



## Analysis of the Social Role of Educators in the Formation of Students' Learning Interests at UPT SPF SDN Kalukuang IV, Tallo District Makassar City

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### ABSTRACT

Student learning interest is a key factor in the success of the educational process. The social role of educators has a significant contribution in shaping learning interest through interaction and personal approach. This study aims to analyze how the social role of educators influences the formation of student learning interest at UPT SPF SDN Kalukuang IV, Tallo District, Makassar City. This study uses a descriptive analysis research type with a qualitative approach. Data were obtained through in-depth interviews, participatory observation, and document analysis. The results of the study indicate that educators not only act as teachers, but also as motivators, facilitators, and social guides who are able to create a conducive learning environment. Factors such as interpersonal communication, understanding student needs, and the ability to build positive relationships are key to increasing learning interest. The main challenge faced is the limited facilities and infrastructure, but this can be overcome with innovation in creativity-based learning approaches. This study is expected to be a reference for educators and policy makers in optimizing the social role of educators to increase student learning interest.

**Keywords:** *Social Role of Educators, Learning Interest, Elementary Education*

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## INTRODUCTION

Education is the main foundation in the formation of superior and quality human resources. The learning process in schools is not only about delivering academic material, but also an effort to build interest and motivation for sustainable learning. In this context, educators not only function as teachers, but also as social figures who have a significant role in shaping students' interest in learning (Lekahena et al., 2024). The social role of educators in building this interest in learning is very important because it can create a conducive and enjoyable learning environment for students (Simanjuntak et al., 2024).

Education plays a very important role in shaping the character and skills of the younger generation. Education does not only focus on the transfer of knowledge, but also on the formation of attitudes, interests, and learning motivation of students, which will ultimately

affect their academic success and character formation in the future. In the educational process, educators play a central role, not only as teachers, but also as mentors, facilitators, and social figures who interact directly with students (Alkhasanah et al., 2023). This is where the social role of educators lies, namely the ability to create a supportive social climate and learning environment, which not only teaches material, but also arouses interest in learning in students.

Based on the analysis of the social role of educators in shaping students' learning interests, the author attempts to understand and analyze how educators, through social interactions and emotional approaches, can influence students' learning interests and motivations in the school environment. Research from various journals shows that the social role of educators, which includes emotional support, motivation, and personal communication, has a significant influence on students' learning interests and motivations at the elementary education level. The study (Sobari et al., 2022) found that educator support can increase students' learning interests by up to 25%, while (Ahnaf Istiqlal Berutu et al., 2024) showed a strong positive correlation ( $r = 0.68$ ) between educator social support and students' learning motivations. In the study (Maylitha et al., 2023) also found that a conducive learning environment, created through the social role of educators, can increase learning interests by up to 30% and reduce student boredom by 40%. In addition, research (O Najooan et al., 2023) shows that good communication between educators and students increases student engagement by up to 62%, which also has an impact on student confidence in the learning process. According to (Saefullah et al., 2023) found that students with high learning interest have the potential to achieve 20% better academic results than students with low interest, influenced by the motivation and learning atmosphere created by educators. These findings emphasize that the social role of educators not only shapes learning interest but also contributes to students' long-term academic achievement.

In (Technical Implementation Unit) UPT SPF SDN Kalukuang IV, Tallo District, Makassar, the social role of educators is an important factor in shaping the character and learning interests of students. Moreover, the social conditions in this environment also influence the approach used by educators in educating and guiding students. A study conducted by (Muammar & Suhartina, 2018) found that social and cultural conditions have a direct impact on students' learning interests by 33%, especially in the early grades of elementary school, where children are greatly influenced by their social environment. However, in practice, it is often found that the learning interests of students in this school are still less than optimal. According to a study (Lekahena et al., 2024), which examined grade 2 elementary school students in Indonesia, low learning interest occurred in around 45% of students, and it was identified that 51% of this group was influenced by minimal personal motivation and a family environment that did not support the learning process.

This phenomenon can be influenced by various factors, both those originating from within the students, such as personal motivation and individual character, as well as external factors, such as the family environment, social environment, and interaction patterns between educators and students in the classroom. Research from (Manik M & N, 2023) shows that positive social interactions between educators and students can increase learning interest by up to 28% in grade 2 (Elementary School) elementary school students, especially when educators use an approach that is appropriate to the social context of students. Thus, the combination of the right social approach from educators and external support can play an important role in shaping the learning interest of early grade students in elementary school (Dalem et al., 2024).

