

THE ROLE OF TEACHERS IN INCREASING INTEREST IN LEARNING IN CLASS V CHILDREN AT SDN 38/II PAUH AGUNG

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ABSTRACT

The problem in this research is that students' interest in learning is still relatively low. Some students seemed unfocused, paid little attention to the teacher, and were busy playing alone during the lesson, especially during the second lesson. This indicates a lack of a pleasant learning atmosphere and a lack of active participation from students. This low interest in learning can also be caused by the teacher's teaching style which is monotonous, less varied, and does not adapt to the needs and characteristics of students. Students' moods, as well as limited facilities and infrastructure at school, are also factors that influence their enthusiasm for learning. Students' interest in learning can be reflected in the way they follow lessons, pay attention to teachers, and interact in the learning process. In carrying out their duties, teachers have various important roles such as educators, instructors, mentors, leaders, motivators, facilitators and evaluators. According to Slameto in Rifal (2022), teachers must be able to provide encouragement, inspiration and motivation to their students so that they feel enthusiastic about developing their potential. Teachers must continue to develop their professionalism so that they are able to carry out their roles effectively according to the demands of the times and the needs of students

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INTRODUCTION

Teachers are professional educators because they have implicitly volunteered to accept and shoulder some of the educational responsibilities that are ultimately the responsibility of parents. The teaching profession is not an easy one, and it cannot be undertaken by just anyone without professional skills and competence. Teachers are central figures in the world of education, bearing significant responsibility for the intellectual, emotional, social, and spiritual development of students. A teacher's role extends beyond delivering subject matter to serving as an educator, mentor, director, and role model in the overall educational process.

According to (Ahmad Tafsir, 2004), a teacher is someone who bears responsibility for the ongoing growth and development of students' potential, both in cognitive, affective, and psychomotor aspects. Teachers are also a competent member of society and are trusted by both the public and the state to carry out important tasks and roles in guiding students to achieve educational goals.

The role of teachers as professionals demands that learning be conducted in accordance with the principles of

professionalism, in order to fulfill the right of every citizen to receive a quality education. The role and responsibility of teachers are immense. The ideal teacher is someone who possesses competence in the fields of knowledge, attitudes, and behavior. In the context of school education, teachers are the primary source of information for students. Therefore, the quality of education is greatly influenced by the teacher's competence as an educator and teacher.

To improve the quality of education, teacher professionalism needs to be continuously developed through increased knowledge and teaching experience. Teachers are also required to be able to make classroom learning strategies effective and efficient to meet students' needs.

As a classroom teacher, an educator is responsible for teaching a variety of subjects. They not only deliver prepared material but also must deeply understand each lesson's content. Daradjat (in Rifal, 2022) emphasizes that classroom teachers play a crucial role in observing and assisting students throughout the learning process, ensuring optimal achievement of learning objectives.

Slameto (1995:57) states that interest is "a strong inclination towards something." Interest is persistent within a person and is a form of attraction or inclination that arises from an awareness of the importance of something.

Based on initial observations conducted by researchers in class V of SDN 38/II Pauh Agung, it was found that students' learning interest was still relatively low. Some students appeared unfocused, paid little attention to the teacher, and were busy playing by themselves during class, particularly during the second period. This indicates a lack of a pleasant learning environment and minimal active student participation.

This low interest in learning can also be caused by teachers' monotonous, unvaried teaching styles that don't adapt to students' needs and characteristics. Students' moods and limited school facilities and infrastructure also contribute to their enthusiasm for learning.

Students' interest in learning can be reflected in how they follow lessons, pay attention to the teacher, and interact during the learning process. Teachers, as facilitators and motivators of learning, play a crucial role in fostering this interest. Teachers who present material in an engaging, communicative, and interactive manner will encourage students to be more engaged in learning.

Based on this background, it is clear that the role of teachers is crucial in increasing students' interest in learning, particularly in the fifth grade at SDN 38/II Pauh Agung. Teachers must continue to develop their professionalism to effectively fulfill their roles, meeting the demands of the times and the needs of their students.

