**Rizki, Fahrul, 2024** *Peran Guru Dalam Meningkatkan Literasi Siswa Berbantuan Buku Cerita Bergambar Melalui Kegiatan Pojok Baca Kelas III SD Negeri Kalinusu 01 Tahun Pelajaran 2023/2024*, Program Studi Pendidikan Guru Sekolah Dasar. Fakultas Keguruan Dan Ilmu Pendidikan. Universitas Peradaban. **M. Shofi Mubarok, M.Pd**

**Kata kunci:** Peran Guru, Literasi Siswa, Buku Cerita Bergambar, Pojok Baca

Penelitian ini dilatarbelakangi oleh tuntutan guru untuk meningkatkan literasi siswa. Guru merupakan tenaga profesional yang mempunyai peran penting dalam dunia pendidikan dan pentingnya kemampuan literasi dalam keberhasilan suatu pendidikan, khususnya literasi membaca sebagai fondasi awal yang harus dimiliki oleh siswa dalam bergaul di lingkungan sosial. disalah satu sekolah dasar yaitu SD Negeri Kalinusu 01 guru kelas III dalam meningkatkan literasi siswanya guru menerapkan pembiasaan membaca 15 menit berbantuan buku cerita bergambar melalui kegiatan pojok baca, akan tetapi peneliti menemukan bahwa adanya permasalahan di SD tersebut masih banyak siswa yang belum memiliki kesadaran terhadap pentingnya literasi membaca, dan rendahnya kemampuan literasi siswa, seperti masih ada siswa yang belum lancar membaca khususnya di kelas III yang berjumlah 31 dan sekitar 50% siswa belum memiliki kesadaran terhadap pentingnya literasi membaca, dan belum lancar membaca cerita sederhana. Karena itu, peneliti ingin mengetahui lebih mendalam bagaimana peran guru dalam meningkatkan literasi siswa berbantuan buku cerita bergambar melalui kegiatan pojok baca. Fokus dari penelitian ini adalah mengkaji peran guru dalam meningkatkan literasi siswa berbantuan buku cerita bergambar melalui kegiatan pojok baca pada siswa kelas III. Penelitian ini bertujuan untuk menganalisis peran guru dalam meningkatkan literasi siswa melalui kegiatan pojok baca. Jenis penelitian ini adalah penelitian kualitatif dengan pendekatan deskriptif kualitatif. Subjek penelitian ini adalah guru kelas kelas III. Data yang diambil terbagi menjadi data primer dan data sekunder. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Keabsahan data menggunakan triangulasi teknik. Dan teknik analisis data menggunakan reduksi data, penyajian data, dan kesimpulan. Hasil penelitian ini menunjukan bahwa terdapat beberapa peran guru dalam meningkatkan literasi siswa kelas III, dan secara umum sudah berhasil, karena berdasarkan hasil penilaian yang dilakukan oleh guru 10 dari 15 siswa yang belum lancar membaca mengalami peningkatan dalam membaca cerita sederhana seperti pelafalan, kelancaran, dan kejelasan suara saat membaca, dan kesadaran berliterasi siswa menjadi lebih tinggi setelah adanya peran dari guru. Peran yang sudah maksimal dilakukan oleh guru kelas III adalah sebagai berukut: peran sebagai pendidik, leader, inovator, supervisor, motivator, administrator, evaluator, fasilitator, manager. Dan peran yang belum maksimal dilakukan oleh guru kelas III adalah peran sebagai dinamisator. Diharapkan guru dapat memaksimalkan, mengembangkan, dan mengkolaborasikan lagi semua perannya agar kegiatan belajar mengajar dapat berjalan dengan efektif dan menyenangkan.

**Rizki, Fahrul, 2024*,*** *The role of teachers in improving student literacy with the help of picture storybooks through reading corner activities in class III of Kalinusu 01 State Elementary School in the 2023/2024 academic year, Elementary School Teacher Education Study Program. Faculty of Teacher Training and Education. University of Civilization.* **M. Shofi Mubarok, M.Pd**

***Keywords****: Teacher Role, Student Literacy, Picture Story Books, Reading Corner*

*This study is motivated by the demands of teachers to improve student literacy. Teachers are professionals who have an important role in the world of education and the importance of literacy skills in the success of an education, especially reading literacy as the initial foundation that students must have in getting along in the social environment. In one elementary school, namely SD Negeri Kalinusu 01, the third grade teacher in improving the literacy of his students, the teacher applies the 15-minute reading habit with the help of illustrated storybooks through reading corner activities, but the researcher found that there were problems at the elementary school, there were still many students who did not have awareness of the importance of reading literacy, and the low literacy skills of students, such as there were still students who were not fluent in reading, especially in class III, totaling 31 and around 50% of students did not have awareness of the importance of reading literacy, and were not fluent in reading simple stories. Therefore, the researcher wants to know more deeply how the teacher's role in improving student literacy is assisted by picture storybooks through reading corner activities.The focus of this study is to examine the role of teachers in improving student literacy with the help of picture storybooks through reading corner activities for grade III students. This study aims to analyze the role of teachers in improving student literacy through reading corner activities. This type of research is qualitative research with a qualitative descriptive approach. The subject of this research is the grade III class teacher. The data taken is divided into primary data and secondary data. Data collection techniques used interviews, observation and documentation. Data validity uses triangulation techniques. And data analysis techniques use data reduction, data presentation, and conclusions. The results of this study indicate that there are several roles of teachers in improving the literacy of grade III students, and in general it has been successful, because based on the results of the assessment conducted by the teacher 10 out of 15 students who have not read fluently have improved in reading simple stories such as pronunciation, fluency, and clarity of voice when reading, and students' literacy awareness has become higher after the role of the teacher. The roles that have been maximized by the third grade teacher are as follows: role as educator, leader, innovator, supervisor, motivator, administrator, evaluator, facilitator, manager. And the role that has not been maximized by the third grade teacher is the role as a dynamizer. It is hoped that teachers can maximize, develop, and collaborate again all their roles so that teaching and learning activities can run effectively and fun.*