# The Role of Teachers In Enhancing Students' Interest In Learning Science and Social Studies (Ipas) In The Classroom Iii Sd Negeri Lahendong

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***Abstract.***
*This study aims to describe the role of teachers in increasing students' interest in learning science in grade III of SD Negeri Lahendong, as well as to identify supporting and inhibiting factors that influence this role. This study uses a qualitative approach with data collection techniques through interviews with class teachers, principals, and students. The results of the study indicate that teachers have an important role as material deliverers, facilitators, motivators, guides, and class managers. Teachers increase students' interest in learning by linking science material to everyday life, using a variety of learning methods, utilizing learning media, creating a pleasant learning atmosphere, and providing motivation and reinforcement to students. Supporting factors in increasing students' interest in learning include teacher creativity, student curiosity, principal support, learning facilities, and the school environment. Inhibiting factors include lack of student focus, low self-confidence, limited media, differences in student abilities, material that is considered difficult, and a less conducive classroom atmosphere. Thus, the role of teachers is very important in creating interesting, concrete, and meaningful science learning for grade III students of SD Negeri Lahendong.*
*Keywords: role of teacher, interest in learning and science.*

## I. INTRODUCTION

Education is a crucial aspect in developing quality human resources. In elementary school, teachers play a crucial role in creating a conducive learning environment and fostering student interest in learning. One subject that plays a crucial role in shaping students' scientific mindset is Natural and Social Sciences (IPAS). This subject teaches basic concepts about the environment, natural sciences, and social relationships, contributing to the development of students' character and knowledge from an early age.

Education can be defined as a conscious and systematic effort to achieve a better standard of living or progress. Simply put, education is a learning process for students to understand, comprehend, and develop critical thinking skills. Katuuk, DA, Rotty, VN, Lengkong, JS, & Rawung, RK (2021: 161).

Natural Sciences (IPAS) learning in elementary schools is one of the subjects that plays an important role in helping students understand the natural phenomena that occur around them. Gosal, IM, Katuuk, DA, & Rorimpandey, WH (2026: 458)

However, in practice, not all students have a strong interest in science. Low student interest can be caused by various factors, such as unengaging learning methods, limited learning media, and a lack of student engagement in the learning process. Therefore, teachers need appropriate strategies to increase student interest in this subject.

Teachers play a crucial role in motivating and stimulating students' interest in learning. By implementing a variety of learning methods, such as experiment-based approaches, group discussions, or the use of interactive learning media, teachers can create a more engaging and enjoyable learning environment for students. Furthermore, providing motivation and positive reinforcement can also help boost students' confidence in understanding science material.

Based on initial observations conducted by researchers at SDN Lahendong, it was found that third-grade students' interest in science was still relatively low. This was evident in the lack of student participation in the learning process, their low enthusiasm when the teacher explained the material, and suboptimal learning evaluation results. Some students tended to be passive and relied solely on memorization without truly understanding the concepts being taught. Furthermore, the learning methods applied were still conventional and lacked exploratory activities that could increase student interest in the material.

The low student interest in learning science at SDN Lahendong is caused by several factors. Monotonous learning methods, where teachers use lectures more often than interactive methods that actively engage students, are one of the main causes. Furthermore, the lack of engaging learning media, such as visual aids or digital media, makes it difficult for students to better understand concepts. The lack of experiments or

hands-on practice also makes it difficult for students to connect the material to everyday life. Another factor is a lack of internal motivation from students, which can be influenced by family environment or a lack of encouragement from teachers in providing rewards for students' learning efforts. The perceived high level of difficulty of the material is also an obstacle, where some students find it difficult and tend to lose interest in learning.

SDN Lahendong, one of the elementary schools in the area, also faces challenges in increasing student interest in science, especially in third grade. Therefore, it is important to examine the role of teachers in increasing student interest in science in third grade at SDN Lahendong. This study aims to identify the strategies implemented by teachers, the obstacles encountered, and the impact on student interest.

## II. RESEARCH METHODS

The method used in this research is a qualitative research method with a descriptive research design. Bogdan and Taylor in Lexy J. Moleong (2021: 4) define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to Denzin and Lincoln in Lexy J. Moleong (2021: 5), qualitative research is defined as research that uses a natural setting, with the aim of interpreting existing phenomena and is conducted by involving various existing methods.

