



The importance of educators' role in applying the essence and principles of learning

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ABSTRACT

In the education world, educators' roles must be considered. Educators are essential in directing and guiding students to achieve their best potential. This article aims to investigate and describe the vital role of educators in applying the nature and principles of learning to learn. Through this research, a deeper understanding of educators' critical role and contribution to student learning outcomes can be obtained. Researchers used the literature study method to collect and analyze relevant information about the role of educators in applying the nature and principles of learning. This research highlights the significant benefits of the educator's role in applying the essence and principles of learning. The role of educators in using the nature and principles of education is substantial. Effective educators can create exciting and meaningful learning experiences for students, adapt learning methods to suit students' needs and develop lifelong learning skills in students.

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ABSTRAK

Dalam dunia pendidikan, peran pendidik harus diperhatikan. Pendidik sangat penting dalam mengarahkan dan membimbing peserta didik untuk mencapai potensi terbaiknya. Artikel ini bertujuan untuk menyelidiki dan mendeskripsikan peran penting pendidik dalam menerapkan hakikat dan prinsip belajar untuk belajar. Melalui penelitian ini diharapkan dapat diperoleh pemahaman yang lebih mendalam tentang peran dan kontribusi kritis pendidik terhadap hasil belajar siswa. Penelitian ini menggunakan metode studi literatur untuk mengumpulkan dan menganalisis informasi yang relevan tentang peran pendidik dalam menerapkan hakikat dan prinsip pembelajaran. Pendidik yang efektif dapat menciptakan pengalaman belajar yang menarik dan bermakna bagi siswa, mengadaptasi metode pembelajaran yang sesuai dengan kebutuhan siswa dan mengembangkan keterampilan belajar sepanjang hayat pada siswa.

Kata Kunci: Pendidik; peserta didik; prinsip pembelajaran

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INTRODUCTION

Learning and education play crucial roles in equipping students with knowledge and skills, enabling them to augment their intellectual capabilities. Through learning and education, behavioral changes occur that contribute to students' self-development. Within the educational process, students engage with diverse learning resources to attain predetermined objectives. The learning environment and processes that facilitate active student development can exclusively manifest through an educative interaction between two human elements: students as learners and educators as instructors, with students as the principal focus (Hanafy, 2014). The educator's duty is to cultivate a learning ambiance that consistently nurtures effective and enthusiastic studying. Such an environment yields positive outcomes for optimizing learning achievements (Judrah, 2019).

Only through the dynamic process of educational interaction between two essential human elements, namely students as learners and educators as instructors, with students at the center, can a learning milieu and process conducive to students' active potential enhancement be actualized (Hanafy, 2014). The educator's role encompasses fostering a learning milieu that fosters enduring and enthusiastic learning experiences. Attaining optimal learning outcomes yields positive ramifications for such an educational setting (Judrah, 2019). In the realm of education, the significance of educators cannot be overstated. Educators shoulder a substantial responsibility in steering and guiding students toward realizing their fullest potential. Their role extends to instructing students about tolerance by elucidating the detrimental consequences of intolerance. Additionally, educators identify the virtues of tolerance by imparting materials on diversity, aiming to foster student comprehension and appreciation (Pratiwi & Trisiana, 2020).

Instilling and reinforcing students' character in today's modern era presents distinct challenges, particularly for educators in Indonesia. Challenges also confront the students themselves amidst the rapid and easily accessible technological and informational advancements. Educators must adeptly navigate the evolving landscape of the modern context while fostering students' self-development, thereby fostering positive values that naturally transform into virtuous character in harmony with Indonesia's deeply entrenched culture and customs (Fatonah, 2022). Educators hold a role beyond that of information providers; they actively mold students' character, ethics, and life skills. Therefore, a profound comprehension of learning's nature and principles is indispensable for educators to employ effective approaches within the learning process.

Numerous preceding studies have endeavored to elucidate the nature and principles of learning and education. One prominent concept that has emerged is constructivism, which underscores students' active engagement in constructing knowledge through interaction with their environment. This theory has laid a robust theoretical foundation for the development of learner-centered learning methodologies. Furthermore, past research has underscored the significance of embracing diversity in pedagogical approaches. Each learner possesses distinct learning styles, paces, and needs. Consequently, educators must recognize and accommodate these disparities within the learning process to achieve optimal outcomes. Nevertheless, despite extensive research on learning's nature and principles, a comprehensive understanding of educators' pivotal role in their implementation remains

lacking. There exists untapped potential for scientific innovation by delving deeper into educators' role as facilitators and mediators in guiding students' learning processes.

