

ANALYZING THE IMPACT OF A TEACHER'S TEACHING STYLE ON STUDENT LEARNING MOTIVATION SMAN 1 MAJA

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Abstract

This study aims to analyze the impact of teachers' teaching style on students' learning motivation at SMAN 1 Maja. This study used qualitative methods with data collection techniques through interviews, observation, and documentation. The research participants consisted of purposively selected X, XI, and XII grade students. The results showed that varied teaching styles, including lectures, group discussions, practical activities, and educational games, had a positive impact on students' learning motivation. Teachers who were able to create a conducive, interactive and inclusive learning atmosphere succeeded in increasing students' active participation in learning activities. In addition, the personal closeness between teachers and students also plays an important role in building students' self-confidence. This study concludes that flexible, creative and adaptive teaching styles can significantly increase students' learning motivation. Recommendations for this study include the need to develop teacher competence in a variety of teaching methods and improve learning support facilities at school.

Keyword: Teaching Style, Learning Motivation, Learning Methods, SMAN 1 Maja

1. Introduction

Education, whether through informal education at home or formal education at school, is the primary means of shaping and creating quality human resources, which will determine the future of the country. Schools should always improve their quality in accordance with the national education framework (Tahir & Khair, 2023). The purpose of national education is to improve the life of the nation and develop the whole Indonesian individual, namely people of faith, piety, and noble character, possessing knowledge, physical and mental health, a firm and independent attitude, and a sense of social and national responsibility as stipulated in law number 2 of 1989.

Schools are places of formal education and where learning takes place. The Indonesian Dictionary defines school as a building or institution used for learning and teaching, as well as a place to receive and give lessons according to their level, there is a time or meeting when students are given lessons. Effective learning is useful and student-centered learning with proper procedures. According to this definition, there are two important components in effective learning: how students learn and what they learn is done by educators to provide knowledge to their students (Fadil, 2022).

Danne Lapp, cited by Muhammad Ali, states that teaching styles include a variety of teaching behaviors that when traced will obtain an overview of the general pattern of interaction between teachers, content or learning materials and students. This general pattern is termed different teaching styles, teaching or learning approaches (Ali, 2010). A teacher's teaching method reflects on how to carry out teaching according to his own opinion. Boredom during the learning process and attracting students' interest in learning, so teachers use different ones with each other during classroom teaching, although they have the same goal, which is to provide knowledge, influence children's attitudes, and encourage students to perform in work. A teacher's teaching style shows his character. The teacher always practices his knowledge through worship in his daily life.

The teacher's teaching style greatly affects student success. Teachers must create a different atmosphere for students to avoid boredom, make students feel comfortable and free to express themselves during learning. Every teacher's learning style will be watched by students, making educators an example and an extraordinary figure. Javanese people usually

consider teachers "digugu and ditiru", so students always follow the teacher's actions which will form social interactions that have an impact on learning outcomes.

2. Literature Review

2.1 Teaching Style

Teaching style is the way a teacher acts during the learning process. Teaching styles differ between teachers, but all have the same goal of conveying knowledge, shaping students' attitudes, and making students skillful. When teaching, the teacher's appearance is very important because the teacher is like an artist or model in front of the students. Every behavior, voice, and even the way the teacher walks is highly considered by students, so teachers must always appear in front of their students so that students feel comfortable seeing them. Teachers must use an interesting teaching style so that students are not bored (Susilawati et al., 2023). Teaching style is a teacher's activity in the process of teaching and learning interaction that aims to overcome student boredom in the learning environment. Teachers always show enthusiasm, perseverance, and full. Teaching style is the behavior, attitudes and actions of the teacher during the implementation of education (Azzahra, 2022).

The term "teaching" is always present in discussions about education because of the close relationship between the two. As the words of wisdom say, "whoever plants is the one who reaps" (man yazra' yahsud), educators must be able to change their students. That is, if we want others to do good, then we must do good immediately (Herawati Daulae, 2021).

2.2 Learning Motivation

Motivation comes from the Latin word "movere", which means to move, or "to move" in English, which means the force within a person that drives them to do or perform something.

