

The Role of Teacher's Teaching Style and in Increasing Students' Motivation towards Islamic Religious Education Learning Outcomes

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Abstract

The results of the PAI subject scores of students at SD Negeri 03 Petanahan show that the students' level of interest in Islamic religious education (PAI) is still very low. This can be observed from the fact that the students' scores are still below the target that is intended to be accomplished. One of the reasons for this is that there is a lack of interest and drive among the students, as well as a one-way teaching approach in which the instructor is the focal point. Therefore, the purpose of this study is to identify the effect that teacher motivation and teaching style have in improving the learning outcomes of Islamic Religious Education at SD Negeri 03 Petanahan. Specifically, this research will be conducted in Petanahan. Descriptive qualitative research was conducted for the purpose of this study, with a literature review serving as the primary data collection method. The findings demonstrated that the instructor's method of instruction, which included a variety of movement, variations in voice, shifting positions, and a nature of learning that was not only in one direction, was able to increase zeal and interest in Islamic Religious Education topics. This was demonstrated by the fact that the enthusiasm and interest of the students increased. While the motivation of students in this institution is very important, it is also very necessary to cultivate positive habits outside of the regular school day, such as the habit of praying, the habit of welcoming others, and so on.

Keywords: *Motivation, Teaching Style, Teachers, Students.*

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A. INTRODUCTION

Education is indeed a problem for everyone, because everyone from the past until now has always tried to educate their children or the children were handed over to teachers in schools to be educated. Learning difficulties or difficulties when educating students are obstacles in learning (Imron, 2016). One of the learning barriers that occur in students is the low motivation or encouragement of students to learn. In addition, under the circumstances at the time this research was conducted, education was hindered due to the spread of the Covid 19 virus, where the teaching and learning process in the classroom was abolished (Month & Zainiyati, 2020). This is what causes the inhibition of student learning activities in the learning process which has an impact on decreasing students' positive learning attitudes in achieving maximum learning outcomes (Wahid et al., 2021).

The teaching and learning process is basically a process of interaction between teachers and students. The teacher's role in the learning process is to provide a stimulus so that the internal conditions of students are also involved in it. To what extent a teacher can change the learning environment to be interesting and challenging

for students, so far, the teaching and learning process can take place (Ardayani, 2017). Thus, the teaching-learning process is an internal process that directs students' attention in meaningful learning and relates to external processes that can be stimulated by the teacher. Therefore, teachers need to create a learning environment that is both effective and comfortable for students in learning (Setyosari, 2017).

In the implementation of the program of activities, assessment is an important part that must be done. Likewise in the field of education, assessment is one of the activities that must be carried out. Educational assessment has a very broad scope. It can be linked to teaching programs, educational policies and can also be linked to learning outcomes (Marlina, 2017). The achievement of learning objectives in the teaching and learning process can be seen from student learning outcomes. Learning outcomes are things that can be viewed from two sides, namely from the student side and from the teacher's side. From the student's perspective, learning outcomes are a better level of mental development compared to before learning. The level of mental development is manifested in the types of cognitive, affective and psychomotor domains (Santosa et al., 2020).

Student learning outcomes have an important role in the teaching and learning process. For students learning outcomes can foster a spirit of learning so that students are encouraged to do learning actions (Nabilah & Abadi, 2020). Students carry out learning activities with pleasure because it is driven by the interests of the students themselves. High interest in learning and interest in learning in accordance with the frequency can improve student achievement. If the subject matter studied is not in accordance with the student's interests, the student's opportunity to learn will not be maximized (Nurita, 2018). Cultivating interest in learning can encourage the achievement of optimal learning achievement. Even though students have high talent, if they are not accompanied by interest in learning, the learning outcomes are not optimal and vice versa (Heri, 2019).

Meanwhile, from the teacher's point of view, learning outcomes are when the learning materials are completed in accordance with the objectives to be achieved. So, learning outcomes are the achievement of learning goals and learning outcomes as a product of the learning process, so learning outcomes are obtained (Muakhirin, 2014). Learning outcomes are obtained after the teacher evaluates. The educational rationale is structured as a conscious effort that enables the Indonesian people to maintain continuity from generation to generation. Education is basically an effort to prepare students to be able to live well in their community, be able to develop and improve the quality of life of the community and nation (Sodik et al., 2019).

