**ABSTRAK**

**Purnomo, M. Sidik**. 40216036. 2022*. Peran Guru dalam Upaya Menciptakan Pembelajaran Matematika yang Efektif Pasca Pandemi Covid-19 Pada Siswa Kelas V SD Negeri Kaligiri 01*. Skripsi. Jurusan Pendidikan Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Peradaban. **Adnan Yusufi, M.Pd.I.**

**Kata Kunci**: peran guru, pembelajaran, matematika, pandemi covid-19

Penelitian ini dilatarbelakangi tuntutan kepada guru untuk menciptakan pembelajaran matematika yang efektif pasca pandemi covid-19.Jenis penelitian ini adalah penelitian kualitatif dengan pendekatan deskriptif.Subjek penelitian ini adalah siswa kelas V SD Negeri Kaligiri 01. Data yang diambil terbagi menjadi data primer dan data sekunder. Teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Adapun keabsahan data menggunakan triangulasi teknik. Sementara itu, teknik analisis data menggunakan reduksi data, penyajian data, dan kesimpulan.

Hasil penelitianmenunjukkan bahwa terdapat beberapa peran guru dalam upaya menciptakan pembelajaran matematika yang efektif pasca pandemi covid-19 pada siswa kelas V SD Negeri Kaligiri 01 yaitu sebagai berikut. *Pertama*, guru sebagai pendidik dan pengajar. Artinya, guru berperan dalam mendidik dan mengajar siswa, baik pada aspek kognitif, afektif, maupun psikomotorik melalui berbagai sumber dan lingkungan belajar yang tersedia. *Kedua*, guru sebagai mediator dan fasilitator. Artinya, guru berperan dalam menyediakan media pembelajaran dan fasilitas belajar. *Ketiga*, guru sebagai pembimbing. Artinya, guru berperan dalam membimbing seluruh siswa dalam mengikuti pembelajaran matematika.*Keempat*, guru sebagai motivator. Artinya, guru berperan memberikan motivasi belajar pada siswa. *Kelima*, guru sebagai inovator. Artinya, guru selalu berinovasi dalam melaksanakan pembelajaran. *Keenam*, guru sebagai demonstrator. Artinya, guru harus mampu mendemonstrasikan materi yang disampaikan agar siswa lebih mudah memahami materi tersebut. *Ketujuh*, guru sebagai pengelola pembelajaran. Artinya, guru berperan dalam mengelola pembelajaran agar tercipta suasana pembelajaran yang kondusif, menyenangkan, dan menuntut siswa aktif dalam mengikuti pembelajaran. *Kedelapan*, guru sebagai sumber belajar. Artinya, guru dituntut untuk menguasai materi yang disampaikan kepada siswa. *Kesembilan*, guru sebagai emansipator. Artinya, dalam pembelajaran tidak ada unsur diskriminasi, terutama yang dilakukan guru terhadap siswa. *Kesepuluh*, guru sebagai evaluator. Artinya, guru berperan melakukan evaluasi pembelajaran.

**ABSTRACT**

**Purnomo, M. Sidik**. 40216036. 2022. The Role of Teachers in Efforts to Create Effective Mathematics Learning after the Covid-19 Pandemic in Class V Students of SD Negeri Kaligiri 01. Thesis. Primary School Teacher Education Department. Faculty of Teacher Training and Education. Peradaban University. Adnan Yusufi, M.Pd.I.

**Keywords**: the role of teachers, learning, mathematics, the covid-19 pandemic

This research is motivated by the demands on teachers to create effective mathematics learning after the covid-19 pandemic. This type of research is a qualitative research with a descriptive approach. The subject of this research isfifth grade students of SD Negeri Kaligiri 01. The data taken is divided into primary data and secondary data.Data collection techniques using interviews, observation, and documentation. As for the validity of the data using triangulation techniques. Meanwhile, the data analysis technique uses data reduction, data presentation, and conclusions.

The results of the study show that there are several roles of teachers in an effort to create effective mathematics learning after the covid-19 pandemic in fifth grade students of SD Negeri Kaligiri 01, namely as follows. First, teachers as educators and teachers. This means that teachers play a role in educating and teaching students, both in cognitive, affective, and psychomotor aspects through various sources and available learning environments. Second, the teacher as a mediator and facilitator. That is, the teacher plays a role in providing learning media and learning facilities. Third, the teacher as a guide. That is, the teacher plays a role in guiding all students in participating in mathematics learning. Fourth, the teacher acts as a motivator. That is, the teacher plays a role in providing learning motivation to students. Fifth, the teacher as an innovator. It means, teachers always innovate in carrying out learning. Sixth, the teacher as a demonstrator. That is, the teacher must be able to demonstrate the material presented so that students more easily understand the material. Seventh, the teacher as a learning manager. That is, the teacher plays a role in managing learning in order to create a learning atmosphere that is conducive, fun, and requires students to be active in participating in learning. Eighth, the teacher as a source of learning. That is, teachers are required to master the material presented to students. Ninth, the teacher as an emancipator. That is, in learning there is no element of discrimination, especially what teachers do to students. Tenth, the teacher as an evaluator. That is, the teacher plays a role in evaluating learning. The teacher must be able to demonstrate the material presented so that students more easily understand the material. Seventh, the teacher as a learning manager. That is, the teacher plays a role in managing learning in order to create a learning atmosphere that is conducive, fun, and requires students to be active in participating in learning. Eighth, the teacher as a source of learning. That is, teachers are required to master the material presented to students. Ninth, the teacher as an emancipator. That is, in learning there is no element of discrimination, especially what teachers do to students. Tenth, the teacher as an evaluator. That is, the teacher plays a role in evaluating learning. The teacher must be able to demonstrate the material presented so that students more easily understand the material. Seventh, the teacher as a learning manager. That is, the teacher plays a role in managing learning in order to create a learning atmosphere that is conducive, fun, and requires students to be active in participating in learning. Eighth, the teacher as a source of learning. That is, teachers are required to master the material presented to students. Ninth, the teacher as an emancipator. That is, in learning there is no element of discrimination, especially what teachers do to students. Tenth, the teacher as an evaluator. That is, the teacher plays a role in evaluating learning. the teacher plays a role in managing learning in order to create a conducive, fun learning atmosphere, and requires students to be active in participating in learning. Eighth, the teacher as a source of learning. That is, teachers are required to master the material presented to students. Ninth, the teacher as an emancipator. That is, in learning there is no element of discrimination, especially what teachers do to students. Tenth, the teacher as an evaluator. That is, the teacher plays a role in evaluating learning. the teacher plays a role in managing learning in order to create a conducive, fun learning atmosphere, and requires students to be active in participating in learning. Eighth, the teacher as a source of learning. That is, teachers are required to master the material presented to students. Ninth, the teacher as an emancipator. That is, in learning there is no element of discrimination, especially what teachers do to students. Tenth, the teacher as an evaluator. That is, the teacher plays a role in evaluating learning. especially what teachers do to students. Tenth, the teacher as an evaluator. That is, the teacher plays a role in evaluating learning. especially what teachers do to students. Tenth, the teacher as an evaluator. That is, the teacher plays a role in evaluating learning.