment into a memorable one. Additionally, the use of learning media enhances the learning process. Informants GP, KS, WS, FS, TM, RG, AT, CM, DS, PS, and FD supported JG and AS's opinions.

Student's motivation to study

Active Participation

Active student participation can be defined as a process in which students participate actively in the teaching and learning process. This process involves students in various activities, such as class discussions, asking questions, and developing their own ideas. Active student participation also involves students in various extracurricular activities, such as organizations, clubs, and communities. According to research conducted at the Tri Sakti-1 Middle School, Medan, students who actively participate can learn, work together, respect other people's opinions, establish effective communication, and develop social skills.

WS: tudents can emulate the characteristics and actions of the religious teacher, who guides them with unwavering patience. here the teacher has set an example of himself as an example that students can emulate, by means of a teacher who has shown a good example to students, pupils will not look far for examples because religious teachers have been able to provide role models that can be followed. When students actively participate in learning, they become more motivated and interested in the material. Through participation and involvement, students gain practical experience, feel more involved, and understand the material's relevance in relation to their own lives. Students have the opportunity to explore concepts and ideas more deeply through active participation. They can ask questions, discuss, apply knowledge in real-life situations, and build a more constructive and deeper understanding.

Willingness to learn

Research at the Tri Sakti-1 Middle School in Medan reveals that students can realize their desire to learn independently by acquiring the necessary knowledge and skills. Through independent learning, students can solve problems related to their own class without relying on teachers or classmates. Where the characteristics and actions carried out are worthy of emulation, the religious teacher has been able to guide students with full patience. When a teacher sets a positive example for students to follow, they prevent students from searching for distant models, as religious teachers serve as dependable role models.

Learning Consistency

According to research at the Tri Sakti-1 Middle School in Medan, consistency in learning is part of an individual's personality. Religious teachers continue to learn with consistency, which is going well. When the teacher effectively manages the class and utilizes the available resources, it facilitates students' comprehension of the subject matter. In the learning process, the teacher gives time, gives assignments to students, and asks questions about material that students don't understand so that it is easier for students to follow the lesson well.

Learning Initiative

Learning initiative is an indicator that shows students' activeness in developing their own ideas and taking steps to learn. Students who take the initiative to learn will have better learning outcomes and higher motivation. Teachers can increase students' motivation to learn by providing opportunities for them to actively participate in the teaching and learning process. Based on research conducted at the Tri Sakti-1 Middle School in Medan, we can define learning initiatives integrally from the perspective of independence and learning. Students in the learning initiative have done well. Students already reflect a creative attitude, freedom of action, and responsibility, which are characterized by learning initiative and a desire to gain new experiences. Teachers should provide words that build students' interest in learning. Religious teachers frequently incorporate videos into their learning activities to motivate students to learn. Students are easy to direct because they have provided examples that relate to life.

Confident

Research at Tri Sakti-1 Middle School in Medan reveals that an individual's self-confidence and belief in their capacity to accomplish tasks are crucial factors. A person's self-confidence or belief in all aspects of the advantages he has makes him feel capable of reaching the learning stage. Religious teachers have performed well in their roles as learning managers. When the teacher effectively manages the class and utilizes the available resources, it facilitates students' comprehension of the subject matter. Self-confidence is defined as not being too afraid of action, being free to act as you wish, being responsible for your actions, treating others politely, having the drive to achieve, and being aware of your own strengths and weaknesses. Roster explained that confident people are characterized by selflessness. In the learning process, the teacher provides time, gives assignments to students, and asks questions about material that students do not understand so that it is easier for students to follow the lesson well.

Have clear goals.

According to research at the Tri Sakti-1 Middle School in Medan, motivation is the factor that influences students' learning success at school.

Motivation has a direct and indirect effect on student learning outcomes. Each student works toward a big goal, so they work with strong motivation to achieve that goal. Religious teachers have performed well in their role as learning managers. When the teacher effectively manages the class and utilizes the available resources, it facilitates students' comprehension of the subject matter. Students exhibit motivation, engage in active learning, and attain superior learning outcomes. In the learning process, the teacher provides time, gives assignments to students, and asks questions about material that students do not understand so that it is easier for students to follow the lesson well.

