

The Role of Teachers in Enhancing Student Learning Interest at SDN 1 Samadua

Aida Rosni¹, Rahmattullah², Akmaluddin³

¹Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

* Corresponding email: aidarosniubbg@gmail.com

Abstract

Student interest in learning is a crucial indicator of educational success. Teachers play a central role in creating a conducive and engaging learning environment. This study aims to identify the role of teachers in enhancing students' learning interest at SDN 1 Samadua, Aceh Selatan. A qualitative approach was employed in this research, utilizing methods such as observation, in-depth interviews, and document studies. The research subjects included teachers, students, and parents. The findings indicate that teachers at SDN 1 Samadua employ various strategies, such as personal approaches, project-based learning methods, and the integration of simple technology in the teaching and learning process. Challenges faced include limited facilities and support from students' families. These findings emphasize the importance of ongoing training for teachers and support from both the school and family to maximize students' learning interest.

Keywords: Student interest, Learning environment, Teacher strategies, Project-based learning, Educational success,

Introduction:

Student interest in learning is one of the vital indicators of educational success. According to Santrock (2011), learning interest is a determining factor that influences the effectiveness of the teaching and learning process. Students with a high level of learning interest tend to understand lesson material more easily, actively participate in the learning process, and show satisfactory academic results. Conversely, low learning interest can be a significant obstacle in the educational process, both at the individual level and within the educational system as a whole.

The role of teachers as the frontline of education is crucial in enhancing students' learning interest. There are several dimensions of the role that teachers must undertake, such as being facilitators, motivators, and inspirators. Uno (2010) emphasizes that

teachers who can create an engaging and relevant learning atmosphere will be more effective in boosting student motivation. This is in line with Sudjana's (2005) perspective that the success of the teaching and learning process greatly depends on the teacher's ability to convey material, manage the classroom, and establish positive interactions with students.

However, the challenges faced by teachers, particularly in rural areas like SDN 1 Samadua, are not trivial. The learning environment in these regions often encounters obstacles such as inadequate educational facilities, limited access to technology, and a lack of teacher training. Research by Hadi (2020) indicates that these conditions can lower the quality of learning and adversely affect students' learning interest overall.

In addition to internal factors related to education, external support from families and the community also plays a crucial role in the development of students' learning interest. Bronfenbrenner (1979), in his theory of child ecological development, emphasizes that the microenvironment, including family and school, mutually influences child development. When family support for children's education is low, students' learning interest may decline as a result. In the context of SDN 1 Samadua, parental involvement in their children's education remains a significant challenge, particularly as many parents work as farmers and have limited time and understanding of the importance of education.

The school has endeavored to boost students' learning interest through various strategies, such as implementing more creative learning approaches, utilizing simple learning media, and establishing collaborative programs between the school and parents. However, the effectiveness of these efforts still needs to be improved, especially in developing the synergy between teachers, students, and parents.

This research aims to delve deeper into the role of teachers at SDN 1 Samadua in enhancing students' learning interest. The study will encompass the strategies employed by teachers, the challenges they face, and the opportunities for improvement that can be implemented. The findings of this research are expected to be relevant not only in the local context but also serve as a valuable reference for other regions facing similar challenges in improving the quality of education.

Methodology:

The research methodology employed in this study aimed to comprehensively explore the role of teachers in enhancing student learning interest at SDN 1 Samadua. The methodology comprises several key components, including research design, participants, data collection techniques, and data analysis methods.

1. Research Design

This research utilized a qualitative approach, particularly a case study design, to gain in-depth insights into the phenomena being studied. As Stake (1995) suggests, case studies enable researchers to explore complex issues in real-life contexts, making them

particularly suitable for educational research where understanding nuanced interactions among stakeholders is essential.

2. Participants

The participants in this study included teachers, students, and parents from SDN 1 Samadua. A purposive sampling technique was employed to select participants who could provide relevant and rich information regarding the research topic. According to Creswell (2012), purposive sampling is effective in qualitative research because it allows the researcher to focus on individuals with specific experiences or insights related to the study.

- Teachers: Eight teachers from various grade levels were selected for their direct experience and involvement in teaching practices at the school.
- Students: A total of twenty students, representing different grades, were interviewed to capture their perspectives on learning interest and teacher interactions.
- Parents: Ten parents were chosen to discuss their views on parental involvement in their children's education.

