

ANALYSIS OF STUDENTS' READING INTEREST AND THE ROLE OF TEACHERS IN IMPROVING READING LITERACY AT SDN 10 RIO PAKAVA

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ABSTRACT

This study aims to analyze the reading interest of fourth-grade students at SDN 10 Rio Pakava and to examine the role of teachers in improving students' reading literacy. This research employed a descriptive mixed-method design combining qualitative and quantitative approaches. The participants were 10 fourth-grade students at SDN 10 Rio Pakava. The research design refers to the stages proposed by Creswell (2008), which include describing, analyzing, and interpreting the phenomena of students' reading interest and the role of teachers in literacy development. Data were collected through observation, interviews, questionnaires, and documentation. Questionnaire data were analyzed using percentage calculations to determine the level of students' reading interest, while qualitative data from interviews, observations, and documentation were analyzed through data reduction, data display, and conclusion drawing. The findings indicate that students' reading interest is generally in the high category with an average percentage of 63%. The highest indicator is concentration of attention (73.33%), followed by enjoyment (66.67%) and time allocation for reading (56.67%), while reading motivation shows the lowest percentage (26.67%). These results suggest that although students are able to focus during reading activities, their intrinsic motivation to read independently remains relatively low. Teachers play a strategic role in improving reading literacy through reading habituation, classroom reading corners, guidance during reading activities, motivational support, and the creation of a conducive literacy environment. These findings highlight the importance of strengthening students' intrinsic reading motivation and developing innovative literacy strategies to foster sustainable reading habits in elementary education.

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INTRODUCTION

Education is the primary foundation in building superior and highly competitive human resources. In facing the era of globalization and technological advancement, education is not only required to produce graduates who are

academically competent, but also those who are able to think critically, creatively, and be literate in information (Juita et al., 2024). One important aspect in elementary education is reading literacy skills, because reading becomes a basic skill that supports students' success in understanding various subjects and serves as a gateway for students to access knowledge from various sources (Annaningsih et al., 2025).

Reading literacy is not only related to the ability to recognize letters and words, but also includes comprehension, reasoning, and the ability to think critically about the information being read. Students' reading interest becomes an important factor in the success of reading literacy. Students who have a high reading interest tend to be more active in the learning process, have a wider vocabulary, and are able to understand learning materials better. Conversely, low reading interest can hinder students' academic development and have an impact on low learning outcomes (Aprilia et al., 2025).

At the elementary school level, particularly in grade 4, students are in the transition stage from beginning reading to reading for understanding. At this stage, students are required not only to be able to read texts, but also to understand the content of the reading deeply. Therefore, the development of reading interest in grade 4 becomes very important as a foundation for literacy success at the next level of education (Hariro et al., 2024).

However, in reality, the reading interest of elementary school students is still relatively low. This can be influenced by various factors, such as limited availability of interesting reading materials, lack of reading habits in the school and family environment, as well as the influence of gadget use which is more dominant compared to book reading activities. This condition is also found in various elementary schools, including SDN 10 Rio Pakava.

SDN 10 Rio Pakava as one of the elementary educational institutions has an important role in improving students' reading literacy. Based on initial observations, there are still grade 4 students who are less enthusiastic in reading activities, both during learning activities and in school literacy activities. This indicates that students' reading interest still needs special attention.

In improving reading literacy, the role of the teacher becomes very important. Teachers do not only function as material deliverers, but also as motivators, facilitators, and guides for students. Teachers have the responsibility to create a pleasant learning atmosphere and to cultivate reading habits through innovative and engaging learning strategies (Ndolu et al., 2025).

Teachers can play a role in increasing students' reading interest in various ways, such as selecting reading materials that are appropriate to students' age and interests, applying varied reading methods, as well as providing motivation and rewards. In addition, teachers can also utilize reading corners, shared reading activities, and school literacy programs to foster students' love for reading.

Although various efforts have been made, the effectiveness of the teacher's role in increasing students' reading interest still needs to be analyzed more deeply. Each school has different student characteristics and environments, so the role of teachers in improving reading literacy needs to be adjusted to the school's conditions. Therefore, research is needed that specifically examines students' reading interest and the role of teachers in improving reading literacy.