According to the Ministry of Education and Culture (Kemendikbud) many efforts to improve the quality of education in Indonesia have been carried out by the government, including updating the curriculum, improving facilities and infrastructure, developing teaching methods, education-based scientific research, and improving the quality and quantity of teaching materials et al., 2018). However, efforts to improve the quality of education do not only come from the participation of the government, but students themselves must also have high motivation to continue

learning so that educational goals can be achieved optimally (Syaparuddin et al., 2020).

Learning motivation is the driving force that can move students to learn (Hamalik, 2013). Given the importance of motivation in the teaching process of students, students must have high motivation in order to achieve their learning goals. According to Sihombing et al. (2021), high learning motivation will encourage students to increase their interest in a lesson, because motivation is something that is very important for someone in carrying out an activity. If someone learns something with full motivation, it is likely that the results will be good, but if someone does not have enough motivation to learn something, it is difficult for him to be able to achieve success in the learning process.

The purpose of Islamic Religious Education can be categorized as value education, because its main mission is to instill Islamic values into students or students, in addition to providing knowledge about Islamic sciences (Nopianti, 2018). Therefore, the main emphasis of Islamic Religious Education is the character building of students to suit the personality as desired by the target of Islamic teachings. Islamic Religious Education emphasizes more on the affective and psychomotor domains than on the cognitive domain as reflected in the 1994 Islamic Religious Education curriculum (Abdullah & Azis, 2019).

The role of Islamic Religious Education teachers will be even more important if the students who are their responsibility are elementary school students who are experiencing mental development towards adolescence, namely the transition period from childhood to adulthood. This is where the role of religious teachers is very strategic and very helpful in determining the direction of development of personality attitudes, behavior and knowledge.

B. METHOD

This research uses descriptive qualitative methodology. According to Creswell (1998), qualitative research methods are a strategy or search designed to investigate and comprehend a central phenomenon. For the purpose of comprehending the central phenomenon, the researcher interviewed the research participants by posing general and somewhat broad questions. The acquired data then takes the shape of words or text. The collected data is subsequently examined. Using the results of the analysis, the researchers compare their findings to those of earlier studies conducted by other scientists. The conclusive findings of qualitative research are reported in a written report. According to Sugiyono (2011), qualitative research methods are research methods based on the philosophy of postpositivism, used to examine the condition of natural objects (as opposed to experiments) in which the researcher is the primary instrument and sampling of data sources is conducted in a purposive and snowball fashion. collection using triangulation (combined), inductive or qualitative data analysis, and qualitative research findings that prioritize meaning over generalization.

This strategy was chosen because this issue is occurring in our culture. In this instance, the focus is on the role of teacher motivation and teaching style in enhancing student learning results in Islamic religious education subjects. The research was conducted in the State Elementary School 03 Pertanahan in the hamlet of Petanahan, the subdistrict of Petanahan, the district of Kebumen.

C. RESULTS AND DISCUSSION

1. Teacher's Teaching Style

In order for students to learn, teachers must design lessons and classrooms, as well as choose and implement appropriate instructional materials, in order to foster meaningful interactions between students and these elements (Al Khumaero & Arief, 2017). The way a teacher presents themselves in the classroom has a significant impact on students' learning and development, on both the academic and the personal levels. What constitutes a teacher's pedagogical stance, or teaching style, is the way in which they go about imparting their knowledge to their students. A teacher's teaching style is their pedagogical persona, encompassing both their pedagogical and emotional approaches to the classroom. Adapting one's teaching method to the goals and characteristics of one's subject matter is an example of a curricular method, whereas rewards and punishments, as well as opportunities to voice one's own thoughts and ideas, are examples of psychological methods (Rahmat & Jannatin, 2018).

This approach of education is practiced by those who enter the field, and it's justified by the fact that kids benefit much from having teachers who come across as distinct individuals. Even if a subject is dull, students might still find common ground through the author's use of style. The result is a very effective teacher someone who not only manages to infuse their own personality and teaching style into the classroom, but also inspires the attention and participation of all of the pupils.

The term "curriculum-based teaching" refers to a method of instruction that is developed with the specific goals and characteristics of each subject in mind. Meanwhile, psychological teaching is a method of instructing that takes into account students' individual needs in terms of motivation, classroom management, and assessment of their progress toward learning objectives. The pedagogical approach used in the classroom should be flexible, creative, and well-received by the pupils (Astutie, 2013). Curriculum, psychology, variety, and innovation are all examples of teaching styles that teachers use to impart knowledge to their pupils.