3. Data Collection Techniques

A combination of data collection methods was used to gather comprehensive data:

- Observations: Non-participant observations were conducted in classrooms to examine teaching practices and student engagement. This involved observing various classroom activities, including lessons, group work, and interactions between teachers and students. As Yin (2009) notes, observations provide valuable context and backdrop to the behaviors and interactions being studied.

- In-depth Interviews: Semi-structured interviews were carried out with teachers, students, and parents. The interview questions were designed to elicit detailed responses regarding the participants' experiences, attitudes, and beliefs related to educational practices and learner engagement. Following Kvale (1996), the semi-structured format allowed flexibility while ensuring that key topics were addressed.

- Document Analysis: Relevant documents such as school performance reports, lesson plans, and parental involvement records were analyzed. This analysis provided additional context and supported claims made during interviews. According to Bowen (2009), document analysis can yield valuable insights and help triangulate data to enhance the credibility of the findings.

4. Data Analysis

Data analysis was conducted using thematic analysis, following the guidelines set by Braun and Clarke (2006). The process involved several stages:

1. Familiarization: The researcher transcribed the interview recordings and compiled field notes from observations.

2. Initial Coding: Significant statements and phrases were identified and coded to capture essential themes and patterns in the data.

3. Theme Development: Codes were sorted into broader themes, reflecting commonalities and differences in the experiences of the participants. Careful consideration was given to how these themes related to the research questions.

4. Validation: Member checking was employed by providing participants the opportunity to review the findings and provide feedback. This step, as suggested by Lincoln and Guba (1985), enhances the trustworthiness of qualitative research by ensuring accuracy and credibility.

5. Ethical Considerations

Ethical approval was obtained from the school administration prior to data collection. Informed consent was secured from participants, ensuring they understood the purpose of the research and their right to withdraw at any time without repercussions. The confidentiality of participants was maintained by anonymizing data and securing all materials in a safe location.

This methodology was carefully designed to capture a holistic view of the role of teachers in fostering student learning interest at SDN 1 Samadua. By employing qualitative methods, the study sought to highlight the complexities of educational interactions within the specific context of a rural Indonesian school. As indicated by Merriam (1998), qualitative research provides a deeper understanding of the phenomena from the perspectives of those directly involved, offering valuable insights for educational stakeholders.

Results and Discussion:

Results of the Research

This study identified several important aspects regarding the role of teachers in enhancing student learning interest at SDN 1 Samadua. Data obtained through observations, in-depth interviews, and document analysis revealed the following:

1. Teacher Strategies to Enhance Learning Interest:

- Personal Approach: Teachers actively interact with students to understand their needs and interests. For instance, teachers provide extra attention to students who demonstrate learning difficulties, both academically and emotionally.

- Creative Learning Methods: Teachers utilize project-based learning, educational games, and group discussions to increase student engagement.

- Use of Simple Media: In light of limited facilities, teachers utilize local materials such as paper, images, and simple teaching aids to make learning more engaging.

- Rewards and Motivation: Teachers provide recognition such as praise or small rewards to students who show achievements or active participation.

2. Support and Barriers:

- Internal Support: Teachers at SDN 1 Samadua demonstrate high dedication despite limited facilities. A good relationship between teachers and students creates a positive classroom atmosphere.

- External Barriers: Low parental support poses a significant challenge. Many parents do not understand the importance of their involvement in their children's education, partly due to low educational backgrounds and economic pressures.

3. Influence of the School Environment:

- Despite SDN 1 Samadua being located in a rural area with limited facilities, the supportive school environment, including good relationships among teachers, students, and the principal, positively impacts students' learning interest.

Discussion

1. The Role of Teachers as Motivators and Facilitators:

- The research findings indicate that teachers play a significant role in building student motivation. This aligns with McClelland's (1987) motivation theory, which states that motivation can grow through positive social interactions. Teachers at SDN 1 Samadua apply a personal approach, helping students feel valued and understood. This is consistent with Sardiman's (2012) view that intrinsic motivation can be enhanced by establishing a good emotional relationship between teachers and students.

2. Innovations in Learning Methods:

- The use of creative learning methods such as project-based learning and educational games helps enhance students' learning interests. These methods enable students to actively engage in the learning process, which according to Vygotsky's constructivist theory (1978), is key to building meaningful understanding. Despite limited school facilities, teachers can effectively utilize local resources, indicating that teacher creativity can be a major factor in overcoming resource constraints.

