

## The Role of Teachers in Increasing Literacy Interest in Students at SDN 1 Loloan

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### Abstract

*The aim of the research is to find out how teachers at SDN 1 Loloan contribute to increasing students' interest in literacy. This research is a subjective exploration with an investigative and contextual approach. The study was carried out by looking at various aspects of the teacher's role. Two class teachers at SDN 1 Loloan were used as research subjects. Location, SDN 1 Loloan teachers, and students were used as data sources. Direct observation, interviews, and documentation are data collection methods. The research results show that educators at SDN 1 Loloan play a role in developing interest in reading by creating, working on, generating, assessing and dynamizing comprehension exercises. Educators create new reading exercises related to the educational experience, provide office as a framework and administration for comprehension exercises, provide support to students, survey and assess the interactions and consequences of students' comprehension exercises, and make reading exercises economical.*

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## 1. INTRODUCTION

Reading is a method for obtaining or adding new knowledge, experience and information. The desire to do something with complete confidence and awareness of the importance and usefulness of the task at hand is called interest. With high enthusiasm, reading activities can be carried out optimally. Students gain additional knowledge through reading activities and attention to the importance of reading makes them ready to study the nature of good understanding. They also have a high interest in reading, which makes them more interested in reading and makes it easier to understand the subject matter. Education can be improved with broad knowledge.

Currently, Indonesian people's interest in reading is low. According to research results published in the Journal of Basic Education and Learning, Indonesia's Program for International Student Assessment (PISA) received a score of 371 in reading. This score is third from the bottom. According to the Organization for Economic Cooperation and Development (OECD) in 2007, Indonesia was ranked 48th out of 56 countries. In 2009, the Program for International Student Assessment (PISA) again ranked Indonesia 57th out of 65 countries.

The role of educators is critical in helping students understand the significance of what they are learning and in assisting the growth and establishment of that significance. Effective teachers will produce students who are very interested in reading. Educators play an important role when students read something that they don't like, such as reading that

has a lot of subject matter, is long, or is difficult to understand. This is related to research which found that educators are able to grow, care for, and build students' enthusiasm for reading.

Based on the teacher's explanation, researchers conducted research at SDN 1 Loloan because there were still low-grade students who were not yet fluent in reading, which resulted in students' interest in reading not being maximized. Apart from the low interest of students, the lack of facilities and infrastructure as well as existing facilities means that students at SDN 1 Loloan experience and carry out literary movements that are less than optimal. Therefore, teachers play a very important role in cultivating students' interest in reading by bringing out their creativity and ideas to overcome existing limitations.

The focus point of this exam is the educator's task of developing interest in reading in general, both in example material and outside of interlude illustrative material. This research is important because it can provide additional information about the role educators can apply in increasing interest in reading. In this way, educators will be more effective in developing their role in developing, following and increasing interest in reading.

### **PROBLEM**

1. How can educators increase interest in literacy among students at SDN 1 Loloan?
2. What are the inhibiting factors in the student literacy movement at SDN 1 Loloan?

## **2. METHOD**

something naturally. Data collected from the following sources was used for this writing: (1) books related to literacy education; and (2) journals related to the title written.

The data collection techniques used in writing this scientific article are observation, interviews and case study techniques

### **1. Observation**

This observation was carried out directly in the form of data collection at SDN 1 Loloan.

### **2. Interview**

This interview was conducted directly with lower grade teachers at SDN 1 Loloan.

### **3. Case study**

Case study is a research method that focuses on one problem. This approach prioritizes a research process that is planned systematically but can change according to field conditions when the research is carried out. This study focuses on the role of teachers in increasing students' interest in literacy at SDN 1 Loloan.

After conducting direct observations, case studies, and literature studies from various books and journals, the author reads, understands, and talks about the research findings in the article to be written. All information deemed relevant is then included in the scientific article.

## **3. RESULTS AND DISCUSSION**

In SDN 1 Loloan, teachers have five interrelated roles in increasing students' reading interest. These roles are as creator, facilitator, motivator, evaluator, and dynamist. It is impossible to perform one role independently; instead, other roles must be present and support it. For example, the role of educators in carrying out reading exercises must be supported by the availability of learning facilities.

