

## THE ROLE OF THE TEACHER AS A FACILITATOR IN THE LEARNING PROCESS: A REVIEW OF EDUCATIONAL PSYCHOLOGY

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### Abstract

This research examines the role of the teacher as a facilitator in the learning process from the perspective of educational psychology. This role reflects a shift from traditional teaching methods towards a more interactive and student-centred approach, in line with constructivism theory which emphasises the importance of active learning and students' personal experiences. In addition, the social and collaborative aspects of learning are recognised through the creation of a learning environment that supports interaction and cooperation between students, in line with social constructivism theory. Finally, the teacher as facilitator also plays an important role in providing emotional support and constructive feedback, which contributes to students' emotional well-being and the improvement of the learning process. Thus, teachers' adoption of the facilitator role can enhance learning effectiveness and develop students' skills and attitudes that are essential for their future success.

**Keywords:** Teacher's Role, Facilitator, Learning Process, Educational Psychology.

### Introduction

The learning process in schools is one of the factors that determine the success of a nation's education. In it, the role of the teacher is very central, not only as a teacher but also as a learning facilitator. The role of the teacher is a series of responsibilities that include teaching, mentoring, managing, and facilitating learning that aims to help students achieve optimal academic, social, and emotional development. As a teacher, the teacher is tasked with conveying knowledge and skills through effective learning methods and in accordance with the curriculum (Arnadi et al., 2021); (Fitriani et al., 2024). As mentors, teachers support students in understanding themselves, making decisions, and reaching their full potential. As managers, teachers are responsible for creating a safe and conducive learning environment. Finally, as facilitators, teachers encourage students' active participation in the learning process and help them construct knowledge independently and critically. Along with the development of modern educational theories and the increasingly complex demands of the world of education, the role of teachers as facilitators is becoming increasingly important (Firdaus, 2023); (Andrian et al., 2024); (Shintia et al., 2024).

According to the view of educational psychology, the role of the teacher as a facilitator is present to create a conducive learning environment and motivate students to be active in the learning process (Rajammal, 2024). Compared to the traditional teacher-centred teaching style, the facilitative approach places more emphasis on student participation, exploration, and acceptance that students have an active role in shaping their own knowledge. Facilitative teachers support students through guidance, encouragement, and provision of resources appropriate to each student's needs and abilities (Duresa, 2023).

Research shows that the teacher's role as a facilitator can increase student motivation, participation, and achievement. Teachers who are able to act as effective facilitators are able to present a more interactive and student-centred learning approach. They have the ability to recognise students' potential, emotional needs and learning styles, and use useful teaching strategies to create meaningful learning experiences (Andriatno et al., 2024).

However, the implementation of this role often faces various challenges. Some of these include teachers' lack of understanding and skills in using facilitative methods, limited resources, and resistance to change from traditional teaching methods. Therefore, it is important to conduct an in-depth study of educational psychology in the context of the teacher's role as a facilitator, in order to provide clear directions for the development of teacher professionalism and reform of the education system (Oreshkina et al., 2021).

Thus, this paper will examine the role of the teacher as a facilitator in the learning process through a review of educational psychology, with the aim of understanding more about the dynamics of this role and providing recommendations for improving the quality of education.

## **Research Methods**

The study in this research uses the literature method. The literature research method is an approach that involves collecting, reviewing, and analysing various written sources that are relevant to the research topic being studied. These sources can be books, scientific journals, articles, previous research reports, and other documents that provide information and perspectives on the subject under study (Sahar, 2008); (Arikunto, 2000). The main purpose of this method is to understand and synthesise existing knowledge, identify patterns or underlying conditions, and find gaps or areas that have not been researched in depth. In this way, the literature research method helps researchers to build a strong theoretical foundation, formulate important research questions, and determine the direction of further research (Fadli, 2021).

## Results and Discussion

### Teacher's Role as Facilitator in the Learning Process

Teachers as facilitators have a central role in helping students develop critical thinking and independent learning abilities. As a facilitator, the teacher not only acts as the main source of information, but also as an active supporter in the process of knowledge exploration by students (Zhang & Wang, 2023). One of the main ways in which teachers can act as facilitators is by designing learning activities that encourage students to think creatively and solve problems independently. For example, through the use of project-based learning or group discussions, teachers provide opportunities for students to take an active role in the search for solutions to real problems (Hura, 2022).

In their role as facilitators, teachers are also crucial in creating an open and inclusive learning environment. This supportive environment will give students a sense of security to experiment with new ideas and share their thoughts without fear of judgement. Teachers can encourage active participation by providing constructive feedback and ensuring that each student feels valued and heard. Through this approach, students learn to value the opinions of others, while developing communication and collaboration skills that are essential in the real world (Jurasaite-O'Keefe, 2021).

In addition, teachers as facilitators need to recognise and appreciate the diversity of learning styles and individual needs of students. Every student has a different way of receiving and processing information, and a good teacher will adjust their teaching strategies to accommodate these differences. Using various learning methods such as visual, auditory and kinesthetic, as well as providing different activity options, can be an effective way to engage all students. That way, students can learn in the way that suits them best, which will increase motivation and learning effectiveness (Aziz, 2021).

Teachers as facilitators should also play an important role in using educational technology to enhance learning. Digital devices, interactive tools and online platforms can be used to create a more dynamic and engaged learning experience. Integrating technology into the classroom allows students to access a variety of resources and information, as well as expanding opportunities for independent learning. Teachers can guide students in using technology effectively and ethically and help them develop digital literacy, which is essential in the modern era (Quinn, 2024).