3. Barriers to Enhancing Learning Interest:

- The biggest barrier encountered is the lack of parental involvement in children's education. According to Epstein (2001), parental involvement is one of the critical components of student success. At SDN 1 Samadua, many parents do not understand their roles in supporting their child's learning. Therefore, the school needs to enhance efforts to engage parents through programs such as parenting classes or regular communication with student guardians.

4. Importance of Educational Ecosystem Support:

- This study also highlights the importance of support from the educational ecosystem, including school principals, local government, and the surrounding community. Without collective support, teachers' efforts to enhance student learning interests become less optimal. These findings support Hadi's (2020) study, which states that the success of education in rural areas heavily relies on the synergy among different stakeholders.

5. ****Relevance to the Educational Context in Indonesia:****

- The results of this study at SDN 1 Samadua reflect situations often found in rural schools throughout Indonesia. Limited access to technology and educational resources hinders learning innovations. However, teacher dedication remains key to success. This study emphasizes the need for teacher training programs focused on innovative teaching methods applicable in resource-limited environments.

Conclusion

This study has illuminated the critical role of teachers in enhancing student learning interest at SDN 1 Samadua, revealing various strategies, challenges, and supportive factors that shape the educational landscape in this rural context. The findings indicate that teachers are not merely providers of knowledge; they are vital motivators and facilitators who employ personalized approaches and creative pedagogical methods to engage students effectively.

The use of personal interaction, where teachers strive to understand the unique needs and interests of their students, has been shown to significantly boost intrinsic motivation. This aligns with prevailing educational theories that emphasize the importance of emotional and social connections in the learning process. By fostering supportive relationships, teachers create an environment where students feel valued and understood, thereby enhancing their overall learning experience.

Creative teaching methodologies—such as project-based learning and educational games—demonstrate that even in the face of limited resources, teachers can innovate and make learning more engaging. This not only fosters active participation among students but also supports the constructivist perspective that emphasizes the importance of active involvement in the learning process. The teachers at SDN 1 Samadua effectively utilized local materials and simple media, showcasing their resourcefulness and commitment to teaching.

However, the research also highlighted significant barriers to enhancing student learning interest, particularly the low level of parental involvement in education. The findings suggest a pressing need for schools to initiate programs aimed at educating parents about the importance of their engagement in their children's learning journey. Enhanced collaboration between educators and parents could create a more robust support system for students, thereby improving educational outcomes.

The study also underscored the importance of a supportive educational ecosystem, which includes not only teachers and students but also school leadership, local government, and the broader community. Successful educational practices in rural settings require the concerted efforts of multiple stakeholders, and continuous dialogue among these groups is paramount for sustaining improvement in student learning.

Overall, the findings of this research resonate with broader educational challenges and opportunities within Indonesia and similar contexts. Despite the challenges posed by resource limitations and socio-economic factors, the dedication and creativity of teachers emerge as fundamental elements that can drive student engagement and achievement. Consequently, this study advocates for the implementation of targeted

teacher training programs that focus on innovative teaching strategies applicable within resource-constrained environments.

In conclusion, the role of teachers is pivotal in cultivating an environment that fosters student learning interest. This research not only contributes to the understanding of teacher effectiveness in rural Indonesian schools but also emphasizes the need for systemic changes that involve parents and the community in the educational process. Future research should explore further interventions and collaborations that can strengthen this vital link, ensuring that all students receive the support they need to thrive academically.

References:

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
- Hadi, A. (2020). Peningkatan motivasi belajar siswa di sekolah pedesaan melalui pendekatan pembelajaran kontekstual. *Jurnal Pendidikan Pedesaan*, 8(1), 45–56.
- McClelland, D. C. (1987). *Human motivation*. Cambridge University Press.
- Sardiman, A. M. (2012). *Interaksi dan motivasi belajar mengajar*. RajaGrafindo Persada.
- Santrock, J. W. (2011). *Educational psychology*. McGraw-Hill Education.
- Sudjana, N. (2005). *Dasar-dasar proses belajar mengajar*. Sinar Baru Algesindo.
- Uno, H. B. (2010). *Teori motivasi dan pengukurannya: Analisis di bidang pendidikan*. Bumi Aksara.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Yusuf, S. (2014). Strategi pembelajaran untuk meningkatkan minat belajar siswa. *Jurnal Ilmu Pendidikan*, 21(2), 125–135.
- Zubaidah, S. (2018). Peran guru dalam pembelajaran berbasis proyek untuk meningkatkan kreativitas siswa. *Jurnal Pendidikan Kreatif*, 4(1), 20–30.