

NAn Analysis Of The Role Of Teachers In Literacy Activities To Improve Learning Interest Of Grade 3 Students Of SDN 1 Andalan In The 2024/2025 Academic Year

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Abstract

This study focuses on the role of teachers in literacy activities to increase the learning interest of third-grade students at SDN 1 Andalan. This study aims to analyze the role of teachers in literacy activities to increase the learning interest of third-grade students at SDN 1 Andalan. The background of this research is based on the importance of the teacher's role as a facilitator, motivator, and guide in fostering students' interest in learning through structured and continuous literacy activities. This research uses a qualitative approach with a descriptive method. Data collection techniques were carried out through observation, in-depth interviews, and documentation. The subjects of this study were the school principal, third-grade homeroom teachers, and third-grade students at SDN 1 Andalan. The research results indicate that teachers play a very important or significant role in literacy activities, both as facilitators, mentors, and motivators. Literacy activities conducted include reading together, creative writing, and the use of engaging learning materials. The role of teachers in creating a pleasant learning environment and incorporating literacy values into instruction will undoubtedly have a positive impact on increasing students' interest in learning. Supporting and hindering factors include the availability of appropriate reading materials, school support, and teachers' creativity in designing literacy activities. Hindering factors include time constraints and insufficient parental involvement.

Keywords: Teacher Role, Literacy, Learning Interest

INTRODUCTION

Literacy activities are a crucial part of the educational process, aimed at developing students' reading, writing, understanding, and interpreting information. Literacy is not only about recognizing letters and words; it also encompasses the ability to understand meaning and expand on everyday experiences. Literacy activities in elementary schools are implemented through a variety of engaging and educational approaches.

The primary goal of literacy activities is to foster reading and writing skills from an early age so they become positive habits in everyday life. By becoming accustomed to writing and reading, students will be able to understand learning more easily and express their ideas and opinions clearly and systematically.

According to UNESCO (2006), literacy is a person's ability to extract, understand, interpret, produce, and convey information through various textual forms. This definition emphasizes that literacy is multidimensional and closely related to critical thinking skills and active participation in an information-based society.

Meanwhile, according to Slameto (2010:180), he stated that interest is a feeling of liking and being attracted to something or an activity, without being told to do so. Interest is essentially the acceptance of a relationship between oneself and something external to oneself; the stronger or closer the relationship, the greater the interest. Therefore, the role of teachers in this regard certainly has a significant impact on students in increasing their interest in learning.

Therefore, it is important to identify ways that teachers can use to increase students' interest in various potentials, both in aspects of student learning, especially in literacy activities.

Teachers play a crucial role in the educational process, as they are responsible for developing and transferring knowledge, skills, and values to students. Their role as educators and motivators involves providing encouragement, appreciation, and emotional support to motivate students to learn. In this context, the teacher's role as facilitator and motivator is crucial. They can create an engaging learning environment and guide students in developing their literacy skills. In this way, teachers act as agents of change, fostering

student interest and motivation to be more active in learning.

SDN 1 Andalan is one of the elementary schools that has great potential to develop literacy activities. Because when the researcher conducted observations on November 20, 2025, the researcher found that there was still a lack of enthusiasm from students towards reading, such as, students were less enthusiastic about literacy activities and also, without encouragement or commands from teachers, students tended to be less enthusiastic about reading and also there were still some students who could not read fluently and there were still some students who could not read. Therefore, literacy and also the role of teachers to increase students' interest in learning in literacy activities is very much needed. Due to the lack of student interest in learning.

Based on the description above, this study aims to analyze the role of teachers in literacy activities in grade 3 of SDN 1 Andalan and explore strategies that teachers can implement to increase student learning interest. It is hoped that this research will provide deeper insight into the effectiveness of teachers' roles in building a culture of literacy from an early age and provide recommendations for schools to improve the quality of literacy-based learning.

From the problems above, the researcher raised the title "Analysis of the role of teachers in literacy activities to increase the learning interest of grade 3 students at SDN 1 Andalan".