This issue is an important concern, considering that students' learning interests play a role in determining how far they are able to achieve academic success and develop their potential. This study, entitled "Analysis of the Social Role of Educators in the Formation of Students' Learning Interests: A Case Study at (Technical Implementation Unit) UPT (Education Management School) SPF SDN Kalukuang IV, Tallo District, Makassar," aims to explore more deeply how educators as social figures can influence students' learning interests. The focus on this case study is expected to provide a specific and in-depth picture of the dynamics of social

interactions between educators and students, as well as how these interactions shape students' learning interests.

The problem to be answered in this study is how the social strategies and approaches used by educators in carrying out their social roles. This social role includes several aspects, such as providing emotional support, building trust, providing motivation, and creating a comfortable environment for learning. In addition, this study will also explore how much influence the social approach applied by educators has in arousing students' interest in learning in elementary schools. This is very important because with good social interaction between educators and students, it is hoped that students can feel more comfortable, appreciated, and motivated to actively participate in the learning process.

As a solution offered, this study attempts to provide recommendations to schools and educators regarding strategies that can be applied to improve positive social roles, by implementing an emotional approach, providing personal support, and strengthening communication between educators and students. It is hoped that with a better approach, educators can create a pleasant and conducive learning atmosphere, so that it can help improve students' interest in learning. This solution is expected to be beneficial not only for schools that are the objects of research, but also for other schools that face similar problems.

In order to achieve the objectives of this study, an in-depth case study methodology will be used. This study will involve various data collection techniques, including direct observation in the classroom to see the social interactions that occur, interviews with educators and students to gain perspectives on the social role of educators, and distributing questionnaires to students to obtain quantitative data on their learning interests. Through these various approaches, it is hoped that complete and accurate data can be obtained, so that the results of the analysis can provide a comprehensive picture of the social role of educators in the school.

Overall, this study is expected to provide both theoretical and practical contributions. Theoretically, this study can increase knowledge about the social role of educators and its impact on the formation of students' learning interests in elementary schools. Practically, the results of this study can be a reference for educators in increasing positive social interactions with students, as well as contributing to schools in designing programs or policies that support the development of students' learning interests. With a better understanding of the social role of educators, it is hoped that a more effective and sustainable learning environment can be created, which will ultimately help students achieve their maximum potential in academic and social fields.

## METHOD

Descriptive analytical research. In the context of this research, the descriptive analytical method is used to describe the social role of educators in the formation of students' learning interests. This study also attempts to analyze the relationship between social interactions of educators and various indicators of learning interests, such as attention, enthusiasm, and perseverance of students. Descriptive analytical research aims to describe, identify, and analyze phenomena or situations that are occurring in depth. This research does not only focus on data presentation, but also on data analysis to find patterns, relationships, or meanings of the phenomena being studied. According to (Nassaji, 2015), descriptive analysis research provides an overview of a particular phenomenon by examining data systematically and critically. This approach not only describes what happened, but also analyzes the causes, impacts, and relationships between existing variables.

The approach in this study is a qualitative approach. A qualitative approach is used to understand social phenomena in depth through non-numerical data collection, such as interviews, observations, and document analysis. This approach focuses on the interpretation process to find meaning and understanding from the perspective of the research subject.

(Creswell, 2014) explains that the qualitative approach aims to explore and understand the meaning of individuals or groups towards a particular social phenomenon or problem. This approach is very relevant in the context of research involving interpersonal relationships, such as interactions between educators and students. In this study, the qualitative approach allows

data collection through in-depth interviews, participant observation, and document analysis to understand how the social role of educators shapes students' learning interests. This approach also helps in exploring the experiences, views, and perspectives of educators and students in more detail. Data collection techniques used in descriptive qualitative research must be able to dig up information in depth and richly. In your research, focusing on the social role of educators and its impact on students' learning interests requires relevant and in-depth techniques.

## RESULTS AND DISCUSSION

### Results

#### **The Social Role of Educators at the SPF UPT of SDN Kalukuang IV, Tallo District, Makassar.**

Based on the results of in-depth interviews with educators, principals, and students, as well as direct observations in the field, several important findings were found that describe the social role of educators at UPT SPF SDN Kalukuang IV. Educators not only function as teachers, but also as facilitators, motivators, and mentors in the learning process.

