

ABSTRACT

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THE PRESENCE OF PRIMARY TEACHER HOLISTICALLY AFFECTS STUDENT'S LEARNING MOTIVATION IN AFFECTIVE AND COGNITIVE CONTEXTS

(xi + 25 pages: 0 picture; 0 table; 14 appendices)

The teacher's presence who can not positively impact student's learning motivation becomes a problem in the classroom, because it further influences student's affective-cognitive achievement. The reality that found by the writer in a Christian school in West Jakarta, grade 4 students when they were in grade 2, have a lack of learning motivation that has an impact on affective-cognitive achievement. But, when they are in grade 4, they already have good learning motivation so that affective-cognitive achievement is increased. Based on that, the purpose of this study is to analyze the presence of teacher holistically whether it can affect student's learning motivation, which is furthermore will affect students' affective-cognitive achievement. As a Christian teacher it is necessary to have a positive impact on students, in the context of knowing Jesus personally and being responsible for student achievement. From the results of the analysis, it was found that the presence of teachers holistically influenced students' learning motivation in affective-cognitive aspects. The recommendation is Christian teachers must equip themselves holistically. Christian teachers need to make reflections after teaching to evaluate self-deficiencies, build personal relationship with God as a basis for relationship with students and develop self-competence by contributing to training and workshop.

Keywords: Primary teacher, holistic teacher, learning motivation, affective, cognitive

References: 51 (1996-2019).