Previous studies generally discuss reading literacy or reading interest separately, and many focus on literacy programs at the national or regional level. However, studies that simultaneously analyze the level of students' reading interest and the concrete role of teachers in fostering reading literacy at the classroom level, particularly in grade 4 of elementary school, are still limited. In addition, research that specifically examines these aspects in the context of SDN 10 Rio Pakava has not been widely conducted. This condition indicates a research gap related to the need for a more contextual analysis of how teachers contribute to increasing students' reading interest and literacy development in specific school settings.

Seeing the real conditions in the field, this research is very relevant to provide a comprehensive description of the level of reading interest and the efforts carried out by teachers in increasing students' reading interest in grade 4.

Thus, the researcher attempts to conduct a study entitled “Analysis of Students’ Reading Interest and the Role of Teachers in Improving Reading Literacy at SDN 10 Rio Pakava.”

The novelty of this research lies in its focus on analyzing the relationship between students’ reading interest and the role of teachers in improving reading literacy within a specific elementary school context, namely SDN 10 Rio Pakava. This study not only describes the level of students’ reading interest but also examines the strategies and efforts implemented by teachers in fostering reading habits and literacy culture among grade 4 students. The findings of this research are expected to provide a contextual understanding that can serve as a reference for improving literacy practices in elementary schools.

Based on the background above, the research problems in this study are formulated to examine several important aspects related to students’ reading literacy. This study aims to analyze the level of reading interest among grade 4 students at SDN 10 Rio Pakava, to identify the role of teachers in improving reading literacy among grade 4 students at SDN 10 Rio Pakava, and to explore the efforts made by teachers to increase students’ reading interest in grade 4 at SDN 10 Rio Pakava.

METHOD

The approach used in this research is a mixed descriptive study combining qualitative and quantitative approaches, with the research subjects being 10 fourth grade students of SDN 10 Rio Pakava. The research design refers to the theory developed by Creswell in 2008 (Sakir, 2024), namely through the stages of describing, analyzing, and interpreting students’ reading interest and the role of teachers in improving reading literacy at SDN 10 Rio Pakava. Data collection techniques were carried out through observation, interviews, questionnaires, and documentation. The questionnaire was used as a quantitative instrument to measure students’ reading interest through scoring and percentage calculations, while observation, interviews, and documentation were used to obtain qualitative data regarding the role of teachers in improving reading literacy. All data were then analyzed descriptively through the stages of data reduction, data presentation, and drawing conclusions from the data obtained.

RESULTS AND DISCUSSION

Reading Interest of Grade 4 Students at SDN 10 Rio Pakava

Data on the reading interest of grade 4 students at SDN 10 Rio Pakava were obtained through a questionnaire consisting of 12 items with a total of 10 student respondents. There were 2 alternative answers, “Yes” and “No.” The answer “Yes” was given a score of 1, while the answer “No” was given a score of 0. The indicators used to measure reading interest were feelings of enjoyment, concentration of attention, use of time, and reading motivation. The criteria for students’ reading interest were divided into 4 categories, namely very high reading interest with a percentage of 76% - 100%, high reading interest with a percentage of 50% - 75%, low reading interest with a percentage of 25% - 49%, and very low reading interest with a percentage of 0% - 24%.

Table 1. Data on Reading Interest of Grade 4 Students at SDN 10 Rio Pakava

No	Students’ Name	Indicator												Alternative		
		1	2	3	4	5	6	7	8	9	10	11	12	Yes	No	
1	Dewa Verly Ariendra	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–	–	10	2
2	Herdin	✓	✓	–	✓	✓	–	✓	–	✓	–	–	–	–	6	6
3	I Gusti Ngurah Nati	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12	0
4	Juan Mikael	–	–	–	✓	✓	–	–	–	✓	–	–	–	–	3	9

5	Kadek Diana Purwaningsih	✓	✓	✓	✓	✓	✓	-	✓	✓	-	✓	-	9	3
6	Komang Irawan	✓	-	-	✓	-	-	✓	-	-	-	-	-	3	9
7	Mita Puspita Sari	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	10	2
8	Victor Nobertus Betu	-	-	-	-	✓	-	-	-	-	-	-	-	1	11
9	Yonatan Kaha	✓	✓	✓	✓	✓	-	✓	✓	-	-	✓	-	8	4
10	Rifan Aprilio	✓	✓	-	✓	-	✓	-	-	✓	-	-	-	5	7
	Total	8	7	5	9	8	5	6	5	6	3	3	2	76	44
	Average (100%)	80	70	50	90	80	50	60	50	60	30	30	20	63	37