Building upon the aforementioned background and identified knowledge gaps, this study addresses the principal issues of educators' role in applying the nature and principles of learning, along with their capacity to effectively facilitate students' learning journeys. The objective of this article is to explore and expound upon educators' significant role in applying the nature and principles of learning. The article delineates diverse strategies, methods, and approaches that educators can employ to foster an effective learning process. This research aspires to provide a comprehensive grasp of educators' vital role and their contributions to students' learning outcomes.

LITERATURE REVIEW

Nature of Learn

Learning constitutes a process of behavioral and cognitive transformation. Initially, a child lacks innate learning potential; however, as the learning process advances, their behaviors evolve, and their comprehension deepens (Pane & Dasopang, 2017). Learning encompasses practice, behavioral adjustment influenced by experiences, and the pursuit of heightened intelligence and knowledge. Arfani (2016) states that learning is also perceived as a self-development journey rooted in students' independent learning capabilities.

Behavioral alteration is a direct outcome of the learning process, facilitated by active engagement with the environment, leading to enduring modifications (Maa, 2018). Learning transcends mere activities such as reading, listening, writing, assignment completion, and test-taking. It is a universal process involving continuous advancement across cognitive, practical, and psychomotor domains, resulting in behavioral, knowledge, and skill enhancements (Santoso & Subagyo, 2017). Learning attains heightened efficacy when individuals engage experientially, embracing both action and verbal guidance (Herawati, 2022). Fundamentally, learning denotes an interactive process with the surroundings. As stated by Trinova (2012), learning assumes a goal-oriented stance and manifests as an ongoing undertaking within diverse contexts. In essence, school-based education centers around learning, and the realization of educational objectives hinges on successful learning. Conclusively, learning embodies an endeavor to reshape behaviors and employ experience for self-improvement.

Nature of Learning

The term "instruction," although translated as "study," originates from the Greek words "instruction" or "intruder," denoting the conveyance of ideas. The interaction among students, educators, and learning resources constitutes the learning process within a learning environment. Learning entails educators providing support to students for the acquisition of knowledge, skill mastery, character development, and the cultivation of attitudes and beliefs. According to Yusuf and Syurgawi (2020), learning involves educators influencing student behavior, the surrounding environment, and all utilized learning resources serving as educational aids.

In simpler terms, learning is an endeavor to influence someone's emotional, intellectual, and spiritual needs, motivating them to autonomously pursue learning (Tibahary & Muliana, 2018). Pane & Dasopang (2017) propose that learning also encompasses guiding students in their learning journey. Essentially, learning is a process that entails planning and organizing the students' environment to stimulate their development and motivation to learn. As stipulated in the Undang-Undang Republik Indonesia Nomor 20 Tentang Sistem Pendidikan Nasional Tahun 2003, teaching or mentoring is provided to students as an integral part of the learning process.

For fostering positive behavioral change, interaction among educators, students, and their environment during the learning process is essential (Fitriya et al., 2021). Learning is conducted to shape and guide children in learning from their environment through the application of knowledge to build cognitive, emotional, and psychomotor competencies, thereby fostering student maturity. Specific learning objectives are realized when students utilize their environment as a medium and tool for learning (Kirom, 2017). Educators, students, objectives, resources, methods, tools or media, and assessment all constitute components of the teaching and learning system (Pane & Dasopang, 2017). From the foregoing, it is evident that learning is a process involving interaction between educators and students to influence students' attitudes, talents, and abilities throughout their learning journey.

Subjects and objectives in educational activities underscore the essence of learning and teaching within student educational endeavors. Consequently, students' learning activities directed towards achieving educational goals form the heart of the teaching process (Rohmah, 2017). Learning and teaching are interconnected concepts, and the realization of educational objectives hinges on interactive learning and teaching processes with an instructional focus (Harahap, 2021).

Principles of Learn and Learning

There are general principles related to the learning process (Solichin, 2006).

The first (1) principle is Attention and Motivation. In the educational process, attention holds paramount importance. Without attention, learning activities cannot take place. Students may need to enhance their focus if their attention is not naturally concentrated. However, learning is intricately connected with motivation, the driving force that compels students to engage in their educational activities. Learning goals and motivation are two tools that can be effectively employed.