In this study, the researcher sought and found then revealed the findings data in the form of facts regarding the role of teachers in increasing students' interest in learning science subjects in class III of SDN Lahendong through observation, interviews, and documentation which were then presented in the form of words or written descriptions.

This study used primary and secondary data, including the school profile, vision, and mission, and data on third-grade teachers who teach science at SDN Lahendong. This data included their last education and position. Student attendance data was also collected. Furthermore, data on learning facilities and infrastructure in third-grade classes was also collected.

The data collection techniques used in this study were observation, interviews, and documentation, comprising several expert opinions. According to Miles and Hubermen (Sugiyono 2020: 247), the data analysis techniques used included data reduction, data display, and conclusion drawing/verification.

## III. RESEARCH RESULT

The results of this study were obtained through interviews with Mrs. HT as a third-grade teacher, Mrs. GS as the principal, and third-grade students of Lahendong Public Elementary School. The interviews were conducted to obtain information regarding the role of teachers in increasing student interest in learning science, supporting factors, and inhibiting factors encountered in the science learning process in third-grade students of Lahendong Public Elementary School.

This research is compiled based on the formulation of the problem, namely: what is the role of teachers in increasing students' interest in learning in the subject of science and natural sciences, what are the factors supporting the role of teachers, and what are the factors inhibiting the role of teachers in increasing students' interest in learning in the subject of science and natural sciences in class III of SD Negeri Lahendong.

### 1. The role of teachers in increasing students' interest in learning science subjects in grade III of Lahendong State Elementary School

Based on the results of an interview with Mrs. HT, a third-grade teacher, students' interest in the science subject is quite good, but not yet fully evenly distributed. Mrs. HT said, "Students' interest in the science subject is quite good, but not all students have the same enthusiasm. Some students enjoy it because the science material is close to everyday life, but there are also students who are less interested if learning is only reading books or listening to explanations."

This statement suggests that students' learning interests are influenced by the teacher's delivery of the material. Natural science subjects are appealing because they relate to students' everyday lives, such as plants, animals, the environment, energy, and objects around them. However, if learning is limited to reading books or listening to explanations, students tend to get bored easily.

According to Mrs. GS, the principal, students' interest in science is quite good, but still needs to be improved. Mrs. GS said, "Students' interest in science is quite good, but still needs to be improved. Teachers need to make learning more interesting because third-grade students prefer learning with real-life examples, pictures, videos, or hands-on activities."

Interviews with students also revealed the same thing. One student said, "Yes, I enjoy studying science because the lessons are fun. I can learn about plants, animals, the environment, and the objects around me." Another student also said, "I enjoy it, but sometimes I feel confused when the material is difficult. If the teacher explains it slowly, it's easier for me to understand."

**2. Supporting factors for the role of teachers in increasing students' interest in learning science subjects in class III of Lahendong State Elementary School**

Based on the interview results, several supporting factors helped teachers increase student interest in science. These factors included teacher creativity, student curiosity, principal support, the availability of learning resources, and a school environment that could serve as a learning resource.

The first supporting factor is teacher creativity. Mrs. HT, a third-grade teacher, stated, "In science lessons, I try to use engaging methods, such as questions and answers, discussions, observations, pictures, videos, and objects found around the school."

This statement demonstrates that teacher creativity is a crucial factor in increasing student interest in learning. Creative teachers can make learning more engaging and less boring.

According to Ms. GS, the principal, teachers need to continuously develop diverse teaching methods. Ms. GS stated, "Teachers are expected to continue innovating in their teaching. The school encourages teachers to use more than just lectures, but also methods and media that engage students."

Student interviews also showed that teacher creativity increases student enthusiasm. One student said, "I'm more enthusiastic about learning science when the teacher uses videos, pictures, games, or group work."

**3. Inhibiting factors of the teacher's role in increasing students' interest in learning science subjects in grade III of Lahendong State Elementary School**

Based on interviews with Mrs. HT, the third-grade teacher, Mrs. GS, the principal, and third-grade students, several inhibiting factors were identified in increasing student interest in science. These factors include students lacking focus, lacking self-confidence, limited learning media, differences in student abilities, material perceived as difficult, and a classroom atmosphere that is sometimes less than conducive.