Motivation is a series of efforts to create certain conditions that make someone want to do something and if it is unpleasant, then he tries to block or avoid unpleasant feelings. In other words, these two perspectives state in common that motivation does not come from an outside source, but from one's own self, which determines the next step (Andriani & Rasto, 2019).

Motivation is a state within a person that drives behavior towards a goal. Plotnik says that motivation refers to various physiological and psychological factors that encourage a person to carry out certain activities in the right way at a certain time. According to Sumadi

Suryabrata, motivation is a state within a person that encourages him to take certain actions to achieve a goal. According to Bomia et al, learning motivation is the willingness, need, desire, and drive of students to participate and succeed in the learning process (Adam, 2015).

Learning motivation is the core of student motivation from intrinsic and extrinsic sources to make behavioral changes. This is very important for student success, so learning motivation is one of the components that affect the level of student learning (Hasan et al., 2020).

3. Material and Method

This research uses a qualitative approach and descriptive method that aims to explore data in the form of words. Data collection techniques in this research include primary data and secondary data. Primary data was obtained through interviews, observation, and documentation. Interviews were conducted to explore in-depth information related to the research topic, while observation was used to understand the phenomena observed directly. Documentation supplemented the data with written evidence, photographs, or archives related to the research. Secondary data was obtained through literature study by reviewing journals, books, articles, and previous research relevant to the research topic.

The data processing technique in this research involves three main stages, namely data reduction, data presentation, and conclusion drawing. Data reduction is done by sorting, filtering, and summarising the data obtained so that it is more focused on things that are relevant to the research. Data presentation is done by arranging information in a systematic pattern so that it makes it easier to draw conclusions. The final stage is drawing conclusions from the data that has been processed by understanding patterns, cause-and-effect relationships, and the meaning behind the data collected. Thus, this research method is expected to produce findings that are valid, reliable, and can be scientifically accounted for. The number of samples in this study was four people, who were selected based on certain criteria relevant to the research topic. The data collection techniques used consisted of three methods, namely observation, interviews, and documentation.

4. Result

Based on interviews with three participants at SMAN 1 Maja, it was found that teachers' teaching style has a significant influence on students' learning motivation. Each teacher has a different approach in delivering the material, but the end goal remains the same,

which is to improve students' understanding, skills, and positive attitude in learning. A good teaching style does not only focus on delivering the material but also on how the teacher can create a learning atmosphere that is interesting, interactive and supports students' active participation.

Participant A explained that a teaching style that actively involves students, such as asking them to summarise the material, discussing and practising the concepts they have learned, really helps improve students' understanding. In addition, teachers who use educational games such as Quizizz are considered effective for maintaining student focus and avoiding boredom in the classroom. Teachers who encourage students to think independently and be active in discussions also help create a more dynamic and conducive learning atmosphere.

Meanwhile, Participant B highlighted the importance of a variety of teaching methods in keeping students' attention. Lectures, group discussions and practical activities are often used interchangeably to avoid boredom in the classroom. Teachers who are sensitive to signs of student boredom often replace the lecture method with discussions or educational games to facilitate understanding of the material. This shows that flexibility in teaching style is one of the keys to success in keeping students' motivation high.

Participant C provided a broader perspective by emphasising that diverse teaching methods, such as lectures, guided discussions, group collaboration and practicum, are often tailored to the learning objectives and classroom conditions. Teachers who are responsive to students' difficulties will find solutions with different methods, such as the use of visual examples, additional practice, or small group learning. Personal closeness between teachers and students and school policies also influence the effectiveness of the teaching methods applied.

Overall, all three participants agreed that an engaging, flexible and inclusive teaching style is instrumental in increasing students' learning motivation. Teachers who are able to identify students' needs, innovate in teaching methods and create a positive learning atmosphere tend to be more successful in energising students' learning. In addition, approaches that pay attention to social interactions in the classroom, provide opportunities for students to actively participate, and ensure a deep understanding of the material, are important factors in creating an effective and meaningful learning environment.