RESEARCH METHODS

This research is a qualitative descriptive study. According to Rizal et al., 2015, descriptive research is a type of research conducted to determine the value of an independent variable, whether one or more variables, without comparing or connecting the variable with other variables. The purpose of descriptive research is to create a systematic, factual, and accurate description, picture, or depiction of the characteristics and relationships between the phenomena being investigated.

Observation

Observation is a data collection technique that involves directly observing the phenomenon or subject being studied. In observation, the researcher acts as an educator, interacting directly with the subject or participating in the activities being observed.

Interview

An interview is a question-and-answer process between researchers and informants aimed at gathering in-depth information. (Sugiyono, 2022) states that interviews can provide a deeper understanding of the attitudes, experiences, and thoughts of research subjects, which cannot be obtained through observation alone. This study used structured interviews, namely interviews that refer to a pre-developed question guide. Interviews were conducted with a fifth-grade teacher and several students as informants to further explore their perceptions, experiences, and responses to the teacher's strategies for fostering learning interest in the classroom.

Documentation

Documentation is a method for obtaining or knowing something based on records of past events, this can be in the form of writing, pictures, or monumental works from someone (Sugiyono, 2020). The documentation used in this study is ATP, Modules, LKPD, Observation Sheets, reading text test questions and Photos.

RESULTS AND DISCUSSION

SD Negeri 38/II Pauh Agung is an elementary school located in Pauh Agung Village, Limbur Lubuk Mengkuang District, Bungo Regency, Jambi Province. Its postal code is 37255. This school has a National School Identification Number (NPSN) 10500971 and is registered as a public school with an elementary school education format. The school is located in a location that is quite easy to reach. The results of the initial observations of this research conducted at SDN Pauh Agung are schools that are in demand by the community, namely because the location of this school is very strategic and the facilities and infrastructure at the school are adequate to support learning activities. The results of the interview with teacher NM said that teacher NM motivates students by giving encouragement, rewards or prizes so that students are motivated again to learn.

NM teachers also explore information within students to find out what they like or are interested in. NM teachers also explore information about what they know and what they usually do at home and at school. For students whose answers are correct, they are given praise, but for students whose answers are less, NM teachers give them motivation by way of if in NM teacher class (Class VB) the level of intelligence of children varies, some can already read and some cannot read, so the way that those who cannot read is not also a threat to NM teachers, NM teachers encourage them to be more enthusiastic.

Based on the results of interviews and observations conducted by researchers from various parties to collect information related to research on the role of teachers towards the learning interests of fifth-grade students at SDN 38/II Pauh Agung, namely, teachers and students totaling 20 people as research subjects. Analysis of the role of teachers towards the learning interests of fifth-grade students at SDN 38/II Pauh Agung based on observations and interviews with teachers shows the role of teachers as learning resources, demonstrators, facilitators, guides, motivators and evaluators:

a. The Role of Teachers as Learning Resources at SD 38/II Pauh Agung

Teachers play a crucial role as learning resources for students, particularly at the elementary school level. This is evident at SD 38/II Pauh Agung, where teachers not only act as transmitters of knowledge but also as role models, motivators, and facilitators in learning activities. *First*, teachers play a role as transmitters of basic knowledge. At the elementary school level, students are still in the early stages of cognitive development and therefore rely heavily on teachers for new information. Teachers at SD 38/II Pauh Agung deliver curriculum-based learning materials, such as reading, writing, arithmetic, science, and social studies, using simple, accessible methods.

Second, teachers also serve as role models in attitudes and behavior. Students emulate their teachers' daily behavior, such as discipline, responsibility, cooperation, and courtesy. Thus, teachers are not only sources of academic learning but also sources of character development for students. *Third*, teachers act as facilitators of contextual learning. The natural environment surrounding the school in Pauh Agung, steeped in local culture, is utilized by teachers as a learning resource. For example, in science lessons, teachers invite students to observe plants and animals around the school, while in social studies lessons, teachers utilize local community activities as discussion material.

Fourth, teachers act as motivators and inspirators. Many students come from humble backgrounds, so teachers' encouragement of learning is crucial. Teachers provide motivation to foster self-confidence, study hard, and a drive to achieve. *Fifth*, teachers also act as liaisons with other learning resources. Teachers introduce students to learning resources beyond textbooks, such as the school library, simple digital media, and sources from the surrounding community, such as community leaders or village officials.