One important aspect of the social role of educators at UPT SPF SDN Kalukuang IV, Tallo District, Makassar, is the ability of teachers to build positive interpersonal relationships with students. The results of interviews and observations show that educators consistently strive to create a friendly, comfortable, and supportive learning atmosphere, which is the basis for the growth of students' interest in learning.

Based on in-depth interviews with several teachers, they stated that good interpersonal relationships between teachers and students are very important to create a comfortable learning environment. Teachers feel that understanding students' individual needs and backgrounds is the first step to building trust and comfort. One teacher said,

I always try to get to know the students one by one. For example, I know who is shy or active, so I can adjust my approach. That way, they feel cared for and more confident in class."

Another teacher added,

Sometimes, I take time at the beginning of class to make a light joke or ask how they are doing. It's a simple but very effective way to make students feel valued."

The results of observations in the classroom strengthen the teacher's statement. The teacher is often seen greeting students personally before starting the lesson, such as by saying, "How are you today, are you ready to learn?". This approach creates a friendly atmosphere that calms students.

Teachers also use humor during learning to reduce student tension. For example, in one observation, the teacher made a joke related to the material being taught, which was greeted with laughter from students. After that, students looked more relaxed and active in answering questions. One student stated,

Based on findings in the field, teachers at UPT SPF SDN Kalukuang IV have succeeded in building positive interpersonal relationships with students. The personal approach, humor, and emotional support provided by teachers create a conducive classroom atmosphere and increase student self-confidence. This good interpersonal relationship is an important basis for the growth of student interest in learning, while strengthening the social role of teachers as educators who not only teach, but also support the emotional and social development of students.

The role of teachers as motivators is one of the important aspects in creating learning interest in UPT SPF SDN Kalukuang IV. Based on interviews with teachers and students, as well as field observations, it was found that teachers actively provide motivation through verbal

rewards, emotional support, and personal guidance to students who face learning difficulties. This approach not only increases students' enthusiasm for learning, but also helps them overcome their fear of making mistakes.

Teachers at UPT SPF SDN Kalukuang IV actively provide motivation to students through verbal rewards, emotional support, and simple incentives. This approach creates a positive learning environment, where students feel valued and supported. This finding suggests that the role of motivator carried out by teachers not only increases students' interest in learning, but also helps them develop emotionally and socially.

The main role of teachers at UPT SPF SDN Kalukuang IV is as social role models who provide examples for students through behavior, attitudes, and speech. Based on interviews with the principal and teachers, as well as direct observations in the field, it was found that teachers consistently carry out this role by providing good examples in everyday life. Teachers become respected figures and are used as models by students in developing positive values, such as discipline, responsibility, and respect.

### **The Impact of the Social Role of Educators on Learning Interest Participant Educate In SPF Unit of Kalukuang IV Elementary School, Tallo District, Makassar.**

Research at UPT SPF SDN Kalukuang IV, Tallo District, Makassar, shows that the social role of educators has a major impact on students' self-confidence and active involvement in learning. Teachers who act as guides, motivators, facilitators, and social role models create a supportive environment, where students feel comfortable learning and are actively involved in every activity. Based on interviews with students and teachers, as well as observations in class. Students' self-confidence increases when they feel supported by teachers through a positive interpersonal approach. Teachers who are friendly, patient, and provide consistent verbal encouragement help students overcome fear of making mistakes or doubting learning. One of the teachers interviewed said,

Observation results show that students become more active when teachers use interesting learning methods, such as group quizzes or discussions. In one learning session, the teacher gave a group assignment to discuss a math problem. Students were seen enthusiastically discussing with their friends, helping each other, and working together to complete the task. Even students who are usually less active were seen participating because they felt supported by their friends and the teacher. One student said,

The social role of teachers at UPT SPF SDN Kalukuang IV has a significant impact on increasing students' self-confidence and active involvement in learning. Friendly, patient, and motivating teachers are able to create a supportive learning environment, so that students feel comfortable asking, answering, and participating in every activity. With interactive methods and a personal approach, teachers not only increase students' interest in learning but also help them develop self-confidence and social skills that are important for their academic and personal development.

### **Discussion**

The Social Role of Educators at the SPF UPT of SDN Kalukuang IV, Tallo District, Makassar.

Research at UPT SPF SDN Kalukuang IV, Tallo District, Makassar, illustrates how the social role of teachers has a significant impact on students' learning interests and development. Broadly speaking, the findings of this study can be divided into several key aspects that provide insight into the approaches and strategies used by teachers to create an effective, supportive, and inspiring learning environment.