### **1. The role of teachers as creators in increasing students' interest in reading**

The task of educators as creators to expand students' excellence in reading is carried out by teachers creating new exercises or thoughts for reading. Among his creations are:

**a. Hold special reading activities**

Starting from class I to class VI, the teacher always holds literacy activities (reading) 15 minutes before the lesson starts. The second-grade teacher explained that they always included reading activities in their learning activities. Reading habits are formed by students who are involved in reading activities regularly. They become interested in reading, which ultimately increases students' interest in reading; they become accustomed to and feel comfortable reading; and they become accustomed to reading.

This is in line with research which emphasizes that long-term learning is very important for understanding and applying meaning. In this way, students will also be able to read comprehension.

**b. Organize Library Visiting Activities**

Class II to VI teachers often visit the library when learning is still carried out offline. The teacher asks students to get and read library writing and then exchange readings with friends. Not only reading from the library, students are also approached by instructors to exchange reading materials brought from home.

Reading activities and exchanging library readings make students interested in reading because they don't get bored. Students can take turns reading what other students are reading. However, the class II teacher said that the existing library had been used for class 1 classrooms due to lack of facilities and infrastructure. Teachers find that reading in the library becomes less focused, so they create interesting learning media using existing materials.

**c. Digital Literacy**

Literacy generally refers to a person's ability to interact with their environment. This includes their ability to identify, understand, communicate, and use written and printed materials to relate one achievement to another. digital, face to face, or in person.

Digital literacy is a person's ability to use digital tools correctly and effectively. This capability can help teachers and students obtain and access information. In elementary schools, digital literacy is very important because students are more interested in digital learning. However, students' digital literacy is hampered due to a lack of media, references and encouragement.

To make students interested in listening, understanding and reading fluently, teachers at SDN 1 Loloan use their cellphones to play videos, songs or stories. Because the existing facilities and infrastructure were inadequate, such as laptops and projectors, cell phones were used.

**d. Play While Learning**

Children love playing. Because doing these activities, they can spend so much time and energy in one day. Often parents or educators ask about the benefits of these activities. Providing functional and evolutionary benefits for developing children is the benefit obtained from this activity. To take advantage of a game, a teacher or educator must have the ability to create games that can support every aspect of a child's development. Games help children learn to solve problems.

The way adults teach young children is certainly different, and it is certain that the methods used are certainly different. Learning while playing is a learning strategy that can be used. The activity of playing while learning is something that students do happily and without coercion, but has patterns and rules that help improve students' abilities.

One of the playing while learning activities carried out by teachers at SDN 1 Loloan is playing the shake lottery. The teacher makes rolled pieces of colorful paper with writing about good and bad deeds. Then, the teacher asks each student to take out the lot or shake the social gathering system, read the writing on the paper, then stick it in the correct column. If students cannot read, they will try to ask their friends, listen, and hear. One of the conditions given by the teacher is that students can go out to play. Naturally, students teach each other without being asked by the teacher and without feeling patronized by their peers. There are many other interesting and fun games that are easy to implement and help students understand the lesson.

## 2. Factors Inhibiting the Literacy Movement at SDN 1 Loloan

The 2nd grade teacher said that the students played too much and brought toys into the classroom. Parents at home also rarely pay attention or ask what students are learning at school after school or before bed. As a result, students rarely remember what they have learned. As a result, he stated that students may not be able to remember what they did today tomorrow.

According to the class 3 teacher's explanation, one of the inhibiting factors is the surrounding environment because every day in rural areas the local language is used. Students still mix local languages with national languages. So, there are several areas that are still weak and difficult to understand when learning reading literacy.

To overcome this problem, teachers can use various strategies, such as making the class atmosphere more cheerful and enjoyable, making students focus on listening first, diverting attention to books, showing interesting pictures, singing, and so on, depending on the effort. each teacher.



Figure 1. Requesting permission to conduct observations with the principal of SDN 1 Loloan



Figure 2. Interview with class teacher



Figure 3. Classroom observations



Figure 4. Classroom observations

#### 4. CONCLUSION

At SDN 1 Loloan, teachers can do five things to increase students' interest in reading. Reading activities are designed, facilitated, motivated, evaluated and dynamic by the teacher. Create reading activities in the morning; create simple competitions; exchange books with friends; digital literacy activities; play while learning; and summarizing reading are all examples of how the teacher's role as creator is used. Inhibiting factors include the surrounding environment and lack of student attention.

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