5. Discussion

Based on interviews with participants, it was found that teachers' teaching styles play an important role in improving students' learning motivation. Teachers with interesting approaches, such as the use of lecture methods, discussions, practical activities, and educational games, are able to keep students' attention and prevent boredom in the classroom. Participant A highlighted the importance of interactive methods such as summarising, discussions and educational games to keep students' focus. Participant B emphasised the importance of a variety of methods, such as lectures combined with discussions and practical activities to improve students' understanding. Meanwhile, Participant C highlighted teachers' flexibility in adapting teaching methods to students' needs, such as the use of visual examples, additional exercises, and group learning to clarify difficult concepts. In addition, learning methods involving hands-on activities, social interactions and practical experiences proved effective in increasing students' active participation in class. Students' motivation is also influenced by an inclusive learning atmosphere, teachers' attention to students' needs, and a relaxed and unburdening approach. With a combination of varied methods, a positive atmosphere, and optimal student engagement, teachers' teaching styles can create a more effective and meaningful learning experience.

6. Conclusion, Implication, and Recommendation

Conclusion

Based on the research results, it can be concluded that teachers' teaching style plays a crucial role in improving students' learning motivation at SMAN 1 Maja. Teachers who use varied approaches, such as lectures, discussions, practical experiments, and group activities, proved to be more effective in keeping students engaged during the learning process. A pleasant, relaxed and unburdening classroom atmosphere, characterised by humour, flexibility in teaching methods and attention to students' individual needs, contributed to increasing learning motivation. The use of a variety of learning methods, including interactive media and educational games, helps students understand the material more easily and increases their confidence when actively participating in class. In addition, the personal closeness between teachers and students, as well as teachers' ability to adapt teaching methods to students' needs and conditions, have a positive impact on learning outcomes. Regular evaluation and adjustment of teaching methods are also important to create a dynamic, interactive and engaging classroom atmosphere, so that student motivation can be maintained and improved.

Implication

1. Theoretical Implications

This research reinforces the theory that teaching styles that are varied, interactive and tailored to students' needs have a positive contribution to learning motivation. The student-centred learning approach is proven to be effective in improving learning outcomes by providing space for students to be active, think critically and participate in the learning process. In addition, this study adds new insights to the educational literature by emphasising the importance of flexibility in teaching styles as a solution to overcome the individual challenges students face in the classroom. It also provides empirical evidence that the use of humour as well as the creation of a relaxed and unburdening classroom atmosphere can increase students' interest in learning and participate more actively. Thus, the combination of a variety of methods, a flexible approach and a positive classroom atmosphere are important elements in creating a more effective and meaningful learning experience.

2. Practical Implications

Teachers are expected to continue to develop creativity in choosing learning methods that suit students' needs. Training and workshops on teaching style variations are important steps in improving teachers' competencies, so that they can adopt more effective and interesting approaches to teaching. Schools also play an important role by providing learning facilities and media that support interactive methods, such as teaching aids, technological devices or digital learning applications, which can help teachers in creating a more dynamic learning experience. In addition, inclusive approaches need to be encouraged by providing space for teachers to adapt to the needs of individual students, so that the learning process can run more optimally. The use of experiential learning methods, such as projects or practicums, also needs to be increased to provide opportunities for students to understand the material deeply through relevant and contextualised hands-on experiences.

Recommendation

Future research is expected to expand the research variables by examining other factors that influence students' learning motivation, such as the family environment, the principal's

leadership style, or the level of peer support. A comparative approach is also recommended to compare teachers' teaching styles in different schools with different social and cultural backgrounds, so as to provide a broader understanding of the context that influences the effectiveness of teaching methods. In addition, future research can use quantitative approaches, such as regression analysis, to statistically measure how much influence teaching styles have on students' motivation and learning achievement. The study of the impact of educational technology, such as app-based learning or the use of digital media, is also an interesting area to explore further to increase student motivation. Future research could be directed at developing new learning models that integrate varied teaching styles with modern technology, such as blended learning or flipped classroom, to fulfil the needs of students in the digital era. Long-term evaluation through longitudinal research is also important to understand the impact of certain teaching styles on student motivation and achievement over a longer period. In addition, research at different levels of education, from primary school to higher education, can provide insights into how teaching styles are adapted to meet the developmental needs of students at each stage of education. Finally, the influence of teachers' personal characteristics, such as empathy, flexibility and communication skills, on students' learning motivation is also worthy of further investigation. With these recommendations, it is hoped that future research can make a more comprehensive contribution to understanding the relationship between teachers' teaching styles and students' learning motivation.

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