

## ANALYSIS OF THE ROLE OF CLASS TEACHERS IN IMPROVING STUDENTS' READING MOTIVATION IN GRADE II AT MI AS-SHAFFAH, BENGKULU CITY

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### Abstract

This study aims to determine the role of knowing the class teacher in increasing the reading motivation of class II students at MI AS-Shaffah, Bengkulu City. To discover the challenges of improving the reading motivation of class II students at MI AS-Shaffah, Bengkulu City. The type of qualitative research is research on a process, event, or development where the materials or data collected are in the form of qualitative information. In this data analysis technique, the author makes the results of interviews and observations by describing then analyzing and concluding them. The role of the teacher is first as a creator. Based on the results of the study, the role of teachers in increasing the reading interest of class students is certainly very important. In increasing students' reading interest, teachers act as creators by holding creative reading activities. The purpose of creative reading activities is to make students interested and not bored with the reading process. Obstacles consist of a less supportive school environment, this is related to the mediocre library design so that students get bored easily; family economic factors, students help parents get additional income so that there is less time to read; lack of facilities and student habits of playing gadgets, the only facility expected is the school library, minimal and lack of reading books makes students lazy to read and more likely to play gadgets.

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## Introduction

Education is an effort to provide knowledge, insight, skills, and expertise to individuals to develop their talents and personalities. Education has a real function as a medium that provides stimulus for the development and growth of human potential as optimally as possible. (Chairul, A., 2019:15).

In everyday human life activities, it is rarely possible to be separated from learning activities, either when someone carries out activities alone or in a certain group. Whether understood or not, most of the activities in our daily lives are learning activities. Thus, it can be said that there is no space or time where humans can free themselves from

learning activities, and that also means that learning is never limited by age, place, or time, because changes that require learning activities never stop.

Learning is an activity that lasts a lifetime, not limited to educational institutions and workplaces. After entering retirement and old age, people still need to learn to live independently so as not to become a burden on others. Learning in educational institutions is limited in terms of ability and material studied, time, and place of learning (Sitepu, 2014:12). Learning is a process of changing a person's behavior that is influenced by experience. As stated by Triyanto (2019: 7) states that learning is essentially a process that is marked by changes in a person. Changes as a result of the learning process can be indicated in various forms such as changes in knowledge, understanding, attitudes and behavior, skills, abilities and abilities, as well as changes in other aspects that exist in the individual who is learning.

Teachers are the main component that greatly determines the success of learning. Teachers as professional educators are tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students (Law of the Republic of Indonesia Number 14 of 2005). The teacher's duties in learning include pedagogical and administrative tasks (Suryosubroto, 2021:10).

Teachers function as educational agents in educating each of their students. One of the roles of teachers in the world of education is to motivate students to learn. Because learning motivation is a psychological drive for someone who takes action to achieve learning goals. This is reinforced by Hamzah that the essence of learning motivation is internal and external encouragement in students who are learning to make behavioral changes, generally with several indicators or supporting elements. It plays a big role in the success of achieving learning goals (Indrawan, 2020:18).

Motivation can be interpreted as an encouragement that allows students to act or do something, because of the students' need for something. Learning and teaching should always be oriented towards something that is needed by students. When the needs of students increase, their motivation also increases. High motivation allows for maximum learning outcomes. Motivation drives and directs a person's interest in learning to achieve learning goals. Learning to read and write is basically aimed at students being able to capture and understand information conveyed through written media. In the current era of globalization, information sharing is conveyed through various media such as the internet, newspapers, magazines, newspapers, and so on. This requires students to have the ability to read and write quickly and also have a quick understanding of accessing this information.

The fact that occurs in elementary schools, in the lower classes there are several students who have difficulty reading. This will be an obstacle for students in learning, students will have difficulty in receiving learning information if they cannot read. This will

have an impact on student learning achievement, the high and low learning achievement is also related to the learning process in the classroom.

The learning process is understood as a change in behavior, when people learn, their response is good or vice versa. So learning is a change in the opportunity for a response to occur. Cronbach, in Syaiful Bahri & Djamarah, argues that learning is an activity that is indicated by changes in behavior as a result of experience. Meanwhile, according to Oemar Hamalik, learning is not just remembering, but broader than that, namely experiencing. Learning outcomes are not mastery of training results but changes in student behavior carried out by teachers (Rusman, 2023:77).