Response to Feedback

According to research at the Tri Sakti-1 Middle School, Medan, educators are required to observe students' learning processes or outcomes in order to further improve students' abilities. The role of religious teachers as learning managers has proven to be effective. Teachers effectively manage the class, facilitating students' understanding of the material. Feedback is the knowledge that students gain from their actions, tasks, or responses. Meanwhile, according to Harsono, feedback is something that can function as reinforcement and motivation. In the learning process, the teacher gives time, gives assignments to students, and asks questions about material that students don't understand so that it is easier for students to follow the lesson well.

Learning Creativity

According to research conducted at the Tri Sakti-1 Middle School in Medan, religious teachers have been working well as learning managers. When a teacher effectively manages the class and utilizes the available resources, it facilitates students' comprehension of the subject matter. A person who possesses creativity is able to create new experiments. In addition to learning creativity, which plays a significant role in fostering learning independence, another influential factor is learning motivation. "Students' learning motivation is a psychological factor that is non-intellectual in nature; its typical role is in terms of adding passion, feeling happy, and having enthusiasm for learning." Learning Creativity encompasses an attitude of independence, the capacity for experimentation, and a responsive approach to learning. In the learning process, the teacher gives time, gives assignments to students, and asks questions about material that students don't understand so that it is easier for students to follow the lesson well.

CONCLUSIONS AND RECOMMENDATIONS

This research examines the role of Catholic Religious Education (PAK) teachers in increasing student learning motivation at Tri Sakti-1 Middle School, Medan. PAK teachers act as educators, mentors, facilitators, mediators, and motivators. As educators, PAK teachers inspire and motivate students through educational interactions, advice, and the use of relevant learning media. In their role as mentors, teachers help students solve problems, create a comfortable

learning atmosphere, and ask questions to improve understanding. The role of facilitator entails teachers participating in active teaching and learning activities, such as group formation and presentations. Teachers, as mediators, use educational media effectively to create active learning situations and encourage student creativity.

A motivator's role entails influencing students' motivation and learning attitudes, which includes providing good examples and inviting students to participate in spiritual activities. Student learning motivation is shown through several indicators, including active participation in learning and extracurricular activities, willingness to learn independently and increase knowledge, consistency of learning shown through regular study habits, learning initiative in developing ideas and taking learning steps, self-confidence in own abilities, having clear learning goals, positive responses to feedback from teachers, as well as creativity in learning and developing innovative ideas. The PAK teacher at Tri Sakti-1 Middle School in Medan has done an excellent job of increasing student learning motivation. They use various methods and approaches, including the use of learning media, group assignments, class discussions, and providing constructive feedback.

As a result, students show increased motivation to learn through active participation, willingness to learn independently, consistency in learning, initiative, self-confidence, and creativity in learning. Based on these conclusions, several recommendations that can be given include: schools need to provide continuous professional development for PAK teachers to improve their skills in motivating students; teachers can make more use of technology and digital media in learning; adopting a more personalized learning approach; increasing collaboration between teachers and parent involvement; conducting regular evaluations of the effectiveness of motivational strategies; developing student mentoring programs; expanding extracurricular activities related to PAK; emphasizing active learning methods; and continuing to develop a positive and inclusive learning environment. All of this aims to further increase student learning motivation and the effectiveness of PAK teaching at Tri Sakti-1 Middle School in Medan.

ADVANCED RESEARCH

Conduct follow-up studies to evaluate the effectiveness of implementing the recommendations provided. Researchers can use action research or longitudinal studies to measure the long-term impact of changes in teaching methods and motivational strategies on student learning outcomes. In addition, researchers can expand the scope of their research to other schools to compare best practices for increasing student learning motivation in PAK subjects. This comparative research can provide greater insight into effective strategies in different school contexts. Researchers can also dig deeper into external factors that influence students' learning motivation, such as family background, peer influence, or socio-economic conditions. This will provide a more comprehensive understanding of the dynamics of student learning motivation.

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