

TEACHERS AS MOTIVATORS AND FACILITATORS: A QUALITATIVE STUDY ON ENHANCING STUDENTS' LEARNING OUTCOMES IN HISTORY EDUCATION

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Abstract

This study aims to examine how teachers' roles as motivators and facilitators are enacted to improve students' learning outcomes in history education at the secondary level. Despite extensive literature on motivational teaching or facilitative pedagogy, integrated analyses of both roles within history learning contexts remain limited. This research contributes a motivational–facilitative pedagogical construct that conceptualizes the synergy between affective encouragement and student-centered facilitation. Empirical evidence indicates that consistent motivational reinforcement and facilitative classroom practices were associated with observable improvements in students' engagement, participation, and learning discipline. Employing a qualitative multi-case study design, this research was conducted in a vocational secondary school context. Data were collected and associated with observable improvements, semi-structured interviews, and document analysis. The study involved eight informants, consisting of one principal, one vice principal for curriculum, two history teachers, and four students. Data analysis followed Miles and Huberman's interactive model, encompassing data reduction, data display, and conclusion drawing, with source and technique triangulation ensuring data credibility. The findings reveal three key results: (1) teachers' motivational strategies strengthened students' learning persistence and classroom discipline; (2) facilitative practices fostered critical thinking, confidence, and active participation; and (3) the integration of both roles created a supportive learning climate that significantly enhanced history learning outcomes.

Keywords: *Teacher Roles, Motivation, Facilitation, History Education, Learning Outcomes*

Abstrak

Penelitian ini bertujuan untuk menganalisis peran guru sebagai motivator dan fasilitator dalam meningkatkan hasil belajar peserta didik pada pembelajaran Sejarah di tingkat pendidikan menengah. Meskipun kajian mengenai peran motivasional atau fasilitatif guru telah banyak dilakukan, studi yang mengintegrasikan kedua peran tersebut secara simultan dalam konteks pembelajaran Sejarah masih relatif terbatas. Penelitian ini menawarkan kontribusi teoretis berupa konstruksi konseptual pedagogis motivasional–fasilitatif yang menekankan sinergi antara penguatan afektif dan pembelajaran berpusat pada peserta didik. Temuan awal menunjukkan bahwa penerapan kedua peran secara konsisten berkorelasi dengan peningkatan keterlibatan belajar, partisipasi kelas, dan disiplin belajar siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain multi-kasus, yang dilaksanakan pada satuan pendidikan menengah kejuruan. Teknik pengumpulan data meliputi observasi nonpartisipan, wawancara semi-terstruktur, dan studi dokumentasi. Informan penelitian berjumlah delapan orang, terdiri atas satu kepala sekolah, satu wakil kepala sekolah bidang kurikulum, dua guru Sejarah, dan empat peserta didik. Analisis data dilakukan dengan model interaktif Miles dan Huberman melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, dengan triangulasi sumber dan teknik untuk menjamin keabsahan data. Hasil penelitian menunjukkan tiga temuan utama, yaitu: (1) peran guru sebagai motivator mampu memperkuat ketekunan belajar dan disiplin peserta didik; (2) peran guru

sebagai fasilitator mendorong berkembangnya kemampuan berpikir kritis, kepercayaan diri, dan partisipasi aktif siswa; serta (3) integrasi kedua peran tersebut menciptakan iklim pembelajaran yang suportif dan berdampak signifikan terhadap peningkatan hasil belajar Sejarah.

Kata Kunci: Peran Guru, Motivasi Belajar, Fasilitasi Pembelajaran, Pembelajaran Sejarah, Hasil Belajar

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INTRODUCTION

Education is fundamentally a humanistic endeavor aimed at fostering the holistic development of learners, encompassing cognitive, affective, and social dimensions (Nasir et al., 2024; Song & Mukundan, 2025). Within this framework, teachers are not merely transmitters of knowledge but key agents who shape learning experiences and cultivate students' intellectual and emotional growth. Contemporary educational philosophy emphasizes that meaningful learning emerges through interaction, guidance, and motivation provided by teachers, positioning them as central figures in the learning ecosystem (Koul & Nayar, 2021).