According to Abdul Majid (2013), there are several types of teacher teaching styles that can be applied in the learning process, namely:

a. Classical Teaching Style

Classically trained educators continue to treat the idea as though it were the only viable approach to education, despite the many negative results of doing so. As a result, pupils are not given enough opportunities to participate in class, and the teacher continues to exert too much control over the learning environment. When the majority of pupils in a class are unengaged, the teacher cannot be held solely responsible for resorting to the classical teaching technique. In classical education, the

teacher plays a central role; hence, he or she is expected to have extensive knowledge of the material being taught.

As a result, the process by which a lesson is conveyed to students. Although some people may succeed using this method, the vast majority will either succeed just partially or fail altogether. Students are expected to do nothing but follow their teachers' directions, and they are rarely given the freedom to pursue their own hobbies and passions in the classroom. When this happens, students mimic what they hear, and the instructor strives to impart knowledge of how to develop critical thinking abilities via language.

b. Technological Teaching Style

This technology approach to education requires teachers to utilize all available media sources. Teachers instruct by paying close attention to students' preparation and always providing stimulants to enable students to answer all questions pertaining to knowledge that is in accordance with their individual interests, so as to give students with several benefits.

This teaching method is focused on the competence of each individual learner. Lesson materials are tailored to the child's readiness level. This lesson's function is preeminent. Consequently, the contents are developed by their respective subject matter specialists. The material contains objective data and abilities that can help pupils develop their professional competence. The job of pupils in this context is to study through utilizing technology or media, so that they can acquire life skills. The teacher's responsibility is limited to guiding, directing, or facilitating learning because the lesson has been pre-programmed in the gadget.

c. Personalized Teaching Style

Students' interests, experiences, and mental growth patterns inform the implementation of personalized instruction. Students control the learning process, and teachers supply learning resources not simply to make students wiser, but also so that students can make themselves smarter. Teachers with tailored teaching techniques will always boost their pupils' learning and perceive them as individuals. Because pupils have their own interests, abilities, and tendencies, it is impossible for teachers to compel them to be identical to them.

Teachers with an interactional teaching style emphasize discourse as a kind of dynamic interaction with students. Teachers and students or students with students are interdependent in the sense that they are both subjects of learning and nothing is deemed to be excellent or vice versa.

2. Teacher's Teaching Style and Student's Learning Motivation

The word "motivation" originates from the Latin word "motivus," which means "the power within an individual that compels that individual to act," as explained by Hamzah B. Uno (2007). However, "Motivation is energy shift within person characterized by affective arousal and anticipated goal reasons" (Hamalik, 2006) argues that motivation is an alteration in one's personality that is manifested in the

development of one's emotions and subsequent reactions in pursuit of one's objectives. Thus, motivation is defined as an internal drive to complete an action.

If we're going to have a conversation about how to get people interested in learning and excited about succeeding in school, we need to focus on the educational system. Despite the fact that life outside of school is impossible in the field of education. Thus, the author will only briefly cover the motives that exist in the school setting, despite the fact that there are many incentives related to learning achievement.

There is always a reason behind any behavior, no matter how major, minor, or risky it may be. Inspiration is also crucial to the learning process. Learning can't happen until you're excited to study. It's not uncommon for there to be unmotivated, disruptive, or absent students among the student body. This indicates that his teacher is not inspiring him to give his whole mental and physical attention to his assignment. Bear in mind that a child's low-test score in a certain area is not indicative of a lack of knowledge in that area. A child may be disengaged in one class but enthusiastic about the next.

Functions of motivation in learning according to are:

- a. Encourage the emergence of a behavior or an action. Without motivation there will be no action like learning.
- b. As an influence, it means directing actions to achieve the desired goal.
- c. As a driver that functions as an engine for a car, the size of the motivation will determine the speed of a job.

Boredom can set in if a teacher doesn't mix up their approach to the classroom, which can have a negative impact on pupils' desire to study. Using variety in the classroom is a tried-and-true method for capturing and maintaining students' interest while simultaneously inspiring them to take in and retain new information. Why Teachers Use Multiple Methods of Instruction:

- a. Increase and maintain students' attention to the relevance of the teaching and learning process.
- b. Providing opportunities for the possible functioning of motivation in learning, motivation plays a very important role because without motivation a student will not carry out learning activities.
- c. Form a positive attitude towards teachers and schools.
- d. Provides the possibility of individual learning options and facilities.
- e. Encourage students to learn.