The first obstacle is students' lack of focus during learning. Ms. HT said, "There are still students who lack focus, especially if the lesson takes too long or they just listen to explanations. Third-grade students usually prefer learning with pictures, examples, or hands-on activities."

Student interviews also revealed similar findings. One student said, "I don't like it when I just read a book for too long." Another said, "I sometimes get bored when I just listen to the teacher explain things all the time."

## IV. DISCUSSION

This discussion is structured based on three research problem formulations, namely the role of teachers in increasing student learning interest, supporting factors, and inhibiting factors of the role of teachers in increasing student learning interest in the subject of science in grade III of SD Negeri Lahendong. The results of the study indicate that student learning interest in science is quite good, but not evenly distributed. This is evident from Mrs. HT's statement that some students are still enthusiastic, but there are also those who are less interested if learning is only done through reading books or listening to explanations. This finding is also supported by Mrs. GS who stated that teachers need to make learning more interesting through real examples, pictures, videos, and hands-on activities. Students also stated that they enjoy learning science more when teachers use pictures, videos, games, quizzes, group work, and examples that are close to everyday life.

**1. The role of teachers in increasing students' interest in learning science subjects**

Based on the research results, it can be concluded that the role of teachers in increasing the learning interest of third grade students in the subject of science is seen through five main forms, namely teachers as material deliverers, facilitators, motivators, guides, and class managers.

First, the teacher acts as a conduit for the material. This role is evident in the way Mrs. HT explains science material by relating it to students' daily lives. For example, material on plants is linked to plants around the school, while environmental material is linked to classroom and schoolyard cleanliness. This approach makes it easier for students to understand the material because they not only receive verbal explanations but also see real-life examples.

These findings are in accordance with Piaget's theory (Rahmaniar, 2022),Elementary school-aged children are in the concrete operational stage. At this stage, children more easily understand knowledge through real objects, direct experiences, and observable examples. Therefore, science learning in third grade cannot be simply explained abstractly; it must be linked to objects, events, and environments close to the students. Therefore, Mrs. HT's actions in connecting science material to the surrounding environment are in line with the developmental needs of third-grade students.

Second, the teacher acts as a facilitator. This role is evident when Mrs. HT uses images, videos, concrete objects, simple props, and the school environment as learning media. The use of these media makes science lessons easier to understand and more engaging for students. This is evident in students' responses, who stated that they prefer learning when teachers use images or videos because they can see examples firsthand.

The use of these media is crucial because one of the obstacles identified in the study is that students lack focus and easily become bored when learning is conducted solely through reading books or listening to teacher explanations. Teachers use learning media to address this situation by providing more concrete and visual learning experiences. Images and videos help students see the objects or events being studied, while concrete objects, simple props, and the school environment allow students to observe the objects directly. Thus, the use of learning media not only functions as a tool to assist in delivering material, but also as an effort by teachers to increase student attention, interest, and engagement in science learning.

This finding is in line with the opinionKatuuk (2025),Learning media can stimulate student interest, motivation, and learning stimulation. Media also helps clarify the material presented by the teacher. In the context of this research, learning media serves to transform potentially difficult science and science material into something more concrete and understandable. Therefore, the use of images, videos, real objects, and the surrounding environment is an important way to increase student interest in learning.

Third, the teacher acts as a motivator. Ms. HT praises, applauds, offers words of encouragement, and encourages students who bravely answer or ask questions. Even if the student's answer isn't quite right, the teacher still provides reinforcement so the student isn't afraid to try. This role is crucial because some third-grade students still lack confidence, are shy about asking questions, and are afraid of making mistakes.

This finding is in accordance with the theoryRatunguri (2022),which states that motivation in learning serves to encourage students to engage in learning activities, determine the direction of learning, and foster persistence in learning. In this study, motivation provided by teachers made students feel valued and more confident. This is evident in students' responses, who stated that they felt happy when teachers said "good" or "smart." Thus, simple praise from teachers can serve as positive reinforcement that helps increase students' interest in learning.