In simple terms, the teacher's job is to direct and guide students to further improve their knowledge, especially in reading and writing. The more proficient their ability in reading and writing, the more their potential is fostered and developed because by reading and writing students will have a lot of knowledge and experience. Language in everyday life plays a very important role, especially in expressing one's thoughts. A person's concepts, thoughts and dreams are expressed through language, both spoken and written. Language has a very important role in the intellectual, social, and emotional development of students and is a supporter of success in studying all fields of study, including reading and writing skills (Nur Fitri, 2021:32).

Early Reading Learning is an important and inseparable part of learning in lower grades. This ability is the basic foundation for achieving the success of other abilities. Therefore, learning reading skills requires special attention from teachers, and studying reading skills in lower grades focuses on grades one and two of Elementary School (SD). Early reading skills are more oriented towards basic reading skills, namely literacy skills. Early writing skills are not much different from early reading skills. At the elementary level, writing learning is more oriented towards mechanical skills, namely, how the techniques used in upholding the function of the writing tool form readable writing (Chandra, 2021:73).

In general, reading Latin letters and spelling are also empirical practices of teaching in formal and non-formal educational institutions, such as elementary schools and kindergartens. Reading for beginners is not expressive is a subject that cannot be separated, or it is a must for children to receive it. Various efforts have been made by teachers to provide reading knowledge and reading training, but the reality shows that reading skills at MI AS-Shaffah, Bengkulu City, are still below expectations. Based on the initial observations conducted by the researcher in MI AS-Shaffah Bengkulu City class II there are 5 students in class II MI AS-Shaffah Bengkulu City among them some students who cannot read yet, such as students who are still spelling, students who still do not understand the contents of the text, and students who still do not recognize letters, the different reading abilities of students indicate that students who can already read will find

it easy to follow the learning process. On the other hand, students who cannot read will find it difficult to follow the learning process.

Lack of motivation to learn to read in student results in less successful learning, as indicated by the value achieved by students in learning Indonesian, especially in reading, which is less than satisfactory. This was found in students at MI AS-Shaffah, Bengkulu City, who were not yet able to read well, so many problems were faced by students in studying various other fields of study. The causes of low reading ability in students can be caused by various factors. One of them is the lack of attention and guidance from parents at home. Parents are the main educators for children. In the initial findings, it can be described that children's reading ability is still lacking; there are still some children who are not able to spell in reading and recognize letters completely (Class Teacher II, observation and interview activities at MI AS-Shaffah, Bengkulu City). In this case, teachers are very much needed in improving children's ability to read early, teachers must be more extra in providing understanding to children, not only teachers but parents must also take over in this matter because parents are the ones who can provide children with motivation to learn to read equipped with adequate facilities and infrastructure available in each school.

## Method

This research is a descriptive qualitative study in grade II at MI As-Shaffah, Bengkulu City. The researcher wants to reveal phenomena that cannot be quantified which are descriptive in nature such as the process of a work step, the formula of a recipe, understandings of a variety of concepts, characteristics of goods and services, pictures, styles, procedures of a culture, physical models of artifacts and so on (Satori, D., & Komariah, A., 2015:23). The type of research used in this study is descriptive-naturalistic research with a qualitative approach. Data analysis in qualitative research is carried out during data collection, and after data collection is completed, in a certain period. The procedures or steps taken in this study, in general, are carried out through several stages, referring to the opinion of Moleong (2021:126), explaining that the stages of qualitative research present three stages, namely the pre-field stage, the field work stage, and the data analysis stage.

## Result dan Discussion

The Role of Class Teachers in Increasing Reading Motivation of Class II Students at MI AS-Shaffah, Bengkulu City

Based on the presentation of research data at MI As-Shaffah, especially in class II, researchers obtained several findings, namely that teachers have a very important role in the learning process. Because teachers not only deliver material but also help students

overcome difficulties in the learning process, besides that the task of a teacher is as a teacher.