Based on the results of the questionnaire in Table 1, the total number of “Yes” answers was 76 and “No” answers was 44. The average percentage of “Yes” answers from all indicators was 63%, while “No” answers were 37%. Thus, the reading interest of grade IV students at SDN 10 Rio Pakava is included in the high reading interest category, because it is within the percentage range of 50%–75%, although there are still several indicators that show a low percentage.

The following presents the frequency distribution of students’ reading interest arranged based on the reading interest categories of grade 4 students at SDN 10 Rio Pakava.

Table 2 Frequency Distribution of Reading Interest of Grade 4 Students at SDN 10 Rio Pakava

No	Reading Interest Category	Frequency (Number of Students)	Percentage (%)
1	Very High	3	30%
2	High	3	30%
3	Low	3	30%
4	Very Low	1	10%
	Total	10	100%

Based on Table 2, it is known that each category of very high, high, and low reading interest has the same frequency, namely 3 students (30%). Meanwhile, the very low reading interest category is only owned by 1 student (10%). This shows that most students are in the moderate to high reading interest category, although there are still students with very low reading interest who require special attention and efforts from the school and teachers.

The data on the reading interest of grade 4 students at SDN 10 Rio Pakava consist of four representative indicators, namely feelings of enjoyment, concentration of attention, use of time, and reading motivation. The description of the results of data analysis based on each representative indicator is as follows.

Feelings of Enjoyment

To determine the extent to which students feel enjoyment when reading, observations were conducted on several indicators of feelings of enjoyment, which include three question items. The results of these observations are presented in Table 3 below.

Table 3 Indicator of Students’ Feelings of Enjoyment in Reading for Grade 4 at SDN 10 Riopakava

No	Students’ Name	1	2	3	Yes	No
1	Dewa Verly Ariendra	✓	✓	✓	3	0
2	Herdin	✓	✓	-	2	1
3	I Gusti Ngurah Nati	✓	✓	✓	3	0
4	Juan Mikael	-	-	-	0	3

5	Kadek Diana Purwaningsih	✓	✓	✓	3	0
6	Komang Irawan	✓	–	–	1	2
7	Mita Puspita Sari	✓	✓	✓	3	0
8	Victor Nobertus Betu	–	–	–	0	3
9	Yonatan Kaha	✓	✓	✓	3	0
10	Rifan Aprilio	✓	✓	–	2	1
	Total	8	7	5	20	10
	Average (100%)	80	70	50	66,67	33,33

Table 3 shows the indicator of students' feelings of enjoyment toward reading based on three question items. From this table, it can be seen that most students showed positive responses toward feelings of enjoyment when reading. For example, eight students gave a "Yes" answer to the first item, seven students to the second item, and five students to the third item.

Overall, the total number of "Yes" answers was 20 out of 30 total answers, so the average level of students' feelings of enjoyment toward reading reached 66.67%. This shows that the majority of students feel happy when reading, which has the potential to increase their reading interest. Conversely, the total number of "No" answers was 10, or about 33.33%, indicating that some students have not fully experienced enjoyment when reading.

Concentration of Attention

According to the questionnaire on students' behavior when reading textbooks, particularly their ability to concentrate attention, this can be measured through several indicators. Table 4 below presents the results of the assessment of students' concentration of attention on items 4, 5, and 6, which show the extent to which students are able to focus and absorb the material they read.