Wina Sanjaya (2010) argues that students' intrinsic passion to learn is a key factor in their ultimate academic achievement. Students who are highly motivated to learn typically have high levels of academic success, while those who are not will likely do so as well.

3. The Role of Teacher Teaching Style and Student Motivation on PAI Learning Outcomes

In SDN 03 Petanahan, learning activities play a central role in the educational process. Learning experiences students have been crucial to the success of the

educational system. Therefore, learning activities need to be prioritized and maximized to ensure that learning goals are met. An individual's actions will shift from ignorance to comprehension once they've learned the material. In addition to concrete results, there are also intangible learning effects (cannot be touched). Therefore, the educator needs to take a picture of the students' conduct to show how their learning has affected them in terms of originality, taste, and purpose.

There are four basic components in any educational endeavor: course goals, course materials, instructional strategies, and evaluation of student progress. The objective provides the course of study, the content is the body of information outlined in the course outline, the strategies and resources are the means to an end, and the evaluation is the attempt to determine whether or not the desired outcomes have been attained. The educational system at the national level uses Benjamin Bloom's three-fold categorization of learning outcomes (cognitive, emotional, and psychomotor) to categorize students' progress. The four primary elements and three domains in the learning process can be realized if the teacher's teaching style is not boring and is loved by students, leading to the intended learning outcomes for those pupils.

Whether or not a teacher is successful in inspiring their students to learn is a significant factor in whether or not those students succeed. The educational outcomes of students are profoundly affected by these two factors. Students will be more engaged with teachers and Islamic Religious Education materials if teachers use a variety of teaching techniques, such as changing their voices, moving around the classroom, and so on. As a result, it is consistent with Islamic theological training, which not only values but also actively engages in education. Motivating students to develop good routines outside of school, such as regular prayer and friendly conversation, is also crucial. It's not just during class time that students receive this inspiration; it's also possible to do so before and after. The term "extrinsic motivation" describes this type of inspiration.

As the name implies, extrinsic motivation refers to the kind of motivation that is only operational because of an external factor. Examples from teachers, parents, and other authority figures, as well as positive reinforcement and rules. Students in a Muslim school, for instance, are expected to cover their genitalia when not in class, to pray at the designated times and in congregation, to recite the dhuha, to greet their professors, and so on. All of these practices are required by the school and will get you bonus points. Students will be more likely to follow the law and the faith if they are rewarded in this way. As a result, it may be claimed that extrinsic motivation is a type of motivation in which people get started on and keep up with tasks because of reinforcement from others.

Teachers as motivators at SD Negeri 03 Petanahan need to take an academic approach in order to raise student achievement in Islamic religious education classes. This is the approach taken during the teaching and learning process, which places a premium on students' acquiring a thorough understanding of the material they're being taught.

Teacher motivation and teaching style is very important to student achievement, the teacher is also a motivator and encouragement for students so that the teaching and learning process is interesting and stimulates learning motivation, the teacher must try to prepare the teaching and learning process, put forward the learning objectives to be achieved before the teaching and learning process at the start, in delivering subject matter the teacher must teach in a variety of ways both by using interesting media and with transparency, this method is to arouse student interest in learning in order to achieve intelligence. in accordance with the quality standards set based on the existing system, the maximum effort can be seen from the percentage of grade increase and graduation which is quite satisfactory every year, to improve PAI learning outcomes at SD Negeri 03 Petanahan.

D. CONCLUSION

It is very important to consider the teacher's function as a motivator, initiator, and facilitator when discussing the role of teaching styles and student motivation in an effort to improve student learning outcomes in Islamic religious education subjects. This is because of the significance of the teacher's role in the learning process. A high level of motivation might make the teaching and learning activities that are now taking place more convenient. Teachers of Islamic religious education often uses things like paying attention to their pupils, encouraging them, and awarding them as a means of instilling a sense of intrinsic motivation in their pupils. If done correctly, this has the potential to raise students' overall achievement. Students are motivated to show a high level of interest in Islamic religious education topics as a direct result of the instructor's use of a variety of teaching strategies, such as changing their tone of voice and how they go from one teaching position to another.

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