The second (2) principle is Engagement. In practice, student activities are observable in their daily interactions. For instance, students frequently read textbooks, attentively listen to educators, pose questions regularly, actively participate in class discussions, and diligently work to acquire skills.

Moving on, the third (3) principle is Direct and Experiential Involvement. The most effective learning occurs through direct experiential engagement that bypasses intermediaries. Engaging students in education requires more than physical presence; it demands emotional commitment, mental activity, appreciation, and internalization.

The fourth (4) principle is Repetition. Repetition is vital for learning to transpire. This principle is rooted in the psychological concept of reinforcement, asserting that learning leverages human faculties such as memory, observation, response, imagination, feeling, and thinking. Proper development of these faculties hinges on repetition.

The fifth (5) principle is Challenge. While students have learning objectives to fulfill in a learning environment, they may encounter obstacles and barriers to understanding the material. This prompts motivation to study and overcome these challenges and obstacles inherent in learning resources.

The sixth (6) principle is Strengthening. Learning outcomes, both positive and negative, can be associated with reinforcement. Children with high learning scores tend to exhibit greater enthusiasm for learning, whereas those with lower scores may invest more effort due to a fear of failure.

Lastly, the seventh (7) principle is Individual Differences. To alter content, techniques, rhythm, and delivery tempo, educators must meticulously consider the distinct learning styles of each student during the learning process. Educators should emphasize supplementary exercises or lessons for students with lower skill levels, while providing more challenging assignments for students with exceptional abilities.

Learning Characteristics

If learning embodies the qualities outlined by Dimiyati and Mudjiono cited in (Arfani, 2016), these characteristics are as follows:

1. Characteristics of the Participants: The participants are students or learners.
2. Goals, Achievement, and Life Experience Components: Learning encompasses the attainment of objectives and results, along with elements derived from life experiences.
3. Internally Experienced Process: Learners internalize the elements of the learning process.
4. Location Element: Learning can occur in any setting.
5. Lifelong Duration Concept: Learning is a continuous process that extends throughout one's lifetime.
6. Fulfillment of Conditions and Strong Learning Desire: Successful learning hinges on meeting specific conditions and a strong desire to learn.
7. Success Factors and Problem-Solving Tools: Elements contributing to success and tools for resolving challenges are integral to the learning process.
8. Beneficial Aspects Enhancing Self-Esteem: Components of learning offer students the opportunity to bolster their self-esteem.
9. Outcome Factors and Impact on Instruction and Support: Factors linked to learning outcomes influence instructional methods and support.

Constructivism Theory

The constructivist learning theory emphasizes that learning occurs through interactions between individuals and their environment, and that individuals actively construct their knowledge. The implication of the constructivist learning theory in education and learning is

that education must facilitate an active and participatory learning process and pay attention to the diversity of students and their socio-cultural context (Masgumelar & Mustafa, 2021).

In constructivist learning, educators act as facilitators who assist students in building their knowledge through interaction with their environment. Therefore, educators need to facilitate active and participatory learning and pay attention to the diversity of students and socio-cultural contexts. Additionally, educators also need to use relevant learning technologies and media to facilitate challenging and meaningful learning for students. Educators also need to design tasks and learning activities that are challenging and meaningful for students so that students can build their knowledge through interaction with their environment. Thus, constructivist learning can help students build their intellectual potential and increase learning effectiveness (Sugrah, 2019). Research by Piaget and Vygotsky revealed that effective learning involves students' active participation in designing meaning and constructing new knowledge (Bona & Drey, 2013; Sharma et al., 2021).

Multiple Intelligences

The constructivist learning theory emphasizes that learning occurs through interactions between individuals and their environment and that individuals actively construct their knowledge. The implication of the constructivist learning theory in education and learning is that education must facilitate an active and participatory learning process and pay attention to the diversity of students and their socio-cultural context (Masgumelar & Mustafa, 2021).

The multiple intelligence approach emphasizes that each individual has different types of intelligence, and learning must be adapted to those intelligences. In carrying out learning, educators facilitate students in building their knowledge through interaction with their environment. Therefore, educators need to design learning activities that are diverse and challenging and pay attention to student diversity. In a Multiple Intelligences-based learning approach, students can develop their intellectual potential, increase learning motivation, and develop positive social attitudes (Legowo, 2017). This concept is crucial in education because it enables educators to design diverse and challenging learning experiences while also considering the diversity of students.