From a philosophical standpoint, the role of teachers as motivators and facilitators is rooted in constructivist and humanistic traditions, which view learners as active constructors of knowledge (Darmawan & Ramli, 2025). Learning is understood as a dialogical and experiential process, where teachers design supportive environments that encourage autonomy, engagement, and critical reflection (Liu, 2017; Syifaurrehman et al., 2025). Such perspectives align with modern pedagogical thought that rejects teacher-centered instruction in favor of learner-centered and participatory approaches.

Despite these theoretical advances, educational practice (particularly in history education) often remains dominated by traditional instructional models that prioritize content delivery over student engagement. History as a subject is frequently perceived by students as abstract and monotonous, leading to low motivation and limited learning outcomes. This phenomenon highlights a persistent gap between pedagogical ideals and classroom realities, especially in vocational secondary education contexts.

Theoretically, student engagement theory and motivational learning frameworks suggest that learning outcomes are strongly influenced by affective and cognitive involvement (Grant, 2018). Self-Determination Theory posits that students' motivation increases when learning environments support autonomy, competence, and relatedness. However, insufficient motivational strategies and limited facilitative practices by teachers often hinder the realization of these conditions in history classrooms (Indrayeni, 2025). Addressing this issue is particularly important because history education plays a crucial role in developing critical thinking, historical awareness, and civic responsibility. Empirical studies indicate that students' learning outcomes improve significantly when teachers actively motivate learners and facilitate interactive learning processes (Rodríguez et al., 2018). In vocational schools, where students often prioritize practical competencies, the absence of engaging pedagogical strategies further exacerbates learning disengagement.

Recent educational data demonstrate that teacher and student interaction quality is a decisive factor in academic achievement and learning persistence (Ekmekci & Serrano, 2022; Umar et

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al., 2023). Studies conducted in secondary and vocational education contexts reveal that classrooms characterized by motivational reinforcement and facilitative instruction show higher levels of student participation, discipline, and achievement (Wilkins et al., 2023). These findings underscore the strategic importance of examining teachers' pedagogical roles beyond instructional delivery.

Previous research has extensively explored teachers' roles either as motivators or as facilitators. Studies focusing on motivational teaching report positive effects on students' learning enthusiasm, persistence, and academic performance. Meanwhile, research on facilitative teaching highlights its effectiveness in fostering critical thinking, collaboration, and learner autonomy. Nevertheless, these roles are often examined in isolation rather than as interconnected pedagogical functions (Abdullah & Fahmi, 2022; Rahmawati & Suryadi, 2019).

Moreover, empirical studies that integrate both motivational and facilitative roles within history education remain limited, particularly in non-Western and vocational school contexts (Johnson, 2017; Marwanto, 2022). Existing literature tends to emphasize general subjects or quantitative outcomes, leaving a gap in qualitative, context-sensitive analyses that explore how teachers enact these roles simultaneously in real classroom settings (Agarwal & Agarwal, 2023).

This study differs from previous research by moving beyond the fragmented examination of teachers' roles as either motivators or facilitators and instead offering an integrated, qualitative analysis of how these roles are enacted simultaneously within history education. While earlier studies have predominantly treated motivation and facilitation as separate pedagogical constructs or have emphasized their effects through quantitative outcome measures, this research foregrounds the dynamic interplay between affective encouragement and student-centered instructional facilitation as it unfolds in real classroom contexts. Moreover, unlike prior research that often focuses on general subjects or Western educational settings, this study situates its analysis within a vocational secondary school context, thereby capturing context-specific pedagogical practices that are frequently underrepresented in the literature. By adopting a multi-case qualitative approach, the study also contributes a context-sensitive motivational–facilitative pedagogical construct grounded in empirical classroom evidence, thus addressing gaps related to simultaneity, contextual depth, and practical enactment that remain insufficiently explored in previous history education research.

This study argues that the integration of teachers' motivational and facilitative roles constitutes a critical pedagogical strategy for improving students' learning outcomes in history education. It is hypothesized that when teachers consistently combine affective motivation with student-centered facilitation, students demonstrate higher engagement, stronger learning discipline, and improved academic performance.