METHOD

The approach used in this research is a qualitative approach because this research aims to understand more deeply the role of teachers in literacy activities to increase students' interest in learning. Qualitative research is research that aims to understand the phenomena experienced by the research object, for example behavior, perception, motivation, actions, etc. holistically, and by means of description in the form of words and language, in a specific, clear, natural context and by utilizing various natural methods. (Meleong, 2005:39).

This type of research is descriptive, which uses information from the problem being

addressed and related to the phenomena being studied. The research location is essential information for researchers, as it can assist in obtaining the necessary data sources.

This research was conducted at SDN 1 Andalan. The research time is the duration or time span that has been systematically planned to carry out all stages of the research, starting from problem formulation, data collection, data analysis, to report preparation. (CresWell, 2023: 43). Determining the research time aims to organize research activities so that they run in a structured, efficient, and on-target manner. The research time was conducted in the even semester of the 2024/2025 academic year.

Data collection techniques were carried out using three methods, namely: observation, interviews and documentation, while the data were analyzed using qualitative data analysis techniques, as the data obtained were descriptive in nature. The qualitative data analysis process was conducted simultaneously with data collection. According to Miles, Huberman, and Saldana, there are three main activities in qualitative data analysis that occur simultaneously: data condensation, data display, and conclusion drawing/verification (Miles et al., 2014).

To ensure scientific accountability of data in qualitative research, data validity testing is necessary. In this study, researchers used triangulation techniques to test data validity. Source triangulation is carried out by collecting data from various sources to verify the accuracy of the information obtained. Researchers re-verified data collected from different respondents to ensure consistency. Technical triangulation is the collection of data from the same source using different methods, such as interviews, observations, documentation, or questionnaires.

RESULTS AND DISCUSSION

The role of teachers in implementing literacy activities on the learning interests of grade 3 students at SDN 1 Andalan.

Based on the results of the research that has been conducted, it can be concluded that the role of teachers in implementing literacy activities has a significant contribution to increasing the learning interest of third-grade

students at SDN 1 Andalan. This role is reflected in several main aspects, namely: The role as a facilitator, where teachers provide interesting facilities and reading materials that are appropriate to the level of student development. This creates a conducive learning environment and fosters reading habits from an early age. The role as a motivator, where teachers are able to arouse students' enthusiasm and interest in participating in literacy activities through fun methods and giving motivating rewards. The role as a mentor, where teachers provide intensive assistance and guidance to students who have difficulty reading, so that no student is left behind in literacy activities. The support of the principal also strengthens the role of teachers in literacy activities, through the provision of facilities, freedom to innovate, and moral encouragement to teachers to continue to improve the quality of literacy learning, especially in third-grade students at SDN 1 Andalan.

Factors that influence the learning interests of grade 3 students at SDN 1 Andalan.

Interest in learning is an essential aspect of the learning process, particularly in the context of literacy activities, which serve as the primary foundation for developing critical thinking, reading, and writing skills. Research conducted at SDN 1 Andalan found that students' interest in literacy activities is influenced by various factors, which can generally be categorized into two broad categories: internal and external factors.

a) Internal Factors

Internal factors originate from within the student and are closely related to their psychological condition, intrinsic motivation, and attitudes toward literacy activities. Interviews with third-grade teachers at Andalan 1 Elementary School revealed that some students exhibit high levels of enthusiasm for reading material that aligns with their interests, such as picture books or entertaining reading materials. However, some students also exhibit low self-confidence when asked to read in front of their peers, primarily due to their limited

reading skills. Interviews with class teachers revealed that:

"Some students do seem very enthusiastic when reading picture books, but they tend to be shy or reluctant when they have to read aloud in front of the class. This shows that their skills and confidence still need to be gradually developed." (Interview with Mrs. Sitrane, S.Pd., Wednesday, June 5, 2025).

Thus, it can be concluded that learning motivation, self-confidence, reading habits, and types of reading that are appropriate to students' cognitive development levels are part of the internal factors that influence learning interest in literacy activities.

b) External Factors

External factors encompass various aspects outside of students that can influence their enthusiasm and participation in literacy activities. An interview with the principal of SDN 1 Andalan revealed that the school has endeavored to provide various literacy resources and programs to support learning, such as establishing classroom reading corners, group reading activities, and storytelling competitions. The interview with the principal revealed that:

"We continue to strive to create a literate school environment. We encourage teachers to be creative in designing enjoyable reading activities. However, we also recognize the importance of parents' role in fostering reading habits at home." (Interview with Mr. Hermawan, S.Pdi., Friday, June 10, 2025).