In a learning environment based on Multiple Intelligences, students can enhance their understanding of themselves and their abilities. This approach helps improve learning effectiveness and takes into account student diversity throughout the learning process.

Learning Style

According to Sari (2019), learning style refers to how a person acquires, processes, and retains information. Learning styles can be categorized into three types: visual, auditory, and kinesthetic. The visual learning style involves preferring to gather information through images or visualization. The auditory learning style involves preferring to acquire information through hearing or sound. The kinesthetic learning style involves preferring to obtain information through movement or direct experience.

Identifying students' learning styles can assist educators in tailoring their teaching methods to match individual learning preferences. Furthermore, recognizing learning styles can empower students to better understand themselves and develop effective learning strategies. Hence, educators and students should grasp the learning style of each individual, which in turn can lead to more efficient and meaningful learning experiences (Papilaya & Huliselan, 2016).

The research underscores the significance of comprehending student learning styles. In this approach, educators need to grasp students' preferred learning modes, whether they tend to be visual, auditory, or kinesthetic learners. Adapting instructional techniques to individual learning styles can enhance the overall effectiveness of the learning process.

Communication and Engagement

Mahadi (2021) elucidates that effective communication between educators and students holds paramount importance for the learning process. Moreover, several factors necessitate educators' consideration while selecting an appropriate learning model. These factors encompass the characteristics of the material, students, learning objectives, methods and approaches to be employed, available media and technology, time and resource availability, facilities and environment, and the educators' competence in managing and implementing suitable learning models. Inah (2015) and Masdul (2018) expound on the vital role of effective communication between educators and students in learning. Such communication facilitates educators' understanding of students' needs and aspirations while aiding students in comprehending the taught material.

In facilitating an efficacious learning process, educators must prioritize effective communication between themselves and students. This practice not only enhances educators' grasp of students' needs and aspirations but also assists students in comprehending the instructional content. Furthermore, educators must also be attentive to factors that can influence learning communication, including student characteristics, educator characteristics, the learning environment, and the instructional methods employed.

Technology in Learning

The advancement of information and communication technology (ICT) has ushered in new opportunities within the realm of education. Educational technologies, such as multimedia, simulations, and online learning platforms, serve to enrich the learning experience and enhance accessibility. Research demonstrates that appropriate technology employment can bolster learning effectiveness. Husain (2014) and Prayitno (2015) expound upon the potential of information and communication technology (ICT) as an effective and efficient learning medium. Integrating ICT into learning can elevate the learning quality and facilitate a more interactive and participatory learning process. Moreover, this article delves into various factors that can impact ICT utilization in learning, encompassing (1) the availability of sufficient ICT facilities and infrastructure, (2) educators' aptitude in managing ICT-based learning, (3) students' competence in utilizing ICT for learning, and (4) the accessibility of learning content aligned with students' requirements.

In facilitating an effective learning process, educators need to be attentive to the utilization of information and communication technology (ICT) as an efficient and effective learning medium. Integration of ICT in learning holds the potential to elevate learning quality and foster interactive and participatory learning. Additionally, educators must take into account factors that can influence ICT adoption in learning, including the presence of adequate ICT facilities and infrastructure, the proficiency of educators and students in utilizing ICT, and the availability of learning content that caters to student needs.

From this comprehensive literature review, one can deduce that the role of educators in applying the principles and nature of learning is of utmost significance. Core theories and concepts such as constructivism, multiple intelligences, learning styles, communication, engagement, and technology offer a robust theoretical foundation for educators to facilitate the student learning process. This research endeavor will delve deeply into how educators can effectively apply these principles, thereby playing a pivotal role in achieving optimal learning outcomes.

METHODS

In this study, researchers employed the literature study method to collect and analyze pertinent information concerning the role of educators in applying the nature and principles of learning. The literature study is a research approach undertaken by gathering and scrutinizing literature or information sources from diverse outlets, such as books, journals, articles, and other documents. Literature studies are conducted to enhance comprehension of specific subjects, recognize the latest trends and discoveries, and acquire the necessary information for advancing further research (Aqil, 2020; Idhartono, 2020).