The novelty of this research lies in the development of an integrative motivational–facilitative pedagogical construct grounded in qualitative evidence from a vocational secondary school context. By synthesizing two pedagogical roles that are commonly studied separately, this study offers a conceptual and empirical contribution to history education research and provides practical insights for enhancing teaching effectiveness in contemporary secondary education.

Based on the issues outlined above, this study aims to examine how teachers enact their roles as motivators and facilitators in history learning and how the integration of these roles contributes to the improvement of students' learning outcomes. The focus of the research is directed at analyzing concrete motivational practices employed by teachers, facilitative strategies used to support active learning, and the ways in which both roles are implemented

simultaneously within classroom interactions. By concentrating on these aspects, the study seeks to provide a clear and context-sensitive understanding of teachers' pedagogical roles in history education, particularly in vocational secondary school settings, and to generate empirical insights that are relevant for strengthening effective and student-centered instructional practices.

METHOD

The research adopted a qualitative descriptive approach to capture how teachers concretely enacted their roles as motivators and facilitators in history classrooms (Olafson et al., 2014). This approach was selected because the study aimed to understand what teachers actually did in everyday instructional settings and why those actions mattered, rather than to test variables or measure causal effects. Qualitative descriptive inquiry is widely used in international educational research when scholars seek to document practices, meanings, and interactions in natural contexts in a clear and accessible manner (Kiely & Hartman, 2011). The research was conducted at SMK Raudlatul Ulum Suren, Jember, with the research subjects consisting of the school principal, vice principal for curriculum, history teachers, and students. These participants were purposively selected because they were directly involved in planning, delivering, and experiencing history instruction, allowing the researcher to obtain information-rich accounts of motivational and facilitative teaching practices.

Data were collected through non-participant classroom observations, semi-structured interviews, and document analysis of lesson plans, syllabi, and school records. Observations were used to record how teachers motivated students and facilitated learning activities in real time, while interviews enabled participants to explain the intentions and considerations behind their actions. Documentation was employed to corroborate observed practices and interview statements. Data analysis followed an iterative process of data reduction, data display, and conclusion drawing, focusing on identifying recurring patterns of teacher actions and their perceived effects on student learning. This analytic strategy emphasizes transparency and coherence, making it suitable for international journals that value methodological clarity over excessive technicality (Miles et al., 2013). Overall, the method prioritised a concrete account of what was done by the researcher in the field and why, aligning with recent qualitative standards that stress contextual depth, credibility, and practical relevance in educational research.

RESULTS AND DISCUSSION

Results

The findings of this study reveal that teachers enacted motivational and facilitative roles in a consistent and observable manner during history learning. Motivational practices were manifested through continuous verbal encouragement, personal guidance, and the use of formative assessments to reinforce students' learning persistence and discipline. Teachers also employed individualized approaches, particularly toward passive and less confident students, which resulted in increased classroom participation and greater student responsiveness during lessons.

In terms of facilitative practices, the results indicate that teachers systematically prepared and utilized instructional tools, including lesson plans, learning materials, and assessment instruments, to support structured and student-centered learning. Classroom observations showed that teachers created opportunities for discussion, questioning, and expression of ideas,

positioning themselves as learning guides rather than sole knowledge providers. The use of available learning facilities and instructional media further supported an interactive and supportive classroom environment.

Most importantly, the findings demonstrate that the simultaneous enactment of motivational and facilitative roles was associated with positive changes in students' learning behaviors. Students exhibited higher levels of engagement, improved learning discipline, increased task completion, and greater interest in history lessons. These outcomes were consistently identified across observation, interview, and documentation data, indicating that the integration of both roles contributed to observable improvements in students' learning outcomes in history education.