On the other hand, class teachers stated that having a variety of reading media, such as picture books, educational comics, and fables, was very helpful in capturing students' attention. Students are more easily engaged when reading material is presented in a fun and relevant format. However, teachers also revealed that there are still limitations in the number and variety of reading materials available at schools, necessitating the need to expand the collection of diverse literacy materials.

Based on the analysis of data obtained through observations and interviews with class teachers, principals, and students, it can be concluded that students' learning interest in literacy activities is influenced by various interrelated factors. Internal factors such as intrinsic motivation, self-confidence, and reading habits play a significant role in shaping students' positive attitudes toward literacy activities. Meanwhile, external factors, including the role of teachers, the availability of reading materials, a conducive school environment, and parental support at home, also significantly influence the success of literacy activities in the classroom.

By understanding these factors, teachers and schools are expected to be able to design literacy strategies that are more effective and adaptive to students' needs, thereby encouraging a sustainable increase in their interest in learning.

The impact of the teacher's role in literacy activities on the learning interests of grade 3 students at SDN 1 Andalan.

Based on the results of research conducted through observation and in-depth interviews, it can be concluded that the role of teachers in literacy activities has a significant influence, which is an increase in student learning interest in grade 3 at SDN 1 Andalan. Teachers have a very strategic role in shaping and increasing student learning interest, especially through literacy activities in the elementary school environment. In the context of learning at SDN 1 Andalan, the role of teachers in carrying out literacy activities is not only limited to conveying information, but also includes the function as facilitators, motivators, as well as active and responsive guides to student needs. Through the right approach and varied literacy activities, teachers are able to create conducive and enjoyable learning conditions, thereby having a positive impact on student learning interest.

Based on the results of research conducted through observation and in-depth interviews, it can be concluded that the role of teachers in literacy activities has a significant influence, which is an increase in learning interest of grade 3 students at SDN 1 Andalan.

Teachers not only carry out the function as teachers of learning materials, but also as facilitators and active guides in integrating literacy activities into the learning process. Teachers as facilitators are responsible for providing reading materials relevant to the age and developmental level of students, and they create a conducive learning environment and support students' reading habits. In their role as motivators, teachers certainly provide psychological encouragement in the form of awards, praise, and create a pleasant classroom atmosphere and encourage their enthusiasm for learning. Teachers as guides, teachers actively guide students in understanding the content of the reading through literacy activities such as discussions, questions and answers, and reinforcement of material through exercises that are of course varied.

The impact of teachers' role in literacy activities is reflected in increased student enthusiasm for reading, increased student interest in borrowing books from the library, and increased student creativity in classroom learning. Students demonstrate proactive behavior, such as daring to ask questions, provide feedback, and engage in discussions with peers and teachers.

DISCUSSION

Based on the data collected through observation, interviews, and documentation, the researcher will describe the findings through data presentation. Research and explanation of the collected data will be carried out to answer the problem formulation. The following are the results of research by SD Negeri 1 Andalan regarding the role of teachers in literacy activities to increase the learning interest of 3rd grade students of SD Negeri 1 Andalan. Based on the results of the research found by the researcher, it shows that the role of teachers in literacy activities has a significant influence on increasing the learning interest of 3rd grade students of SDN 1 Andalan. Where teachers not only carry out the function as conveyors of information, but also have an important role as facilitators, motivators, and guides in the literacy-based learning process.

The roles of teachers in literacy activities that researchers have found from research results in class 3 of SDN 1 Andalan include the following:

1. The role of teachers in implementing literacy activities on students' learning interests in class 3 of SDN 1 Andalan.

a) Teacher as Facilitator

Based on the research findings, the researcher found that teachers play a strategic role as facilitators in literacy activities to enhance students' learning interest. Teachers play a strategic role in creating an active and engaging learning process, particularly in literacy activities in grade III of SDN 1 Andalan. The teacher's role as a facilitator is to provide the resources, environment, and learning stimuli that support students' ability to develop their literacy skills independently and collaboratively.