Literature searches were conducted through academic databases, including Google Scholar and Semantic Scholar. The located literature sources were evaluated for their relevance to the research subject. Relevant articles corroborating this research were chosen for deeper analysis. Subsequent to identifying pertinent literature sources, analysis and assessment were conducted for each article. Crucial details, theories, concepts, research findings, and approaches linked to the role of educators in applying the nature and principles of learning were documented and assessed. The credibility and validity of the literature sources were also appraised, considering the research quality, methodology, and authors' reputation. Drawing from the literature analysis, the literature review was meticulously structured. This literature review encompasses a synthesis of theories endorsing educators' roles, elucidations of fundamental teaching and learning concepts and principles, alongside strategies that educators can implement to effectively fulfill their roles.

RESULT AND DISCUSSION

The Role of the Educator in Learning

Educators' involvement in the classroom holds paramount importance to ensure a successful learning process. Furthermore, several critical roles that educators must undertake to facilitate an effective learning process encompass creating a supportive and enjoyable

learning environment, tailoring teaching materials to meet student needs, utilizing suitable and efficient learning methodologies, attending to student learning styles and adapting instruction accordingly, fostering student character development through learning, and promoting independent learning (Haniyyah, 2021; Sine, 2019).

Moreover, educators need to be cognizant of the variables that can impact the learning process, such as student attributes, the learning environment, and the availability of suitable learning resources for each student. To facilitate an effective learning process, educators should emphasize pivotal roles in creating a nurturing learning atmosphere, crafting pertinent instructional materials, employing fitting instructional techniques, addressing diverse student learning styles, nurturing student character, encouraging active student participation in learning, and delivering constructive feedback to students (Hidayah & Fathoni, 2022; Zulmaulida & Saputra, 2022).

The instructor's significance in the learning process and the sway it wields over students' learning efficacy cannot be overstated. Some of the foremost functions assumed by educators are outlined below:

1. Educators as learning facilitators

In order to ensure a successful learning process, educators' active involvement in the classroom is of utmost importance. As the provided article indicates, educators shoulder several pivotal roles to effectively facilitate learning. These roles encompass crafting a nurturing and enjoyable learning atmosphere, tailoring instructional materials to suit individual student needs, employing fitting and effective teaching methods, being attuned to students' learning styles and aligning instruction accordingly, fostering the development of student character through the learning experience, and nurturing a sense of independent learning (Rahmawati & Suryadi, 2019).

Furthermore, insights from Fauzi & Mustika (2022) present noteworthy findings derived from research on the role of educators as facilitators within Grade V elementary school learning environments. These findings underscore the profound significance of educators' role in facilitating an efficient learning process. Several variables, such as student learning styles, the learning environment, and access to suitable learning materials, can influence the effectiveness of student learning. Educators are also tasked with implementing suitable and effective instructional strategies, cultivating positive rapport with students, fostering character development through learning, motivating active student participation, and actively providing constructive feedback. To promote an effective learning process, educators must fully comprehend their pivotal role as facilitators, encompassing the creation of a supportive learning environment, the preparation of pertinent instructional resources, attention to diverse student learning styles, the cultivation of student character, and the stimulation of active student engagement within the learning journey. Additionally, educators must offer students valuable constructive feedback regarding their performance.

2. Educators as motivators

Umasugi (2020) delves into the pivotal role of educators as motivators, a function integral to fostering an efficient learning process. The study's findings elucidate that educators

must concentrate on influential factors that stoke students' motivation to learn. These encompass crafting an optimal classroom environment, furnishing ample learning resources, and deploying teaching strategies that are both fitting and effective. Moreover, educators are tasked with nurturing affirmative relationships with their students, nurturing their moral development, galvanizing active participation in their education, and providing constructive critique.

To facilitate a potent learning process, educators must center their focus on their supremely vital role as motivators. This encompasses forging a supportive learning milieu, preparing apt teaching materials, attuning to diverse student learning styles, nurturing student character, catalyzing active participation in the learning journey, and delivering beneficial feedback to students (Idzhar, 2016).

3. Educators as mentor

Professional educators assume the pivotal roles of facilitators and communicators in the realm of teaching and learning activities. Their role as adept guides significantly influences the efficacy of the learning process. Educators must meticulously consider factors that influence their interactions with students, encompassing effective communication skills, adept utilization of appropriate language, and leveraging technology for enhanced learning experiences.