Table 4 Indicator of Students' Concentration of Attention in Reading for Grade 4 at SDN 10 Riopakava

No	Students' Name	4	5	6	Yes	No
1	Dewa Verly Ariendra	✓	✓	✓	3	0
2	Herdin	✓	✓	–	2	1
3	I Gusti Ngruh Nati	✓	✓	✓	3	0
4	Juan Mikael	✓	✓	–	2	1
5	Kadek Diana Purwaningsih	✓	✓	✓	3	0
6	Komang Irawan	✓	–	–	1	2
7	Mita Puspita Sari	✓	✓	✓	3	0
8	Victor Nobertus Betu	–	✓	–	1	2
9	Yonatan Kaha	✓	✓	–	2	1
10	Rifan Aprilio	✓	–	✓	2	1
	Total	9	8	5	22	8
	Average (100%)	90	80	50	73,33	26,67

From the table, it can be seen that most students have good concentration ability. The description shows that three students met all indicators, while the other two students only met one indicator. Overall, the average concentration ability of students reached 73.33%, while 26.67% was not fulfilled. This indicates that the majority of students are able to concentrate well when reading textbooks, although there is still a small number of students who need further guidance to improve their focus.

To determine how students utilize their free time in reading activities, a questionnaire was distributed as presented below:

Table 5 Indicator of Students' Use of Time for Reading in Grade 4 at SDN 10 Riopakava

No	Students' Name	7	8	9	Yes	No
1	Dewa Verly Ariendra	✓	✓	✓	3	0
2	Herdin	✓	–	✓	2	1
3	I Gusti Ngurah Nati	✓	✓	✓	3	0
4	Juan Mikael	–	–	✓	1	2
5	Kadek Diana Purwaningsih	–	✓	✓	2	1
6	Komang Irawan	✓	–	–	1	2
7	Mita Puspita Sari	✓	✓	–	2	1
8	Victor Nobertus Betu	–	–	–	0	3
9	Yonatan Kaha	✓	✓	–	2	1
10	Rifan Aprilio	–	–	✓	1	2
	Total	6	5	6	17	13
	Average (100%)	60	50	60	56,67	43,33

Based on Table 5 regarding the indicator of reading time use of grade IV students at SDN 10 Riopakava, it can be seen that students' ability to utilize their free time to read textbooks is in the high category. From all the assessed indicators (indicators 7, 8, and 9), the total number of "Yes" answers was 17 with an average percentage of 56.67%, while the "No" answers totaled 13 with a percentage of 43.33%. This shows that more than half of the students have been able to utilize their free time for reading activities, although there are still some students who are not consistent in using their time effectively.

Reading Motivation

To determine the level of students' reading motivation, observations were conducted on three statements to clarify reading motivation. The results of these observations are presented in Table 6 below.

Table 6 Indicator of Students' Reading Motivation in Grade 4 at SDN 10 Riopakava

No	Students' Name	10	11	12	Yes	No
1	Dewa Verly Ariendra	✓	–	–	1	2
2	Herdin	–	–	–	0	3
3	I Gusti Ngurah Nati	✓	✓	✓	3	0
4	Juan Mikael	–	–	–	0	3
5	Kadek Diana Purwaningsih	–	✓	–	1	2
6	Komang Irawan	–	–	–	0	3
7	Mita Puspita Sari	✓	–	✓	2	1
8	Victor Nobertus Betu	–	–	–	0	3
9	Yonatan Kaha	–	✓	–	1	2
10	Rifan Aprilio	–	–	–	0	3
	Total	3	3	2	8	22
	Average (100%)	30	30	20	26,67	73,33

From the table, it can be seen that some students do not yet have high reading motivation. For example, only three students answered “Yes” to item 10, three students to item 11, and two students to item 12. Overall, the total number of “Yes” answers was 8, so the average reading motivation of students only reached 26.67%. Conversely, the “No” answers totaled 22 or about 73.33%, indicating that most students are not yet motivated to read actively. This data shows that reading motivation still needs to be improved, because low motivation can affect students’ reading interest and their understanding of the material being read.

The Role of Teachers in Improving the Reading Literacy of Grade 4 Students at SDN 10 Rio Pakava

To determine the role of teachers in improving the reading literacy of grade 4 students at SDN 10 Rio Pakava, interviews were conducted with the Principal and the Grade 4 Homeroom Teacher of SDN 10 Rio Pakava as shown in the table below:

Table 7 Interview Results with the Principal

No	QUESTION	ANSWER
1	What are the differences in improving literacy at SDN 10 Rio Pakava compared to other schools?	Literacy development at SDN 10 Rio Pakava is carried out according to students’ abilities and needs, and is habituated through daily activities such as reading before lessons, reading corners, and reading together with the teacher. The classroom environment is designed to support literacy by displaying educational writings, motivational words, and students’ work on the walls. Teachers actively act as role models and mentors, using reading materials that are close to students’ daily lives so they are easily understood. In addition, the school organizes literacy competitions at the end of each semester to increase motivation, reading interest, and build reading habits among students.
2	What is your opinion as the principal regarding the teacher’s role in improving students’ reading literacy?	As the principal, I believe that the teacher’s role is very important in improving students’ reading literacy. Teachers are the main key for students, guiding and habituating daily reading activities and creating an interesting and enjoyable learning atmosphere. Through the teacher’s active role, students’ reading ability and interest can gradually improve.
3	What support do you provide in strengthening the teacher’s role in improving students’ reading literacy?	As the principal, I provide support by offering literacy facilities such as reading corners, encouraging teachers to habituate reading activities in class, and motivating teachers to be active in literacy development.

Based on the results of the interview with the Principal of SDN 10 Rio Pakava, the development of reading literacy is carried out according to the abilities and needs of students and is habituated through reading activities before lessons, reading corners, and shared reading, with the support of a classroom environment rich in educational and motivational written materials. The Principal emphasized the importance of the teacher’s role as a role model and mentor, and provides support through the provision of literacy facilities and literacy competitions to continuously improve students’ interest and reading skills.

The following table presents the interview with the grade 4 homeroom teacher to determine their role in improving the reading literacy of grade 4 students at SDN 10 Rio Pakava.

Table 8 Interview Results with the Grade 4 Teacher

No	QUESTION	ANSWER
1	What strategies do you apply to improve reading literacy of grade 4 students at SDN 10 Rio Pakava?	The strategies I implement to improve reading literacy of grade 4 students at SDN 10 Rio Pakava include habituating daily reading activities before lessons begin and guiding students in an enjoyable way. I guide students to read before lessons, provide a reading corner in the classroom, and use reading materials that are appropriate to students' age and daily lives. In addition, I invite students to discuss their reading materials to understand and be interested in what they read.
2	As a teacher, do you consider improving reading literacy of grade 4 students important?	Yes, it is very important. Improving reading literacy of grade 4 students at SDN 10 Rio Pakava is important because reading is the basic ability to understand all subjects. With good reading skills, students can more easily understand lessons, think critically, and gain new knowledge. Therefore, reading literacy helps foster learning habits and improve student achievement.
3	As a motivator, how do you improve reading literacy of grade 4 students?	As a teacher, I act as a motivator by providing encouragement and enthusiasm to students so they enjoy reading. I habituate daily reading, give praise and appreciation for their efforts, and allow them to choose reading materials that are interesting and appropriate for their age. In addition, I create an enjoyable learning atmosphere so students feel comfortable and not pressured when reading.
4	As an inspirer, are there specific ways to cultivate grade 4 students' interest in reading, and how do students respond?	As an inspirer, I use simple and enjoyable methods such as reading together, reading aloud, and retelling stories. I also give students the opportunity to choose books they like and relate reading materials to their daily experiences. As a result, students become more active, enthusiastic, and brave in expressing their opinions, and show greater interest in reading activities.
5	As an initiator, what methods do you apply to improve reading literacy of grade 4 students?	As an initiator, I implement reading habituation methods such as reading before lessons begin, reading aloud together, and retelling stories. I also utilize the classroom reading corner and provide interesting reading materials appropriate to students' age. This method helps students enjoy reading more, better understand reading content, and gradually increase their reading interest.
6	How do you act as a facilitator in improving reading literacy of grade 4 students?	As a facilitator, I provide various reading materials such as storybooks, children's magazines, word cards, and simple reading texts. I also provide a special time for reading and guide students when they experience difficulties understanding reading materials. In this way, students feel helped and more motivated to read.
7	How do you manage the classroom so students are interested in reading?	I manage the classroom to be comfortable and enjoyable by providing an attractive reading corner, decorating the walls with motivational writings and students' work, and providing special time for reading. I also allow students to choose books they like and invite them to have light discussions about what they read so reading activities feel relaxed and enjoyable.