In the implementation of literacy activities, researchers found that the role of teachers as facilitators was reflected in several things, namely:

- 1) Teachers provide a variety of interesting reading materials that are appropriate to the students' developmental level, such as picture story books, children's magazines, and simple texts that are easy for students to understand.
- 2) Teachers create a classroom environment conducive to literacy activities, such as providing a comfortable reading corner, decorating the classroom with literacy themes, and arranging bookshelves for easy student access. This will undoubtedly facilitate students' literacy activities.
- 3) Teachers design fun and interactive literacy activities. Teachers are not only limited to reading activities, but also include speaking, listening, and writing activities. For example, students are asked to read stories in front of their friends, read stories

together, or draw characters from stories they have read. This step is in line with the view of Sanjaya (2006:200), who stated that teachers as facilitators are tasked with creating learning conditions that enable students to be active and independent in learning. The existence of a classroom environment that supports literacy activities directly proves that students are interested in reading literacy activities. The availability of varied and interesting books will make students more interested in reading voluntarily.

b) Teachers as Motivators

Based on the research results found by researchers regarding the role of teachers as motivators in literacy activities at SDN 1 Andalan to increase student interest in learning. both from class teachers and principals where they certainly have a very important role in increasing student interest in learning. Through the results of interviews and observations, researchers found that the role of teachers as motivators has a very positive role, where teachers are responsible for fostering students' enthusiasm for learning, especially in developing their literacy skills. Teachers provide emotional and psychological encouragement so that students feel comfortable, happy, and motivated to actively participate in literacy activities. This motivation can be given through praise, appreciation, positive feedback, and teachers can also create a pleasant learning atmosphere that will encourage students to be more active and enthusiastic in reading and writing. Motivation given by teachers, both verbally and through interesting activities, can certainly foster student confidence, strengthen literacy habits, and increase student involvement in the learning process. Thus, the

implementation of literacy activities combined with the role of teachers as motivators can be an effective strategy for building a positive literacy culture, of course, in the elementary school environment.

In the implementation of literacy activities, researchers found that the role of teachers as motivators was reflected in several things, namely:

- 1) The teacher provides positive reinforcement
- 2) Teachers create a pleasant learning atmosphere
- 3) Teachers provide opportunities to excel

In this case, teachers act as external factors capable of positively influencing students' learning behavior. Students feel valued and motivated to continue improving their abilities. This role aligns with the theory put forward by Sadirman (2011), who states that student motivation is a drive originating both internally and externally from within an individual that serves to foster a passion for learning. In this case, teachers act as external factors capable of positively influencing students' learning behavior.

c) Teacher as a Guide

Based on the research results found by researchers regarding the role of teachers as guides in literacy activities to increase the learning interest of 3rd grade students at SDN 1 Andalan. In the learning process, teachers not only function as conveyors of information, but also have the responsibility to understand the content of the reading or guide students who have difficulty expressing ideas through writing. Teachers as guides provide direction, guidance, and ongoing support so that students can learn more effectively and enthusiastically. The role of the guide allows teachers to help students directly, both individually and in groups, to ensure that they understand the reading material and are able to develop

interests and skills in literacy activities. With the right approach, students will feel cared for, more confident, and motivated to actively participate in literacy activities. The role of teachers as guides not only supports the achievement of reading and writing skills, but also contributes to fostering interest in learning and forming a positive literacy culture in the elementary school environment.

The following are some of the roles of teachers as guides in literacy activities that researchers found in class III:

- 1) Guided literacy activities
- 2) Small group discussions
- 3) Writing stories based on reading
- 4) Individual mentoring

The role of teachers as guides is also reinforced by Trianto's (2010:25) opinion, which states that teachers have a very important role and responsibility in guiding students in understanding the material and solving problems encountered in the learning process. This role of teachers as guides is very important to ensure that all students receive maximum benefits, even though they have different reading abilities.

Factors that influence the learning interests of grade 3 students at SDN 1 Andalan.