No.	Focus Findings	of Empirical Identified	Indicators	Data Sources	Observed Learning Outcomes
1.	Teachers' Role as Motivators	Provision of guidance, advice, and encouragement; and personal approaches to students; linkage of learning activities to students' academic goals and future aspirations	guidance, and academic emotional approaches to learning students' future	Interviews with History teachers; homeroom teachers; classroom observations	Increased student engagement; improved learning discipline; higher persistence in completing academic tasks
2.	Motivational Strategies in Classroom Practice	Individual approach to passive and shy students; verbal reinforcement; use of formative evaluations as motivational tools	Classroom observations; interviews		Greater student participation; increased confidence in classroom interaction
3.	Teachers' Role as Facilitators	Preparation and use of lesson plans, syllabi, teaching materials, and assessment instruments; adaptation to classroom conditions	Documentation review; interviews		Structured learning process; clearer learning flow for students
4.	Facilitation of Active Learning	Opportunities for discussion, questioning, and expression of opinions; teacher acting as learning companion rather than sole knowledge source	Classroom observations; interviews		Active student involvement; improved interaction between students and teachers
5.	Learning Environment and Facilities	Utilization of classroom facilities, instructional media, and varied teaching methods; maintenance of democratic and supportive classroom climate	Observations; documentation		Comfortable learning atmosphere; sustained student attention during lessons
6.	Integration of Motivational and Facilitative Roles	Continuous monitoring of student progress; collaborative involvement of	Interviews; documentation		Observable improvement in learning behavior

No.	Focus Findings	of Empirical Identified	Indicators	Data Sources	Observed Learning Outcomes
		subject teachers and homeroom teachers			and academic engagement
7.	Students' Learning Outcomes	Increased interest in History learning; improved discipline and task completion		Documentation; observations	Positive change in students' learning outcomes and learning attitudes

Discussion

Teacher-Mediated Motivation as a Dynamic Pedagogical Process

The present study's findings reveal that History teachers consistently enacted motivational roles through sustained pedagogical practices that extend beyond content delivery to encompass ongoing guidance, personal encouragement, and continuous academic support. These data resonate with contemporary research emphasizing that teachers' motivational involvement influences students' engagement and learning behaviors (De Loof et al., 2021). Such active motivational engagement appears integral to establishing a classroom climate conducive to student-centered learning, wherein motivational practices facilitate sustained academic effort rather than function merely as evaluative measures (Andini et al., 2024).

Furthermore, the data indicate that History teachers adopted emotional and individualized approaches to motivate students, especially those who are passive, shy, or lacking self-confidence. This pedagogical stance aligns with literature highlighting the importance of affective teacher–student interactions in fostering intrinsic motivation and student agency (Wang et al., 2024). Teachers' efforts to connect learning activities to students' long-term aspirations (e.g., academic goals and career trajectories) also echo motivational theories positing that future-oriented relevance enhances students' internal drive to engage with academic content (Pawlak & Moustafa, 2023). For example, Deci and Ryan's Self-Determination Theory underscores the role of autonomy and purposeful engagement in nurturing intrinsic motivation, suggesting that when students perceive learning as personally meaningful, their engagement and persistence increase significantly (Adams et al., 2017).

Classroom observations from this study further demonstrate that teachers utilized formative evaluation practices not solely to measure achievement but as motivational tools to sustain student effort and reflection on progression over time. This observation is consistent with recent empirical studies showing that continuous formative feedback contributes to students' motivation by clarifying learning expectations and reinforcing progress toward goals (Siregar et al., 2025). By intentionally integrating assessments with motivational objectives, teachers in this context appear to embody a pedagogical duality: assessment as both an evaluative and motivational instrument.

The collaborative monitoring of academic progress by subject teachers, homeroom teachers, and guidance staff further exemplifies a holistic motivational framework. This integrated approach suggests that motivational strategies in the classroom are not implemented in isolation but are embedded within a broader institutional effort to support learners. Such findings are supported by educational studies that argue for collective motivational scaffolding, where multiple educational agents contribute to shaping students' motivational profiles and learning experiences (Acosta-Gonzaga & Ramirez-Arellano, 2022). This collective dynamic may be

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 particularly salient in fostering a sense of belonging, competence, and valuation of academic pursuits among learners.

In interpreting these results, it is important to recognize that teacher-mediated motivation is not a static attribute but a dynamic construct shaped by both teacher practices and students' socio-academic contexts. The present findings suggest that when teachers purposefully engage motivational strategies that are personalized, relational, and evaluative, they contribute both directly and indirectly to students' engagement and learning behaviors in History classrooms. Such a pedagogical emphasis underscores the transformative potential inherent in teacher–student motivational dynamics, wherein motivation becomes both a catalyst and a sustaining force for active learning.