Teachers play an important role in increasing student learning motivation, especially lower grade students such as these class II students because in lower grades students still really need motivation, guidance, assistance and encouragement in learning. By becoming a student companion in the learning process, teachers will know where the strengths and weaknesses of their students lie.

Reading is the beginning of all lessons. Because if students cannot read, students will not be able to follow the next lesson. That is why students must be able to read since they are lower-grade students. So that when they are in the next class, students can follow the lessons more easily. At MI As-Shaffah, there are three main points that must be completed by their students, namely reading, writing, and arithmetic.

Teachers get students used to a morning reading routine, teachers also conduct reading evaluations once a week, where students whose names are mentioned will come to the front of the class to read in front of their friends. This is done to see how far the students' reading ability is, and also so that students become accustomed to reading books, and students become more courageous to appear in front of people.

Teachers usually give words of praise or rewards to students who can or dare to read in front of the class, usually other students are motivated to be able to because they see their friends can and dare. For students who are not yet able or not yet brave, the teacher will provide motivation such as words of encouragement or direction to students so that they do not need to be afraid to try.

Researchers see that teachers are also able to create a pleasant teaching and learning atmosphere for students so that students do not get bored easily while studying. Although there are still some students who prefer to play or tease their friends.

In teaching and learning activities, if there is a student who cannot follow the learning process well, then as teachers, we should find out what causes the student to be reluctant to learn. This is where the role of the teacher is very important, especially as a motivator, which means in order to increase students' passion or desire to learn. Teachers must be able to stimulate and provide encouragement to find out students' potential, foster students' enthusiasm, and foster creativity in students so that there will be a pleasant learning process.

Based on the research results, the roles of teachers can be described as follows:

- a. *Corrector*, the role of the teacher as a corrector is that the teacher can distinguish between good and bad values in the student. The teacher is able to maintain the good nature of the student and remove the bad nature possessed by the student.

- b. *Inspirator*, the teacher is able to provide inspiration that can make students guide for students on how to learn well.
- c. *Informator*, the teacher is able to provide information on the development of science and technology. The teacher provides information in a good and effective way, so that it is easy for students to understand.
- d. *Organizer*, the teacher is able to organize academic activities, rules, and so on, very well so that the learning process runs smoothly.
- e. *Motivator*, the teacher, as a motivator, encourages students to continue learning to read. The teacher motivates by giving words of praise so that students become more enthusiastic about learning.
- f. *Initiator*, the teacher provides ideas on how to make the teaching and learning process better and more enjoyable.
- g. *Facilitator*, the teacher provides the facilities needed by students in their learning process, such as the teacher providing illustrated and colored story books that attract students' interest in reading. The teacher provides a comfortable classroom for learning.
- H. *Mentor*, based on the research results obtained from the interview and observation process, the role of the teacher as a mentor is very necessary because with teacher guidance, students can become better people. Teacher guidance can foster a spirit of learning in students.
- i. *Demonstrator*, when the teaching material is difficult for students to understand, the teacher tries to help by demonstrating what is being taught, so that students can more easily understand the lesson.
- J. *Mediator*, the teacher provides interesting media for students to see so that the learning process runs smoothly and pleasantly. The teacher usually provides media in the form of images or videos.
- K. *Supervisor*, the teacher is able to assess and improve the teaching and learning process to be better.
- l. The evaluator, the teacher, provides an evaluation of the student's learning process properly and honestly. The teacher also provides evaluations both daily and weekly.

#### Inhibiting and Supporting Factors in Increasing Reading Motivation of Class II Students at MI AS-Shaffah, Bengkulu City

Based on the results of interviews and observations, researchers obtained inhibiting and supporting factors in increasing reading motivation in grade II students at MI As-Shaffah, namely, first, researchers saw that there was still a lack of facilities and infrastructure

available at the school so that it hindered the process of learning to read in students, even though the school had provided a library, reading corner and wall magazine but it was still very lacking because the books available in the library were few so students did not have many choices of reading books.

Another obstacle was the lack of interest in reading in students; students still very rarely went to the library or reading corner to read books unless there was an assignment from the teacher. Researchers saw that students' interest in reading was still lacking, especially for textbooks students would read when the teacher gave instructions to read, the rest of the students preferred to play with their friends. Students also preferred to read colored and illustrated storybooks.