Based on observations and interviews conducted with third-grade teachers, teachers, principals, and several students, it was found that third-grade students' learning interests are influenced by several main factors. These factors can be classified into two categories: internal factors (from within the students themselves) and external factors (from outside the students themselves). Internal factors include students' psychological conditions, such as self-confidence, learning motivation, and basic abilities in understanding the content of the subject matter, especially in reading and writing. Students who have curiosity and good literacy skills tend to show a higher interest in learning. Meanwhile, external factors include the role of teachers in delivering material in an interesting

way, support from parents in accompanying children learning at home. In addition, external factors include the availability of suggestions and infrastructure that support literacy activities, such as a reading corner and of course a comfortable classroom environment. Teachers who are able to act as facilitators, guides, and motivators have been proven to have a significant influence in fostering students' learning interests. Therefore, synergy is needed between teachers, families, and schools in creating a positive and enjoyable learning environment so that students' interest in learning can continue to grow and develop optimally.

The supporting and inhibiting factors that influence students' interest in learning are described as follows:

a) Internal Factors:

Internal factors are elements that originate from within the individual and are important in determining their involvement in literacy activities. Based on observations and interviews, researchers found that several internal aspects influence student participation and interest in literacy activities, including:

1) Motivation to learn

It's an internal drive for students to actively engage in the learning process, including literacy activities. Highly motivated students will demonstrate enthusiasm for reading. Conversely, a lack of motivation can lead to students being less passive and less interested in the activity.

2) Personal Interest in Literacy

Students' personal interest in literacy activities, such as reading and writing, significantly influences their engagement in them. Students who are accustomed to interacting with books and other reading materials from an early age will naturally tend to be more enthusiastic during classroom literacy activities. This can also shape students' interests through previous experiences, both at home and at school.

3) Confidence

Student self-confidence is also an important factor in literacy activities. Students with more self-confidence will be more confident in reading in front of the class, expressing their opinions, or writing short stories. Conversely, students with less self-confidence will tend to remain silent and wait for direction without taking their own initiative. Therefore, internal factors such as learning motivation are crucial.

b) External Factors

Based on observations and interviews with teachers, the principal, and several students conducted by researchers, especially in grade III, students' learning interests are not only influenced by their own individual circumstances but are also greatly influenced by the external environment or external factors. External factors are all forms of influence originating from outside the student and have an impact on their enthusiasm and involvement in the learning process. At SDN 1 Andalan, several external factors are known to influence the learning interests of grade III students.

1) Parental involvement

Parental involvement in children's learning processes, such as providing guidance, making time to accompany children studying at home, and showing concern for their children's education, has been proven to have a significant influence on students' learning interest. Conversely, a lack of parental involvement can cause children to feel unsupported, resulting in a decline in their enthusiasm for learning. Based on the results of research that has been conducted, researchers found that parental involvement in increasing students' learning interest is still not optimal, due to the varying backgrounds of parents in guiding their children in literacy activities. It was found that support from parents is still minimal in

guiding children, such as reading books, facilitating children, or supporting in developing their interests. This remains an inhibiting factor in fostering students' learning interest.

2) Low student interest

This low level of student interest in reading is evident in the lack of enthusiasm and active involvement of some students during reading activities held in class. Some students tend to be passive, reluctant to initiate reading activities independently, and only participate to a limited extent when asked by the teacher. This phenomenon is inseparable from the lack of reading habits that are formed in the family environment. Some students are not accustomed to reading at home, either due to limited access to reading materials or a lack of parental attention in getting their children into reading habits. As a result, students lack strong intrinsic motivation to read, and literacy activities are merely seen as routine, not as a necessity or pleasure. Furthermore, limited reading ability also contributes to low student interest in reading. Based on observations, it was found that some students still experience difficulties with spelling, pronouncing words correctly, and understanding the meaning of the reading content comprehensively. This results in students easily feeling bored and reluctant to continue literacy activities independently.

3) School Facilities and Infrastructure

In literacy activities, the supporting facilities available at school are also external factors that influence learning interest. At SDN 1 Andalan, researchers found that the limited collection of reading books in the classroom reading corner and the lack of visual literacy media resulted in low student interest in routine literacy activities. This situation requires the

school to add and update facilities relevant to the students' needs and ages.