Facilitative Teaching as a Multidimensional Pedagogical Practice

The current study's findings indicate that History teachers actively executed their facilitative role by systematically preparing and utilizing instructional tools—such as lesson plans, syllabi, teaching materials, and assessment instruments—that were adjusted to match classroom conditions and students' characteristics. This structured approach reflects a planning practice that aligns with contemporary pedagogical standards, where facilitation is not incidental but deliberately designed to optimize student access to content and learning progression (Leslie, 2020). Such strategic preparation supports the notion that effective facilitation requires intentional alignment between instructional design and learner needs, thereby fostering an environment where learning becomes accessible and meaningful (Ali et al., 2024).

Furthermore, observational data demonstrate that teachers refrained from positioning themselves as the sole source of knowledge. Instead, teachers created opportunities for dialogue, questioning, and student expression during lessons, functioning as learning companions rather than authoritative transmitters of content. This finding corresponds with constructivist perspectives in which facilitation privileges student agency and cognitive engagement over rote transmission of information (Nurmala et al., 2025). Current studies in history education emphasize that facilitating rather than dictating knowledge encourages learners to co-construct meaning, enhancing deeper understanding and critical thinking (Vespone, 2023). The facilitative stance observed in this study exemplifies how pedagogical roles can shift to prioritize dialogic interactions that honor students' voices.

The provision and active utilization of learning facilities and instructional media further underscore the teachers' commitment to facilitation. Organized classroom environments, varied instructional methods, and relevant resources create conditions conducive to active learning participation. Recent research suggests that diverse instructional media and well-maintained learning spaces correlate positively with student engagement and learning satisfaction because they enable multimodal access to historical content (Mohammed et al., 2025). In this study, the integration of varied resources aligns with such evidence, indicating that facilitation extends beyond affective guidance to encompass environmental and material scaffolding that supports learners holistically.

In addition, the democratic and supportive classroom atmosphere maintained by History teachers served to enable students to participate actively and comfortably throughout the learning process. This atmosphere is consistent with findings from educational contexts where teachers foster psychological safety, which has been shown to increase students' willingness to engage, take intellectual risks, and participate meaningfully in discussions (Ahmad, 2021). By maintaining a classroom climate perceived as inclusive and supportive, History teachers in this

study created the social conditions necessary for active student engagement, an outcome closely related to effective facilitation in pedagogical settings.

Collectively, these findings suggest that teachers' facilitative actions in History learning extend beyond procedural tasks into relational, social, and instructional domains. Facilitation was manifested not only through well-prepared materials and structured environments but also through interactive practices that invited students into the learning process as active participants. This aligns with contemporary conceptualizations of facilitation as multidimensional, involving intentional design, participatory interaction, and affective support. Such facilitative practice holds implications for professional development programs, highlighting the need for teacher training that emphasizes collaborative pedagogies, resource integration, and classroom atmosphere as critical components of effective History instruction.

Pedagogical Implications of Integrating Motivational and Facilitative Roles

The findings of this study indicate a positive relationship between teachers' simultaneous enactment of motivational and facilitative roles and observable improvements in students' learning behaviors and outcomes in History education. Specifically, documentation and interview data revealed increases in classroom participation, learning discipline, task completion, and interest in History lessons when both motivational and facilitative practices were integrated. These results align with theoretical perspectives that emphasize the synergistic effect of teacher roles on student engagement and achievement. Contemporary research suggests that when teachers combine motivational support with facilitative instructional strategies, students are more likely to develop sustained engagement and deeper cognitive involvement in learning activities, as both emotional and instructional needs are addressed (Azizah et al., 2025; Cahya et al., 2024; Reeve & Shin, 2020).

From a theoretical standpoint, Self-Determination Theory (SDT) posits that students' intrinsic motivation is nurtured when educational environments support autonomy, competence, and relatedness. The integrated teacher roles identified in this study reflect such supportive environments: motivational practices enhance students' sense of competence and valuing of learning, while facilitative practices promote autonomy and active participation. This combination appears to create optimal conditions for intrinsic engagement, consistent with empirical studies in recent educational research that link integrated teacher support to enhanced student motivation and learning outcomes (Amtu et al., 2020). Furthermore, this integrated approach is supported by sociocultural learning theories, which highlight the importance of social interaction and scaffolding in the co-construction of knowledge. When teachers facilitate collaboration and discussion while simultaneously motivating learners, students are more likely to internalize learning goals and engage meaningfully with content (Jeong, 2019).