Fourth, the teacher acts as a guide. This role is evident when Mrs. HT re-explains the material to students who don't understand, provides simpler examples, and guides students who are still hesitant to ask questions. The role of the guide is crucial because the abilities of third-grade students vary. Some students grasp the material quickly, while others require repeated explanations.

This finding is in accordance with Vygotsky's theory (Damanik, 2025),Scaffolding is the provision of temporary assistance from teachers to students so they can understand material or complete assignments gradually. In this study, the guidance provided by teachers constitutes scaffolding because teachers assist students according to their needs. Students who do not yet understand the material are assisted through re-explanations, real-life examples, and encouragement to ask questions.

Fifth, the teacher acts as a classroom manager. Ms. HT strives to create a relaxed classroom atmosphere by opening the lesson with light questions, short stories, or simple examples. The teacher also strives to maintain order in the classroom, as noisy classrooms can disrupt students' concentration. This is consistent with students' responses, who stated that science lessons are usually enjoyable, but sometimes disrupted by noisy peers.

This finding aligns with Djamarah's (2023) opinion that classroom management is a teacher's effort to create and maintain effective learning conditions. In science learning, a fun classroom will make students feel comfortable, while an orderly classroom will help them focus better. Therefore, teachers need to maintain a balance between an active learning atmosphere and a controlled classroom atmosphere.

Thus, the discussion of the first problem formulation shows that the teacher's role in increasing student learning interest lies not only in delivering material but also in their ability to bring learning to life. Teachers need to make science material concrete, engaging, and easy to understand through real-life examples, learning media, motivation, guidance, and good classroom management.

**2. Supporting factors for the role of teachers in increasing students' interest in learning**

Based on the research results, supporting factors for the role of teachers in increasing students' interest in learning science subjects include teacher creativity, student curiosity, support from the principal, learning facilities, and the school environment.

The first factor is teacher creativity. Mrs. HT strives to use engaging methods such as questions and answers, discussions, observations, images, videos, games, and group work. This creativity is a key factor, as third-grade students easily get bored when learning is monotonous. With a variety of methods, students not only listen to explanations but also ask questions, observe, answer questions, and collaborate.

(Tarusu, 2026)which emphasizes that learning will be more meaningful when students are actively involved in the process of discovering and understanding concepts. In science learning, students will be more engaged if they are given the opportunity to observe, discuss, and see real-life examples. Therefore, teacher creativity in selecting learning methods and activities is a crucial factor in increasing student interest in learning.

The second factor is student curiosity. Research shows that students enjoy science because the material discusses plants, animals, the environment, and objects around them. This curiosity is a crucial asset for teachers in fostering interest in learning. When students perceive the material as relevant to their lives, they are more likely to be engaged.

This finding aligns with Slameto's theory of learning interest, which states that interest is a feeling of liking and attraction to something or an activity without any coercion. Interest can grow when students perceive the material being studied as relevant to their experiences and needs. In the context of this research, science and science material offers a significant opportunity to foster interest because it directly relates to students' daily lives.

The third factor is the principal's support. Mrs. GS provides support through guidance, supervision, learning evaluation, and opportunities for teachers to participate in KKG (Work Group Working Group) or training. This support helps teachers improve the quality of instruction. Through supervision and evaluation, teachers can identify areas for improvement in the science and science learning process.

These findings align with Mulyasa's opinion that the principal acts as a supervisor and motivator in improving the quality of learning. The principal not only manages school administration but also encourages teachers to implement better teaching. In this study, Mrs. GS's support was a factor that helped Mrs. HT increase student learning interest.

The fourth factor is learning facilities and infrastructure. Schools have classrooms, textbooks, some simple media, and a school environment that can be used as learning resources. Although these facilities are not yet fully equipped, teachers can still utilize them to support science learning. Mrs. HT also utilizes images, videos, concrete objects, and the school environment to help students understand the material more easily.

These findings align with Hamalik's opinion that media and learning resources can help clarify material, capture students' attention, and increase learning effectiveness. Even with simple resources, teachers can still create engaging lessons. This means that limited resources don't have to be a barrier if teachers are able to use them creatively.