This result is in line with the view put forward by Slameto (2010: 72), who stated that an inadequate learning environment, such as a narrow learning space, lack of learning aids, or uninteresting reading books, can reduce students' enthusiasm for learning.

Based on the results of research conducted in class III of SDN 1 Andalan and associated with relevant theories, it can be concluded that external factors such as parental support, school facilities and infrastructure, social influence, and school policies have a significant influence on students' learning interest in literacy activities. Therefore, it is important for all parties, including schools, families, and the community to play an active role in creating a supportive and conducive learning environment for the growth of students' reading interest and learning motivation.

The impact of the teacher's role in literacy activities on the learning interests of grade 3 students at SDN 1 Andalan.

Based on the results of observations that have been carried out by researchers related to the impact of the role of teachers in literacy activities on students' interest in learning in grade 3. There is a significant increase in students where there is a change in student interest such as students are more enthusiastic in learning, students are more disciplined and more active in literacy activities, and also enjoy reading books that have been provided or picture story books or fairy tales that they choose themselves. This proves that with the role of teachers in literacy activities, both the role of teachers as facilitators, motivators, and guides, there has been a significant change or increase in their interest in learning.

There are several roles of teachers that have an impact on literacy activities that increase students' interest in learning at SDN 1 Andalan as follows:

a) Teacher as Facilitator

In implementing literacy activities, teachers play a strategic role as facilitators, namely those tasked with

creating learning conditions that enable students to optimally develop literacy skills. This role extends beyond providing physical resources to managing a supportive learning environment, systematically planning literacy activities, and creating an atmosphere that encourages active student participation in reading and writing.

- 1) Provision of Literacy Facilities and Resources
- 2) Planning and Management of Literacy Activities
- 3) Creating a Supportive Learning Environment

This finding aligns with Sardiman's (2011) opinion, which states that teachers, as facilitators, need to create rich and meaningful learning experiences to encourage students to learn actively. When students feel valued and well-supported, their intrinsic motivation will grow, which ultimately has a direct impact on increasing their interest in learning.

Observations show that students appear more enthusiastic about participating in literacy activities when given the opportunity to choose reading materials that align with their interests. In this way, teachers serve not only as conveyors of information but also as bridges between students and the learning materials through a fun and participatory approach.

b) The Role of Teachers as Motivators

In the learning process, particularly in literacy activities, teachers play a crucial role as motivators. As motivators, teachers are tasked with inspiring students' enthusiasm for learning, fostering self-confidence, and encouraging them to actively participate in reading and writing activities. Research conducted at SDN 1 Andalan found that the role of teachers as motivators in literacy activities has been shown to have a positive impact on

increasing third-grade students' learning interest.

- 1) Providing Positive Reinforcement and Appreciation
- 2) Building a Positive Emotional Environment
- 3) Providing Role Models in Literacy Activities
- 4) The Influence of Motivation on Learning Interest

Based on data obtained from observations and interviews, it appears that teacher motivation has a direct impact on increasing student interest in literacy activities. Students become more active in selecting reading materials, gain confidence in expressing their opinions about book content, and demonstrate persistence in completing reading and writing assignments.

This finding aligns with Sardiman's (2011) opinion, which states that learning motivation is an internal and external drive that fosters enthusiasm for learning and provides direction and purpose in learning activities. Teacher motivation serves as a driving force to keep students engaged in the ongoing literacy process.

c) The impact of teachers as mentors

Teachers have a strategic responsibility to support students during literacy activities, particularly at the elementary school level, which is the initial foundation for character development and learning interest. One of the teacher's important roles in this context is as a mentor, providing direction, assistance, and strengthening understanding of the literacy material presented in class. Research conducted in grade 3 of SDN 1 Andalan shows that the teacher's role as a mentor has a significant impact on increasing student learning interest in literacy activities.