The continuous monitoring of students' learning progress, reported in the findings, emerged as a critical mechanism by which motivational and facilitative practices were adjusted responsively to meet individual learning needs. This aligns with recent studies emphasizing adaptive teaching as a key determinant of academic achievement and behavioral engagement. Adaptive teaching involves the ongoing assessment of learners' needs and the adjustment of instructional and motivational strategies accordingly, which has been associated with significant gains in students' self-regulated learning and task persistence (Westwood, 2018). In the context of this study, teachers' monitoring practices not only functioned as evaluative tools but also as motivational cues that signaled teacher investment in students' progress, thereby reinforcing students' effort and persistence.

The observed outcomes of increased classroom participation and improved discipline further underscore the interdependence of motivational and facilitative practices. Research on classroom dynamics indicates that learning environments characterized by motivational support and facilitative interactions tend to promote positive academic behaviors, such as engagement, perseverance, and willingness to participate in intellectual discourse (Shin & Bolkan, 2021). In the History classroom context, these behaviors are particularly important given the subject's reliance on critical analysis, interpretation of historical sources, and active discussion. Thus, by integrating motivational and facilitative roles, teachers not only supported learners' emotional and cognitive needs but also fostered an environment conducive to active historical inquiry.

In summation, the empirical evidence from this study demonstrates that the integration of motivational and facilitative teacher roles constitutes a pedagogically potent framework for enhancing students' learning outcomes. The synergy of these roles appears to facilitate both affective engagement and cognitive activation, leading to observable behavioral changes and higher levels of interest in History learning. This finding has important implications for teacher professional development, suggesting that training programs should emphasize integrated pedagogical strategies that balance motivational support with facilitative instruction, thereby fostering comprehensive learning environments that align with students' developmental and academic needs.

Limitations and Future Research

Despite the contributions of this study, several limitations should be acknowledged. First, the research was conducted within a single vocational secondary school context, which may limit the generalizability of the findings to other educational settings, subjects, or institutional cultures. The pedagogical practices identified in this study are therefore context-specific and should be interpreted with caution when applied to different school environments or educational levels.

Second, the number of informants involved in the study was relatively limited and focused on key stakeholders directly engaged in history instruction. While this allowed for in-depth qualitative insights, it may not fully capture the diversity of perspectives across a broader population of teachers and students. Future studies could involve a larger and more varied sample, including multiple schools and regions, to enhance the robustness and transferability of the findings.

Future research is also encouraged to adopt comparative or mixed-method approaches to further examine the integrated motivational–facilitative pedagogical framework identified in this study. Longitudinal designs could provide deeper insights into the sustained impact of these integrated teacher roles on students' learning outcomes over time. Additionally, extending the investigation to other subject areas or educational contexts would help to validate and refine the proposed framework, thereby strengthening its applicability within wider educational research and practice.

CONCLUSION

This study concludes that History teachers play a pivotal role in shaping students' learning outcomes through the integrated enactment of motivational and facilitative practices. The findings demonstrate that teachers' motivational actions—such as continuous encouragement, personalized guidance, and the alignment of learning activities with students' future aspirations—contribute to increased student engagement, learning discipline, and academic

persistence. Simultaneously, teachers' facilitative roles, manifested through systematic instructional planning, dialogic classroom interactions, and the provision of supportive learning environments, enable students to participate actively and construct knowledge meaningfully during the learning process.

Moreover, the integration of motivational and facilitative roles emerges as a key determinant of positive learning behaviors and outcomes in History education. Continuous monitoring of students' progress allows teachers to adapt instructional strategies responsively, reinforcing both students' motivation and cognitive engagement. Collectively, these findings indicate that effective History instruction is not solely dependent on content mastery but is significantly influenced by teachers' ability to balance emotional support with instructional facilitation, thereby fostering a learning environment that supports sustained engagement and improved learning outcomes.

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