Lack of parental attention at home, where many of them completely handed over the child's learning process under the guidance of the school, so that when they were at home, they did not repeat the lesson.

Lack of concentration resulted in students not focusing during the learning process. The influence of technology where students now play with gadgets or cellphones more often when at home, so they rarely open books. This is what causes why the role of parents is also very important in the child's learning process, this aims so that when at home, parents can control children's activities. The age of students who are not yet mature enough to learn so that students find it difficult to follow the lessons given by the teacher.

As for the supporting factors in increasing reading motivation in grade II students, namely, the home and school environment Students have a strong desire to learn to read a supportive home and school environment where students feel comfortable when studying at home or at school, of course all of that cannot be separated from the guidance of parents when at home and teachers when at school. And also with facilities and infrastructure that support student activities in their learning process.

The age of students who are mature enough to learn is where students are old enough to understand or follow the learning that the teacher has given. Students have the habit of repeating lessons when at home, and parental guidance at home when studying, when at home the teacher can no longer control the activities carried out by their students, this is the role of parents who must be able to provide motivation or encouragement to students so that they can repeat the lessons at school with parental guidance.

In teaching and learning activities, if there is a student who cannot follow the learning process well, then as teachers, we should find out what causes the student to be reluctant to learn. This is where the role of the teacher is very important, especially as a motivator, which means in order to increase the passion or desire of students to learn. Teachers must be able to stimulate and provide encouragement to find out the potential of students, foster student enthusiasm, and foster creativity in students so that a fun learning process will occur.

Based on the results of research from interviews and observations, there are two factors that inhibit and support in increasing the reading motivation of class II students, namely internal factors that come from within the student, both physically and mentally and external factors that come from the environment such as teachers, parents, and society.

The results of research in the field regarding the inhibiting factors for reading motivation of class II students at MI As-Shaffah, Bengkulu City, namely: age where students have not entered a mature age in learning; lack of interest in reading students; lack of parental attention at home; students lack concentration or focus when studying; influence of technology, especially gadgets; children's daily habits who do not want to repeat lessons; and sufficient supporting facilities and infrastructure. These results were supported by Schiefele's (2018) research about the dimensions of reading motivation and their relation to reading behavior and competence.

Meanwhile, supporting factors in increasing the reading motivation of class II students of MI As-Shaffah Kota Bengkulu are students have a strong desire to learn to read; supportive home and school environment; students are mature enough to learn; students have the habit of repeating lessons at home; and parental guidance at home when studying. Like Meek (2012) said in his book about learning to read.

## Conclusion

Basically all the roles of teachers are very important, it only depends on how the teacher carries out their role, Learning management will be carried out effectively and efficiently if the teacher is able to carry out all his roles well, with all the roles that the teacher has done the teacher hopes that students can continue to be enthusiastic in learning, especially learning to read because reading is the first window in the education process. As the role of the class teacher in increasing reading motivation in grade II students at MI As-Shaffah, Bengkulu City. This role is as a corrector, inspirator, informant, organizer, motivator, initiator, facilitator, mentor, demonstrator, mediator, supervisor, and evaluator. Meanwhile, the inhibiting factors in increasing students' reading motivation are: the age where students have not entered a mature age in learning, lack of interest in reading students, lack of parental attention at home, students lack concentration or focus when studying, the influence of technology, especially gadgets, children's daily habits who do not want to repeat lessons, and facilities and infrastructure that are less supportive. Furthermore, supporting factors in increasing students' reading motivation are: students have a strong desire to learn to read, a supportive home and school environment, students are mature enough to learn, students have the habit of repeating lessons at home, and there is parental guidance at home when studying. Suggestions for teachers to always carry out the roles of teachers well, especially in terms of increasing students' motivation to learn to read, teachers are able to create a pleasant learning atmosphere and provide interesting learning media so that students do not get

bored easily when studying, and students can be more enthusiastic in learning. Meanwhile, for students to always be active in learning to read, never give up learning, because reading is a window to see the world, and for parents of students, they should always accompany and supervise students' learning activities at home, help guide students to study at home and limit the use of technology, especially cellphones.

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