The fifth factor is the school environment. The school environment is a learning resource that is very suitable for science subjects. Plants, the school yard, objects in the classroom, and the surroundings of the school can be used as real examples in learning. Students also stated that they enjoyed learning not only in the classroom, but also directly outside the classroom.

These findings align with the contextual learning approach, which emphasizes that learning is more meaningful when the material is linked to real-life situations. In science learning, the school environment can help students understand the material directly. Thus, the school environment is not only a place for learning but also a learning resource that can stimulate student interest.

The availability of learning media is a supporting factor because it helps teachers present science material in a more concrete manner. For third-grade students, the use of images, videos, concrete objects, and the surrounding environment can help connect the material to objects they can see and observe directly. Therefore, even though the available media are simple, their creative use can help teachers overcome monotonous learning and increase students' attention and interest in science learning.

Thus, the discussion of the second research question reveals that the supporting factors for teachers' role in increasing student learning interest stem from several interrelated elements. Teacher creativity makes learning engaging, student curiosity becomes a learning resource, the principal's support strengthens learning implementation, learning resources aid material delivery, and the school environment makes science learning more engaging.

**3. Factors inhibiting the role of teachers in increasing students' interest in learning**

Based on the research results, the inhibiting factors of the teacher's role in increasing students' interest in learning science subjects include lack of student focus, low student self-confidence, limited media, differences in student abilities, material that is considered difficult, and a less conducive classroom atmosphere.

The first obstacle is students' lack of focus. Ms. HT stated that some students still lack focus, especially when lessons are too long or they only listen to explanations. Students also expressed disliking being stuck reading a book for too long or listening to the teacher explain continuously. This suggests that monotonous learning can decrease student attention.

This finding aligns with Piaget's theory that elementary school students still need concrete and active learning. If learning is too abstract or lecture-based, students will have difficulty maintaining attention. Therefore, teachers need to use a variety of activities, such as observation, games, question-and-answer sessions, and visual media to maintain student focus.

The second obstacle is students' lack of self-confidence. Some students are still shy about asking or answering questions for fear of making mistakes. This situation presents a barrier because silent students don't necessarily understand the material. They may need help but be reluctant to express their difficulties.

This finding is in accordance with Sardiman's motivation theory (Suharni, 2021)Teacher encouragement is crucial for fostering students' courage and enthusiasm for learning. Praise, reinforcement, and a safe classroom environment can boost students' self-confidence. In this study, students reported being more confident in answering questions when their teachers provided encouragement. This means that teacher motivation is an important way to address low student self-confidence.

The third obstacle is the limited availability of learning media. Ms. HT explained that not all science materials have complete teaching aids, so teachers must create simple media themselves or use objects around the classroom. Limited media can hinder learning, as science requires concrete examples to help students understand the material.

This finding is in accordance with Hamalik's opinion (Suharni, 2021)Learning media plays a crucial role in clarifying learning messages. If media is limited, students can have difficulty visualizing the material. This is also evident in students' responses, who stated that without images, they sometimes struggle to visualize. Therefore, teachers need to utilize simple media, real objects, and the surrounding environment as substitutes for teaching aids that are not readily available.

The fourth obstacle is differences in student abilities. Some students grasp material quickly, while others require repeated explanations. This difference in ability requires teachers to adapt their learning to the students' specific needs. If teachers only explain the material once, students who are slow to grasp the material may fall behind.

This finding is in accordance with Vygotsky's theory (Suharni, 2021)Each child has a different developmental zone. Teachers need to provide assistance according to the student's abilities. In this case,

teachers need to guide students who don't yet understand, provide additional examples, and explain the material gradually. In this way, differences in student ability can be addressed through patient and ongoing guidance.

The fifth obstacle is the perceived difficulty of science material. Some students feel overwhelmed if the material is too extensive or contains difficult words. This suggests that teachers need to convey the material using simple language and examples relevant to students' lives.

This finding is in accordance with Bruner's theory (Suharni, 2021)which explains that conceptual understanding should be built through concrete to abstract stages. For third-grade students, teachers should begin teaching with what they can see and experience, then gradually move on to more general concepts. This way, even difficult science material can become easier to understand.