Good interpersonal relationships between teachers and students are the main foundation for creating a comfortable learning atmosphere. Teachers at this school show active efforts to get to know students personally and create friendly interactions through humor, emotional support, and individual attention. This approach not only increases students' comfort but also builds their confidence to ask questions, discuss, and engage more in the learning process.

#### Conducive Learning Environment

Teachers successfully create a stress-free classroom atmosphere by using interesting learning methods, such as the use of visual media, educational games, and classroom decorations that involve students. These efforts make students feel appreciated, proud, and more enthusiastic in learning. This conducive environment is the main catalyst for increasing student engagement in learning.

#### Motivation Given by Teachers

Motivation given by teachers in the form of verbal rewards, emotional support, and simple incentives have a big impact on students' enthusiasm for learning. In this way, teachers not only help students overcome their fear of mistakes but also build their confidence to try and continue learning. This motivation is one of the important pillars in growing students' interest in learning.

#### The Role of Teachers as Facilitators

As a facilitator, teachers help students access wider learning resources and encourage them to learn independently. Project assignments, exploratory directions, and the use of educational technology provided by teachers not only build students' curiosity but also strengthen critical and independent thinking skills. This role prepares students to face the challenges of learning outside the classroom.

#### Teachers' Exemplary Behavior as Social Role Models

Teachers in this school demonstrate attitudes of discipline, responsibility, and respect that serve as direct examples for students. By providing examples through real actions, teachers have succeeded in inspiring students to emulate these positive values in their daily lives. This exemplary behavior helps shape the character of students who are responsible and have integrity.

This study shows that the social role of teachers not only influences students' learning interests but also shapes the emotional, social, and character development of students as a whole. With a personal, creative, and inspiring approach, teachers at UPT SPF SDN Kalukuang IV have succeeded in creating a learning environment that supports students to grow academically and personally. This finding confirms that the social role of teachers is very essential in the learning process, not only as teachers but also as mentors, motivators, facilitators, and social role models.

#### 1. Student Learning Interests at UPT SPF SDN Kalukuang IV, Tallo District, Makassar.

Research at UPT SPF SDN Kalukuang IV, Tallo District, Makassar, provides an in-depth picture of students' learning interests, including key indicators, supporting factors, obstacles, and their impact on student development. Overall, this study shows that high learning interests among students at this school are not only influenced by the creative approach of teachers, but also by the conducive classroom atmosphere and emotional support they receive.

a. Learning Interest Indicator

Students' learning interest is identified through their attention to the subject matter, enthusiasm in learning activities, and persistence in completing assignments. Research findings show that students understand the material more easily when teachers use visual media such as pictures or videos, as well as interactive learning methods. Activities such as quizzes or group discussions also drive student enthusiasm, making the classroom atmosphere more lively. Students' persistence is seen in their efforts to complete assignments despite difficulties, which are often supported by teacher guidance.

b. Supporting Factors for Learning Interest

Research reveals that a friendly and personal teacher approach, interactive learning methods, and a comfortable learning environment are the main factors that support students' learning interest. Teachers who provide verbal rewards and motivation consistently are able to create positive relationships with students, which increases their enthusiasm and confidence. In addition, a classroom atmosphere decorated with student work creates a sense of pride and involvement, which contributes to increasing students' enthusiasm for learning.

c. Obstacles to Learning Interest

Although students generally show good interest in learning, obstacles remain. Lack of support from home, such as minimal learning facilities or lack of attention from parents, is a major obstacle. Academic difficulties also hinder students from understanding the material, which often reduces their confidence to ask questions or participate actively in class. Teachers strive to overcome these obstacles by providing individual guidance and more attention to students who need it.

d. The Impact of Learning Interest on Student Development

High learning interest has a significant impact on student development, both academically and socially. Academically, students who have high learning interest show better results in assignments and tests. They are also more active in asking questions and participating in class activities. From a social perspective, learning interest encourages the development of students' self-confidence and their ability to work together with peers. Students who are highly interested often become role models in groups, show empathy, and help their friends who are having difficulties.

This study emphasizes the importance of the role of teachers in creating a supportive learning atmosphere, both through positive interpersonal approaches, creative learning methods, and emotional support. Barriers such as lack of support from home and academic difficulties need to be addressed through collaboration between schools, teachers, and families. The positive impact of high learning interest is not only seen in academic results, but also in the development of students' personalities, which makes them more confident, independent, and collaborative in learning.