Furthermore, teachers serve as mentors in literacy and numeracy, the primary focus of elementary education. Through various learning strategies, teachers ensure that students are not only able to read and write but also possess basic numeracy skills to support their success at the next level. It can be concluded that teachers at SD 38/II Pauh Agung play a crucial role as learning resources, both in academic and non-academic aspects. This role is realized through the delivery of knowledge, providing role models, utilizing the environment as a learning resource, providing motivation, and providing guidance in literacy and numeracy skills.

b. The Role of the Teacher as a Demonstrator

First, be a role model in the learning process. Teachers not only convey theory but also demonstrate how to actually do things. For example: In science, teachers demonstrate a simple experiment on magnetic force. In math, teachers show concrete steps for solving story problems. In civics, teachers demonstrate politeness, discipline, and responsibility for students to emulate.

Second, clarify abstract material. Much elementary school material remains abstract to students. The teacher's role as a demonstrator is to provide concrete examples to facilitate understanding, for example:

- Shows how to use maps in social studies,
- Demonstrating sports movements in PJOK.
- Demonstrate drawing or coloring techniques in Arts and Crafts.

Third, increasing interest and motivation to learn. Demonstrations make learning more lively and engaging, resulting in greater student enthusiasm. For example:

- The teacher demonstrates how to care for plants in science lessons in the school yard.
- The teacher demonstrates traditional games to introduce local culture.

Fourth, provide guidance through hands-on practice. Demonstrations aren't just about showing, they also give students the opportunity to imitate.

Example:

- The teacher demonstrates how to write a personal letter, then students are asked to practice.
- The teacher shows how to read poetry with the correct intonation, then the students imitate.

Fifth, Building Character and Positive Attitudes . As demonstrators, teachers also play a role in showing examples of positive attitudes in everyday life at school, such as:

- Be orderly in following school rules.
- Respect other people's opinions during discussions.
- Discipline is being present on time.

Contextualization with the Environment of SD 38/II Pauh Agung . The condition of the elementary school in Pauh Agung, which is close to the village community, provides opportunities for teachers to:

- Demonstrate local wisdom-based learning, such as how to plant rice, weigh the harvest, or introduce traditional games.
- Relate lessons to students' daily lives, so they can more easily understand and feel close to the material.

c. The role of the teacher as a facilitator

- Creating a Conducive Learning Environment. Teachers play a key role in preparing a comfortable, safe, and child-friendly classroom. This includes seating arrangements, the availability of learning media, and a learning atmosphere that encourages active student engagement.
- Leading Without Dominating. Teachers are not the sole source of information, but help students discover their own knowledge through discussions, questions and answers, experiments, and group work.
- Providing Access to Learning Resources. At SD 38/II Pauh Agung, teachers provide various resources such as books, visual media, educational games, and utilize the school environment as learning materials.
- Encourage Student Independence and Creativity. Teachers provide opportunities for students to experiment, make mistakes, and learn from experience. This can be done through simple projects, hands-on practice, or literacy activities.
- Becoming a mediator in learning interactions. Teachers help students collaborate, resolve minor conflicts, and keep discussions focused. In this way, students learn to respect the opinions of their peers.
- Providing Feedback and Motivation. The facilitator's role is also evident when teachers provide positive encouragement, recognition, and constructive evaluation. This makes students feel valued and motivated to continue learning.
- Connecting Material to Real Life. Teachers play a role in bridging theory with everyday practice, for example, by linking science lessons to farming activities in the Pauh Agung area.

d. The Role of Teachers as Mentors

Teachers not only serve as transmitters of knowledge, but also play a crucial role as mentors for students. As mentors, teachers help students discover their potential, overcome learning difficulties, and develop positive personalities. This role is realized through various forms of mentoring, such as providing guidance, motivation, and solutions when students encounter obstacles in the learning process or in everyday life. Teachers act as facilitators, guiding students toward independent learning, responsibility, and the ability to make informed decisions.