Finally, the teacher's role as a facilitator includes the ability to transfer responsibility for learning to students, so that they become more autonomous and confident learners. Teachers need to teach students important skills such as decision-making, time management and problem-solving (Helfra & Cyprianus, 2024). By giving students more control over their own learning process, teachers help them develop resilience and skills that will be useful throughout their lives. Overall, the teacher as a

facilitator is key in preparing students to be independent, critical, and future-ready individuals.

### **Challenges faced by teachers in fulfilling their role as facilitators**

Being a facilitator in learning is not an easy task for teachers. One of the main challenges often faced is the different ability levels and learning styles of students. Students come to class with very diverse backgrounds and varying abilities, so teachers need to be able to adapt their approach so that all students can engage and learn effectively. Providing a wide range of learning activities and materials that meet the needs of all students requires extra time and energy on the part of teachers (Zhang & Wang, 2023).

In addition, limited resources and support are also a major challenge. Many teachers do not have access to the latest technology or learning materials needed to support interactive and well-rounded learning. Furthermore, in some schools, support from administration and school policies may not be fully supportive of facilitative approaches. Teachers may feel pressurised to follow a strict curriculum and prepare students for standardised tests, which can reduce flexibility in adopting facilitative methods (Vromans et al., 2023).

Another challenge is the need to continuously develop professional skills and knowledge. The world of education is always evolving, and teachers need to stay abreast of the latest developments in pedagogy, educational technology and the psychology of learning. Participating in professional training and self-development is a must, but teachers often face time and cost constraints to attend these trainings. Without consistent updates, it is difficult for teachers to implement effective and up-to-date facilitative approaches in the classroom (Martin, 2022).

Classroom management is also an important and challenging aspect of the teacher's role as a facilitator. As students are given more freedom to explore and participate, the likelihood of classroom disruption or disorder also increases. Teachers must have strong classroom management skills to ensure that the learning environment remains conducive and that all students remain focused on the learning objectives. Maintaining a balance between giving students freedom and maintaining classroom discipline is one of the most complex challenges teachers face (Aguiar et al., 2021).

Finally, maintaining student motivation and enthusiasm is an equally important challenge. Students generally have varying levels of motivation, and teachers need to find ways to maintain student engagement throughout the learning process. This includes using learning approaches that are relevant to students' daily lives and providing meaningful feedback. If unsuccessful in maintaining student motivation, the teacher's role as facilitator may be ineffective, and the main goal of the learning may not be achieved (Suh, 2024). In the face of all these challenges, teachers need adequate

support, both in terms of resources and policies, to be able to perform their role as facilitators well.

### **Educational Psychology's View of the Teacher's Role as Facilitator**

Educational psychology views the role of the teacher as a facilitator as a transformation from the traditional approach to teaching where the teacher gives more direct instruction to students. In the facilitative approach, the teacher acts more as a guide who helps students discover knowledge independently. This is closely related to the theory of constructivism, which states that students construct their own knowledge based on their experiences and interactions with the environment. In this context, teachers should create learning situations that allow students to actively participate, explore and solve problems (Hermawan & Sobandi, 2024).

This approach also emphasises the importance of relevant and meaningful learning for students. Educational psychology shows that students learn more effectively when they can relate new information to the knowledge and experience they already have. Therefore, the teacher's role is to provide a learning context that can relate the subject matter to students' real life. Teachers as facilitators also need to understand students' needs, interests and motivations to be able to design interesting and relevant learning activities (Hutauruk & Irawati, 2024).

In addition, educational psychology underlines the importance of social aspects in learning. According to the social constructivism theory pioneered by Lev Vygotsky, social interaction is key in the learning process. In their role as facilitators, teachers should encourage collaboration and discussion among students to build collective understanding. Teachers need to create learning environments that support interaction and communication, and provide opportunities for students to work in groups and learn from each other (Munte & Chrismastianto, 2024); (Triyuni et al., 2024); (Judijanto et al., 2024); (Puspitasari & Aslan, 2024).

Educational psychology also highlights the importance of feedback in the learning process. Effective feedback helps students understand the extent to which they have achieved learning objectives and which areas still need improvement. As facilitators, teachers should be able to provide constructive and timely feedback, and encourage self-reflection among students. Good feedback not only focuses on the end result, but also on the learning process itself, so that students can develop in a sustainable way (Quinn, 2024).

Finally, educational psychology emphasises the importance of students' emotional well-being in the learning process. Teachers as facilitators should pay attention to students' emotional and social aspects, creating a safe and supportive learning environment, where students feel valued and motivated to learn. This requires empathy, good communication skills, and the ability to recognise and respond to

students' emotional needs. By considering these aspects, teachers can help students reach their full potential in learning.

## Conclusion

The role of the teacher as a facilitator in the learning process from the perspective of educational psychology shows a shift from traditional teaching methods towards a more interactive and student-centred approach. In this role, the teacher is no longer just a conveyor of information, but also a guide who helps students discover and construct their own knowledge. This is in accordance with the theory of constructivism which emphasises that effective learning occurs when students actively interact with the material and relate it to their personal experiences.

In addition, educational psychology highlights the importance of social and collaborative aspects in the learning process. As a facilitator, teachers are required to create a learning environment that encourages interaction and cooperation between students, in accordance with the theory of social constructivism. Teachers should be able to provide opportunities for students to learn together, discuss and exchange understanding, so that learning becomes more meaningful and rich in perspectives.

Finally, the teacher's role as a facilitator also includes attention to students' emotional well-being and the importance of constructive feedback. Teachers should provide emotional support and create a safe and supportive atmosphere for students to learn and develop. The feedback provided should help students reflect on their learning process to achieve better results. By adopting the role of a facilitator, teachers can help students not only in achieving academic goals but also in developing the skills and attitudes necessary for success in later life.

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