

CHAPTER V

CLOSURE

A. Conclusion

Based on the description and analysis of the research results that have been stated in the previous chapter, the role of the teacher as a facilitator in learning at SMP Negeri 1 Tabungnen can be concluded as follows:

1. The role of teachers as facilitators in learning at SMP Negeri 1 Tabungnen, Barito Kuala district has been implemented but not all of the roles of teachers as facilitators have been implemented properly, including: teachers try to listen and not dominate, be patient, respectful and humble, willing to learn , being equal, not trying to lecture, authoritative, impartial and criticizing, being open, being friendly and fused, being positive.
2. Factors inhibiting the role of teachers as facilitators in learning at SMP Negeri 1 Tabungnen are the lack of experience of teachers in applying teacher theory as facilitators, lack of insight into teacher theory as facilitators, lack of school facilities to support the implementation of the teacher's role as facilitator, habits The teacher's length of time in teaching is too strong to influence the teacher's style when teaching in class, the lack of teachers doing comparative studies almost never. In

addition, the teacher's mastery of the theory of the teacher's role as a facilitator is still not optimal.

From the description above, the writer concludes that the role of the teacher as a facilitator has already started. However, this role is still not maximized and it still looks right where teachers sometimes still carry out their old roles. The success or failure of several teacher roles as facilitators all depends on the teacher.

B. Suggestion

To maximize the running of the teacher's role as a facilitator, the teacher needs to continue to practice and get used to it because only with the habit of practicing and practicing the role of a facilitator will build good habits and the results will be maximized. Teachers also need to enrich their knowledge about teachers as facilitators by reading and conducting comparative studies in schools where their role as facilitators is well established.