As a guide, teachers not only deliver reading material, but also actively facilitate the process of understanding the text, helping students who have difficulty

reading or understanding the content of the reading, as well as providing individual and group guidance. Teachers guide students to understand the meaning of difficult words, explain the storyline, and guide students in critical discussions of the content of the reading. The role of teachers in literacy activities such as, Shared reading activities (read aloud): The teacher reads the story and stops at certain parts to ask students' opinions, explain difficult vocabulary, and guide students in understanding the moral message of the story. Creating small group discussions by the teacher grouping students in discussion groups and providing guiding questions to direct the discussion, as well as guiding the question-and-answer process that encourages students' critical thinking. Teachers provide reinforcement through questions and answers, such as After students read independently, the teacher asks reflective questions and helps students who are not yet able to answer fully, by providing appropriate instructions or examples. Accompanying students individually by the teacher giving special attention to students who show difficulty reading or lack confidence, and guiding them personally until they feel comfortable and able to participate in literacy activities.

This is in line with what Selemnto (2015) stated, stating that learning interest is a persistent tendency within an individual to pay attention and feel interested in a learning activity, which is demonstrated through conscious involvement in the activity. Selemnto emphasized that student learning interest can be developed and influenced by various factors, one of which is the teacher's role in the learning process.

Based on the results of research conducted at SDN 1 Andalan, it can be concluded that the role of teachers in literacy activities has a significant impact on increasing the learning interest of third-grade students. Teachers play an

active role as facilitators, motivators, and guides who not only deliver material, but also create a learning atmosphere that is fun, interactive, and in accordance with students' needs. Literacy activities are carried out routinely and varied, such as reading together, writing journals, and storytelling, as well as fostering curiosity, increasing student involvement in learning, and fostering positive learning habits. This shows that the role of teachers is very important in determining students' learning interest through an approach that touches on cognitive, affective, and social aspects. Thus, the role of teachers in literacy activities not only has an impact on improving students' reading abilities, but also becomes an important factor in fostering motivation and sustainable learning interest. These findings strengthen educational theories that emphasize the importance of the role of teachers in building meaningful learning experiences for students.

CONCLUSION

Based on the results of research conducted at SDN 1 Andalan, regarding the analysis of teachers' roles in literacy activities to increase learning interest among third-grade students at SDN 1 Andalan, the researchers concluded the following:

- 1) Teachers play a crucial role in classroom literacy activities. These roles include facilitator, guide, motivator, and activity manager. Teachers provide reading materials, guide students in understanding the content and provide encouragement, and organize literacy activities to ensure they are engaging and focused. Regular literacy activities positively impact students' learning interests. Students become more active readers, more interested in learning, and demonstrate enthusiasm in participating in learning activities.

Increased student interest in learning is closely related to teacher involvement in literacy activities. Teachers who actively

support and create a pleasant learning environment can foster reading habits and a passion for learning in students.

Thus, it can be concluded that the active role of teachers in literacy activities contributes significantly to increasing the learning interest of grade 3 students at SDN 1 Andalan.

- 2) As for the factors that influence students' interest in learning in grade 3, there are two main factors, external factors and internal factors.
 - a) Internal factors include motivation, such as curiosity, emotional state, and self-confidence. Students with high motivation and curiosity tend to be more active and enthusiastic in learning. This is proven and in accordance with research results and its relationship to theories related to these factors.
 - b) External factors include the role of teachers, the methods used in learning, the learning environment, parental support, and peer influence. Teachers who are able to create an interesting and enjoyable learning atmosphere and are able to provide a pleasant learning atmosphere and support from families and the school environment also encourage increased student interest in learning. Overall, the combination of factors from within the students and influences from the external environment plays a very important role in shaping and increasing the learning interest of grade 3 students at SDN 1 Andalan.
- 3) The impact of teachers' roles in literacy activities has been proven to have a significant impact. This is reflected in the role of teachers as facilitators, guides, and motivators, capable of creating a conducive and enjoyable learning environment. This encourages students to be more interested in reading and more active in the learning process. Regularly designed and varied literacy activities have been shown to increase student enthusiasm and enthusiasm for learning.

SUGGESTION

Based on the research results, here are some suggestions that can be given:

1. For teachers: it is hoped that they will continue to develop innovative literacy methods and adapt them to students' needs.
2. For schools: support facilities such as mini libraries and teacher training are needed to develop literacy activities in the future.
3. For further research: with this research, it is hoped that it can expand research by adding aspects of quantitative evaluation of learning outcomes.

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