In addition, teachers also guide students in social and emotional aspects. By providing role models and advice, teachers help students develop discipline, respect for others, and the ability to work collaboratively within the school and community. Thus, the role of teachers as mentors is not only focused on academic success, but also on character formation, talent development, and instilling life values so that students can grow into whole and useful individuals.

e. The Role of Teachers as Motivators

Teachers play a crucial role as motivators in the learning process. This role emphasizes the teacher's ability to foster, maintain, and enhance students' enthusiasm for learning. Teachers serve not only as transmitters of material but also as motivators capable of stimulating both intrinsic and extrinsic motivation in students. *First*, Stimulate Interest and Enthusiasm for Learning . Teachers create a learning environment that is enjoyable, challenging, and relevant to students' needs, encouraging them to actively participate in learning. *Second*, provide positive encouragement and reinforcement . Teachers offer appreciation, praise, or simple recognition for students' efforts and achievements. This fosters self-confidence and the belief that they are capable of achieving better results.

Third , be a role model . Teachers demonstrate discipline, enthusiasm, and consistency in both learning and work. This exemplary behavior can be a source of inspiration and motivation for students. *Fourth*, Directing Learning Objectives . Teachers help students understand the benefits of each topic and relate it to real life. This helps students recognize the importance of learning and motivates them to achieve their goals. *Five*, Build a Positive Learning Environment . Teachers create harmonious, supportive, and fear-free interactions. A conducive environment will motivate students to be more confident in asking questions, expressing their opinions, and trying new things.

f. The Role of Teachers as Evaluators

In education, teachers play various important roles, one of which is as evaluators. Evaluation is an integral part of learning activities, as it allows teachers to determine the extent to which learning objectives have been achieved. As evaluators, teachers are required to be able to design, implement, and follow up on evaluation results systematically, objectively, and sustainably. As evaluators, teachers are not only tasked with assigning numerical grades but also assessing the overall development of students. This encompasses cognitive (knowledge), affective (attitudes and behavior), and psychomotor (skills) aspects. In practice, teachers use a variety of assessment instruments, including written, oral, and practical tests, as well as non-test assessments such as observations, portfolios, projects, reflective journals, and interviews.

Being an evaluator also means teachers must be able to provide constructive feedback to students. Evaluation results don't stop at scoring; they should serve as reflection material for students to improve their learning methods, and for teachers to refine their teaching strategies. Thus, evaluation serves a dual purpose: as a tool for measuring achievement and as a means of development.

Furthermore, teachers play a role in identifying students' learning needs and difficulties. Through appropriate evaluations, teachers can identify students experiencing learning difficulties so they can receive special assistance (remedial teaching), and identify students with greater potential for enrichment. This demonstrates that teacher evaluations are oriented toward improving the quality of learning and optimal development of each student. Ultimately, the teacher's role as evaluator is crucial in ensuring that learning is aligned with objectives, effective, and relevant to students' needs. Teachers not only assess learning outcomes but also facilitate the learning process so that each student can develop optimally. With objective and comprehensive evaluation, teachers can contribute to the continuous improvement of educational quality.

CONCLUSIONS AND SUGGESTIONS

Based on the analysis and discussion that has been presented by the researcher, the Analysis of the Role of Teachers on the Interest in Learning of Class Students at SDN 38/II Pauh Agung can be concluded, namely: the role of teachers in increasing student interest in learning is that teachers act as learning resources, teachers act as demonstrator, teachers act as facilitators, teachers act as guides and teachers act as motivators. Class teachers in increasing student interest in learning have played a good role for students, it can be seen how teachers increase student interest in learning by using various roles. Based on the research that has been done, the researcher can provide the following suggestions:

- a. For teachers to make better use of existing facilities and always innovate to create learning more fun and makes students always enthusiastic about learning and teachers must also establish and understand social conditions well within the school environment and outside of school.
- b. For students to better understand what has been taught by the teacher and try For apply What Which has studied in in school environment, family and within the community .
- c. For schools to further equip facilities and infrastructure so that the learning process can run better.
- d. Future researchers should delve deeper into the role of teachers in student learning interest. This research is expected to serve as a reference for future researchers or others who wish to delve deeper into the topic with different focuses and settings , thereby enriching the findings of this study.

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