The sixth obstacle was a less-than-conducive classroom atmosphere. Students reported that science lessons were usually enjoyable, but were sometimes disrupted by noisy peers. This suggests that the classroom atmosphere impacts students' concentration and interest in learning.

This finding is in accordance with Djamarah's opinion (Suharni, 2021)Classroom management aims to create orderly, comfortable, and effective learning conditions. Teachers need to keep the class active but focused. Enjoyable learning activities should not degenerate into noisy and uncontrolled situations. Therefore, teachers need classroom management strategies, such as establishing learning rules, dividing students appropriately into groups, giving clear assignments, and directing students throughout the lesson.

Thus, the discussion of the third problem formulation shows that obstacles in increasing student learning interest can still be overcome through the active role of teachers. Students who lack focus can be helped with various methods, students who lack confidence can be helped through motivation, media limitations can be overcome with simple media and the surrounding environment, differences in student abilities can be overcome with guidance, difficult material can be simplified with concrete examples, and a less conducive classroom atmosphere can be overcome with good classroom management.

Teachers play a crucial role in fostering and developing students' interest in learning. Teachers make significant efforts to foster a strong interest in learning. This includes developing learning methods, including teaching styles, approaches, attitudes, understanding student characteristics, and providing services tailored to each student's individual characteristics. Throughout the learning process, teachers must employ appropriate methods and approaches. Engaging in engaging learning can include employing specific learning methods or media appropriate to the material. Likewise, the approach used must support student learning success. Behaving appropriately as a teacher, including being wise, compassionate, firm, and humorous, will foster students' interest in learning.Supit, D., Neman, MI, Lumapow, HR, Lengkong, JS, & Ratunguri, Y. (2022 : 3613).

Based on the entire discussion, it can be concluded that the role of teachers in increasing students' interest in learning science in grade III of Lahendong Public Elementary School has been implemented quite well. Teachers play an important role in making science learning concrete, interesting, active, and enjoyable. This role is in accordance with the theories of Piaget, Vygotsky, Bruner, Slameto, Sardiman, Hamalik, Djamarah, and Mulyasa. Supporting factors that help teachers are teacher creativity, student curiosity, principal support, learning facilities, and the school environment. Meanwhile, inhibiting factors that arise are lack of student focus, low self-confidence, limited media, differences in abilities, difficult material, and a less conducive classroom atmosphere. Thus, students' sense of interest and motivation to learn become an important foundation that influences the course of the process and the final results of learning. Interest in learning is an essential factor in the educational process. Interest in learning is a psychological aspect that plays a crucial role in determining the level of student involvement. The existence of interest is very important, because without a strong interest in the material being studied, it will be difficult to expect students to be diligent and achieve optimal learning achievements. Katuuk, DA, & Umboh, D. (2026: 60-61).

## IV. CONCLUSION

Based on the results of research and discussion regarding the role of teachers in increasing students' interest in learning science subjects in grade III of Lahendong State Elementary School, the following conclusions can be drawn.

**1. The role of teachers in increasing students' interest in learning science subjects in grade III of Lahendong State Elementary School**

The teacher's role in increasing student interest in science in third-grade students at Lahendong Public Elementary School has been quite effective. Mrs. HT, the third-grade teacher, acts as a material presenter, facilitator, motivator, mentor, and classroom manager. This role is evident in the teacher's explanation of science material by relating it to students' everyday lives, such as plants, animals, the environment, surrounding objects, and the school's environment.

**2. Supporting factors for the role of teachers in increasing students' interest in learning science subjects in class III of Lahendong State Elementary School**

Supporting factors in increasing student interest in science include teacher creativity, student curiosity, principal support, learning resources, and the school environment. Teacher creativity is evident in their efforts to use engaging learning methods and media to prevent students from getting bored quickly.

**3. Inhibiting factors of the teacher's role in increasing students' interest in learning science subjects in grade III of Lahendong State Elementary School**

Inhibiting factors in increasing students' interest in learning science subjects include lack of student focus, low student self-confidence, limited learning media, differences in student abilities, material that is considered difficult, and a classroom atmosphere that is sometimes less than conducive.

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