The 2013 curriculum underscores the development of student character and the enhancement of their social and academic competencies. Consequently, educators, functioning as mentors, wield profound significance in fostering student character development and aiding students in honing their social and academic prowess. It is incumbent upon educators to grasp and proficiently implement the 2013 curriculum within their teaching practices. In facilitating a robust learning process, educators must earnestly assume their role as mentors, fostering an enabling learning milieu, crafting apt teaching materials, attuning to varied student learning styles, nurturing student character, invigorating active participation in the learning journey, and furnishing constructive feedback to students. This emphasizes the indispensable role of educators as mentors in steering effective learning processes and actualizing the 2013 curriculum's objectives.

Moreover, educators function as mentors who adeptly guide students in surmounting challenges and obstacles within the classroom. They offer guidance, direction, and support to aid students in attaining their learning objectives. Educators also provide invaluable assistance in honing children's reasoning, problem-solving, and learning proficiencies.

4. Educators as behavioral models

Kandiri & Arfandi (2021) elucidate that educators assume a pivotal role as role models in enhancing student morality. One effective means through which educators can exemplify desired behavior and improve morals is by showcasing conduct that aligns with the intended moral values. Educators aid students in comprehending desired moral and

ethical values by offering explanations and instances of virtuous behavior. Furthermore, educators contribute to fostering positive character traits by demonstrating behavior congruent with the desired character. They also guide students in cultivating positive attitudes towards their environment, peers, and themselves through tangible illustrations of such attitudes.

Educators can function as role models in shaping student character:

- a. Serving as embodiments of exemplary and affirmative conduct.
- b. Assisting students in comprehending desired moral and ethical values through explanatory instances of virtuous behavior.
- c. Guiding students in cultivating positive character traits by modeling behavior aligned with the intended character.
- d. Nurturing in students a positive attitude towards their environment, peers, and themselves via tangible demonstrations.
- e. Fostering proficient social and academic skills through behavior aligned with the sought-after moral and ethical values.

This is also in line with [Yaqin et al., 2022](#), that teachers are ideal role models in instilling student character and providing them with other competencies such as basic literacy, technological literacy, and human technology.

Hence, as paragons of virtuous behavior, educators play a pivotal role in molding student character and nurturing positive attitudes towards their surroundings, peers, and selves. Educators also play a crucial part in honing students' social and academic skills by embodying behavior that resonates with the targeted moral and ethical values.

Other research findings underscore the pivotal role of educators in implementing the nature and principles of learning, culminating in optimal learning outcomes. Educators bear the responsibility of fostering a learning milieu that kindles students' enthusiasm and commitment to studying.

Educators must also acknowledge the diversity in students' learning styles, paces, and needs. Consequently, educators must tailor their approaches to cater to these variances, ensuring the effectiveness and efficiency of the learning process.

Furthermore, the constructivist paradigm, a significant educational concept, warrants meticulous consideration by educators. Rooted in constructivism, students proactively construct knowledge through interactions with their environment. In this context, educators assume the roles of facilitators and mediators, aiding students in the acquisition of new knowledge.

This research underscores that educators significantly influence the development of students' character, ethics, and life skills. Moreover, educators must adeptly adapt to the swift pace of technological advancements and changing educational landscapes to effectively meet the dynamic learning needs of students.

CONCLUSION

Drawing from the initial information and the comprehensive literature review presented, a compelling conclusion emerges: the role of educators in implementing the tenets and principles of learning holds paramount significance. Educators serve as facilitators, motivators, and conduits between students and the subject matter, bearing the responsibility of cultivating an efficacious learning milieu. This study underscores the substantial dividends reaped from educators proficiently enacting their roles in adhering to the essence and principles of learning. Proficient educators have the capacity to craft captivating and meaningful learning encounters, tailor instructional methods to meet individual student requisites, and foster enduring learning competencies. These findings align harmoniously with prior research that underscores the pivotal role of skilled educators in cultivating a potent learning environment. Consequently, this study augments comprehension of the obligations and responsibilities shouldered by educators within the sphere of effective pedagogy.

Recommendations for future research encompass the formulation of professional development initiatives aligned with educators' requirements for enhancing the quality of education. Drawing on the insights gleaned from this study, such training and developmental programs could empower educators to more adeptly implement the essence and principles of learning. This study renders a momentous contribution by elevating the comprehension of educators' roles in imbuing instruction with the core tenets of effective learning, while concurrently furnishing a foundation for the evolution of superior educational initiatives in times ahead.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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