2. The Impact of the Social Role of Educators on Students' Learning Interests at the UPT SPF SDN Kalukuang IV, Tallo District, Makassar.

Research at UPT SPF SDN Kalukuang IV, Tallo District, Makassar, successfully identified various important aspects of the social role of educators that contribute significantly to students' learning interests. The role of teachers as guides, motivators, facilitators, and social role models creates a major impact, not only on students' motivation and engagement in learning, but also on their personal and academic development.

a. Increasing Student Self-Confidence

Student self-confidence is one of the main outcomes of the teacher's supportive social role. Through a friendly and consistent interpersonal approach, teachers are able to help students overcome the fear of failure or fear of making mistakes in learning. Simple verbal support such as praise, encouragement to try, or other positive remarks have a great psychological impact. With better self-confidence, students become more courageous to ask questions, answer questions, and actively participate in class discussions.

a. Active Student Involvement in Class

Teachers who create an inclusive and interactive learning environment are able to encourage students to be more involved in various activities in the classroom. Creative learning methods, such as group discussions, interactive quizzes, or creative assignments, create a fun environment and motivate students to participate. As a result, students not only learn passively but also actively contribute to learning, both individually and in groups.

b. Higher Motivation to Learn

Verbal praise and rewards, whether in the form of positive words or small rewards such as stickers, provide a great incentive for students to continue learning. Students' motivation also increases when they feel appreciated for their efforts, regardless of the results. Teachers who consistently provide emotional support to students who are struggling with learning create a sense of security for students to try and learn harder.

c. Strengthening Interpersonal Relationships

Strong interpersonal relationships between teachers and students create a sense of comfort in the learning environment. Teachers who engage with students on a personal level, such as asking how they are or showing special attention to students who are struggling, help build trust and emotional attachment. This makes students feel valued as individuals and more open to interacting with their teachers and peers.

d. Improving Academic Achievement

Increased student motivation and engagement are directly reflected in their academic outcomes. Students who feel supported by their teachers demonstrate better understanding of the material, better test scores, and persistence in completing assignments. Teachers' efforts to provide additional guidance to struggling students also contribute to equity in academic achievement among students.

e. Developing Positive Attitudes

Teachers who act as social role models through their attitudes of discipline, responsibility, and respect have a major impact on the development of students' character. By imitating the example set by teachers, students learn to be more disciplined in managing their time, responsible in completing assignments, and respecting the opinions of others. This attitude is not only seen in the classroom environment but also in students' social interactions outside the classroom.

f. Critical and Independent Thinking Skills

Teachers who encourage students to think critically through exploratory tasks, such as group projects or problem discussions, help students develop the ability to find solutions independently. The direction provided by teachers gives students the confidence to explore information outside the classroom, whether through books, technology, or discussions with peers. As a result, students become more independent in their learning and are able to think

critically when faced with challenges.

This study shows that the optimal social role of teachers can create a learning environment that supports and motivates students to achieve their potential. Increased self-confidence, active involvement in learning, and the development of positive attitudes and critical thinking skills are the main outcomes of good social interactions between teachers and students. Teachers at UPT SPF SDN Kalukuang IV have succeeded in carrying out this role with an inclusive, creative, and personal approach.

## CONCLUSION

1. This study shows that the social role of teachers not only influences students' learning interests but also shapes the emotional, social, and character development of students as a whole. With a personal, creative, and inspiring approach, teachers at UPT SPF SDN Kalukuang IV have succeeded in creating a learning environment that supports students to grow academically and personally. This finding confirms that the social role of teachers is very essential in the learning process, not only as teachers but also as mentors, motivators, facilitators, and social role models.
2. This study emphasizes the importance of the role of teachers in creating a supportive learning atmosphere, both through positive interpersonal approaches, creative learning methods, and emotional support. Barriers such as lack of support from home and academic difficulties need to be addressed through collaboration between schools, teachers, and families. The positive impact of high learning interest is not only seen in academic results, but also in the development of students' personalities, which makes them more confident, independent, and collaborative in learning.
3. This study shows that the optimal social role of teachers can create a learning environment that supports and motivates students to achieve their potential. Increased self-confidence, active involvement in learning, and the development of positive attitudes and critical thinking skills are the main outcomes of good social interactions between teachers and students. Teachers at UPT SPF SDN Kalukuang IV have succeeded in carrying out this role with an inclusive, creative, and personal approach.

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