No	QUESTION	ANSWER
8	To facilitate the literacy improvement program, what media do you use?	To facilitate the literacy improvement program, I use various media such as storybooks, picture books, children's magazines, word cards, and reading posters. In addition, I also utilize the classroom reading corner and simple media created by the teacher so reading activities become more interesting and easier to understand.
9	How is the evaluation of the literacy improvement program for grade 4 students?	The evaluation of the literacy improvement program for grade 4 students is carried out by observing students' reading habits, reading fluency and comprehension, and their activeness in literacy activities. Evaluation is also conducted through simple assignments and retelling activities. From this evaluation, I can identify students' development and make improvements to the literacy program.
10	What factors support and hinder the improvement of reading literacy of grade 4 students?	Supporting factors include active teachers, daily reading habituation, and the availability of reading corners and interesting reading materials. Meanwhile, inhibiting factors include students' reading interest that is still low, limited number of books, and lack of reading support from the home environment.

Based on the results of the interview with the grade 4 homeroom teacher at SDN 10 Rio Pakava, the teacher's role in improving reading literacy is very comprehensive, namely as an educator, motivator, inspirer, initiator, and facilitator. The teacher habituates daily reading activities through reading before lessons, reading aloud, and retelling the content of readings, and creates a comfortable and enjoyable classroom atmosphere by providing a reading corner, age-appropriate reading materials, and supporting media such as storybooks, children's magazines, word cards, and posters. In addition, the teacher provides motivation through praise and rewards, gives students the freedom to choose reading materials, guides them when they experience difficulties, and conducts periodic evaluations to monitor the development of students' reading ability and interest.

DISCUSSION

Reading Interest of Grade 4 Students at SDN 10 Rio Pakava

Reading interest is one of the important aspects in the learning process, especially at the elementary school level. Good reading interest will encourage students to actively seek information, improve their understanding of subject matter, and build lifelong learning habits. This study aims to describe the reading interest of grade IV students at SDN 10 Rio Pakava based on four main indicators, namely feelings of enjoyment, concentration of attention, use of time, and reading motivation.

Data collection was carried out through a questionnaire consisting of 12 statements with two alternative answers, namely "Yes" and "No." The answer "Yes" was given a score of 1 and the answer "No" was given a score of 0. Based on the results of data processing in Table 1, the total number of "Yes" answers was 76 and "No" answers was 44. The average percentage of "Yes" answers reached 63%, while "No" answers were 37%. Thus, in general, the reading interest of grade IV students at SDN 10 Rio Pakava is categorized as high because it falls within the range of 50%–75%.

However, this finding needs to be interpreted more critically. Although it is categorized as high, the percentage of 63% indicates that students' reading interest has not yet reached an optimal level. According to Hurlock's theory of interest, interest is characterized by feelings of pleasure, attention, and motivation toward an activity. Therefore, the uneven distribution across indicators suggests that students' reading interest is still developing and has not yet become a stable learning habit.

Based on Table 2, the distribution of reading interest among grade IV students shows that three students (30%) are in the very high category, three students (30%) in the high category, three students (30%) in the low category, and one student (10%) in the very low category. This distribution indicates that students' reading interest varies considerably. According to Slameto, learning interest is influenced by both internal factors (such as motivation and feelings of enjoyment) and external factors (such as learning environment and teacher guidance). Therefore, differences in reading interest among students may reflect differences in learning experiences and literacy support in their environment.

Among the indicators, concentration of attention shows the highest percentage (73.33%). This indicates that most students are able to focus while reading learning materials. From the perspective of reading interest theory, strong attention reflects students' cognitive engagement with reading activities. This condition may also indicate that the learning environment created by the teacher is able to support students' focus during reading activities.

The feelings of enjoyment indicator obtained a percentage of 66.67%, indicating that most students have positive feelings toward reading activities. However, the presence of students who do not yet feel enjoyment suggests that reading activities may not always be perceived as interesting. According to interest theory, feelings of enjoyment are an important emotional component that encourages students to engage voluntarily in reading activities.

The use of time indicator obtained a percentage of 56.67%, which indicates that some students use their free time for reading, although this habit has not yet become consistent. This finding suggests that reading has not fully become a voluntary activity outside the classroom. Previous studies also show that elementary school students often prefer entertainment activities rather than reading during their free time (Nainggolan et al., 2024).

The reading motivation indicator shows the lowest percentage (26.67%), which is categorized as low. This indicates that most students still lack strong internal motivation to read independently. From the perspective of literacy development, motivation is a key factor in building sustainable reading habits. When reading motivation is low, students tend to read only when instructed by teachers rather than from personal initiative.

Overall, the findings show that although students demonstrate good concentration during reading activities, their intrinsic motivation to read is still relatively low. This indicates that reading activities are still largely influenced by external factors such as teacher guidance rather than internal interest. Therefore, efforts to strengthen students' reading motivation are needed so that reading can develop into a consistent learning habit.

The Role of Teachers in Improving the Reading Literacy of Grade 4 Students at SDN 10 Rio Pakava

Teachers play an important role not only in delivering learning materials but also in fostering students' reading literacy. The results of interviews with the grade 4 homeroom teacher and the principal indicate that the teacher's role is a key factor in supporting literacy activities in the classroom. In this study, the teacher's role is reflected in daily learning activities where the teacher guides, encourages, and assists students when they encounter difficulties in understanding reading texts.

From the perspective of literacy learning theory, the teacher's role can influence the development of students' reading interest through guidance, motivation, and the creation of a supportive learning environment. In this study, the teacher performs several roles including educator, instructor, inspirer, initiator, motivator, facilitator, classroom manager, mediator, and evaluator.

As an educator, the teacher develops reading habits through routine literacy activities such as reading before lessons begin. This routine practice reflects the concept of reading habituation, which is considered important in developing students' reading interest gradually (Hidayat & Widyasari, 2025).

As an instructor, the teacher integrates reading activities into learning across subjects. Students are encouraged to read texts before discussing the material, identify main ideas, and relate the information to their experiences. This approach supports the development of reading comprehension and reinforces the role of reading as a foundation of learning (Cahyani et al., 2024).

The teacher also acts as an inspirer and motivator by creating a supportive reading atmosphere, reading together with students, and providing encouragement or simple rewards. According to motivation theory in literacy learning, positive reinforcement and teacher modeling can significantly influence students' attitudes toward reading.

In addition, the teacher functions as a facilitator and classroom manager by providing a reading corner, displaying literacy materials, and creating a comfortable classroom environment. Such an environment helps students interact with reading materials more frequently and supports the development of literacy culture in the classroom.

The teacher also acts as a mediator and evaluator, guiding discussions about reading content and assessing students' reading progress through observation, assignments, and retelling activities. Evaluation results are used to adjust teaching strategies and improve literacy activities.

Overall, the findings indicate that the teacher's roles in grade 4 at SDN 10 Rio Pakava are implemented in an integrated manner. These roles contribute to creating a literacy-supportive classroom environment that helps students develop reading interest gradually. However, considering that students' reading motivation is still relatively low, teachers may need to further strengthen strategies that encourage intrinsic motivation so that students become more independent and enthusiastic readers.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the reading interest of grade IV students at SDN 10 Rio Pakava shows a generally positive tendency, although it has not yet developed optimally across all indicators. Students demonstrate good concentration while reading and show a relatively positive attitude toward reading activities. However, the relatively low level of reading motivation indicates that students' internal drive to read independently is still limited. This finding suggests that students' reading activities are still largely influenced by external factors such as teacher guidance and structured learning activities rather than intrinsic interest.

The findings also indicate that teachers play a strategic role in supporting the development of students' reading literacy. Through various roles such as educators, instructors, motivators, facilitators, and classroom managers, teachers create a learning environment that supports reading activities and encourages students to interact with reading materials. The integration of reading habituation, classroom reading facilities, and teacher guidance contributes to the development of a literacy-supportive classroom atmosphere.

The results of this study imply that strengthening students' intrinsic motivation to read is an important aspect that needs greater attention in literacy development at the elementary school level. Teachers are encouraged to continue developing innovative learning strategies, providing varied and interesting reading materials, and creating learning activities that can increase students' curiosity and voluntary engagement in reading.

For further research, it is recommended that future studies involve a larger number of participants and explore additional factors influencing students' reading interest, such as family environment, access to reading resources, and the use of digital media in literacy learning. Further research can also examine the effectiveness of specific literacy strategies or programs in improving students' reading motivation and sustainable reading habits.

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