The Effect of Teacher Teaching Style on Student Motivation at SMP Muhammadiyah 7 Medan

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Article Information	ABSTRACT
	Low student learning motivation is often caused by the application of teacher teaching styles that are not in accordance with the needs and expectations of students. This shows the importance of applying a variety of teaching styles that can help increase student learning motivation. This study aims to determine the effect of variations in teacher teaching styles on student learning motivation at SMP Muhammadiyah 7 Medan. The study used associative quantitative method with a sample of VIII grade students as many as 31 students. Data collection is done through statement sheet instruments that are compiled based on relevant theoretical indicators. The results of the analysis using simple regression test showed a significance value of $0.000 < 0.05$, with a coefficient value of 0.654. That is, there is a significant positive influence between variations in teacher teaching styles on student learning motivation, with a contribution of 65.4%. Based on the results of the study, it can be concluded that the application of variations in teaching styles by teachers has a significant impact in increasing student learning motivation. Therefore, teachers are expected to continue to develop variations in teaching styles to create a more effective and enjoyable learning atmosphere.

1. INTRODUCTION

Education is essentially a process to help individuals develop their potential so that they can face every change that occurs. According to (Dimyati and Mudjiono, 2013), education is an action that enables learning and development to occur. Education is a process of interaction that encourages learning to occur. Education also plays a very important role in the continuity of human life. Through education, people can be transformed from a state of ignorance to one of knowledge, intelligence, creativity, responsibility, and productivity.

Education is indeed a concern for everyone, because everyone from the past until now has always strived to educate their children or entrusted their children to teachers at school to be educated. Learning difficulties or challenges when educating students

is an obstacle in learning. One of the learning obstacles that occur among students is the low motivation or drive of students to learn. Additionally, at the time this research was conducted, education was hindered by the spread of the Covid-19 virus, where the teaching and learning process in the classroom was suspended. This is what causes the disruption of students' learning activities in the learning process, which impacts the decline in students' positive learning attitudes and their achievement of optimal learning outcomes. This is in accordance with the Republic of Indonesia Law No. 20 of 2003 on the National Education System, which states:

Education is conducted to achieve the shared expected goals, namely national education that functions to develop abilities and shape character, as well as a dignified national civilization in order to enlighten the nation's life, aiming to develop the potential of students to become individuals who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

According to the Ministry of Education and Culture (Kemendikbud), efforts to improve the quality of education in Indonesia have been extensively undertaken by the government, including updating the curriculum, improving facilities and infrastructure, developing teaching methods, conducting education-based scientific research, and enhancing the quality and quantity of teaching materials. However, efforts to improve the quality of education do not solely come from the government's role; students themselves must also have high motivation to continue learning so that educational goals can be achieved to the fullest.

Learning motivation is "the driving force that can move students to learn" (Hamalik, 2013). Considering the importance of motivation in the process of teaching students, students must have high motivation in order to achieve their learning goals. According to (Budiono, 2016), high learning motivation will encourage students to increase their interest in a subject, because motivation is something very important for a person in carrying out an activity. If someone studies something with full motivation, then there is a high possibility that the results will be good. However, if someone does not have enough motivation to study something, it will be difficult for them to achieve success in their learning process.

The explanation above illustrates the importance of motivation within students when they are learning. Motivation is very necessary because it is the driving force within students that stimulates learning activities. (Sardiman, 2010) states that motivation aims to enhance students' enthusiasm for learning, so that students become more active and creative in their studies, as well as to direct and maintain perseverance in engaging in learning activities. However, the reality is that generally, many students are still lacking motivation to study, such as not doing homework, being less active in classroom learning activities, and so on.

The same condition was observed by the researcher among the students at SMP Muhammadiyah 7 Medan during the teaching practice program. Based on the initial observation conducted by the researcher on December 18, 2024, at SMP Muhammadiyah 7 Medan, specifically among the 3rd-grade students totaling 31 students, it was found through field observations that some students were still arriving late to school (17 out of 31 students or 55%) or late to class after the break (19 out of 31 students or 61%). Additionally, 21 out of 31 students (68%) did not complete their homework (HW) due to forgetting, and 24 students (77%) were passive during classroom learning activities, as they tended to remain silent, only listening to the teacher's explanation and taking notes on the explained material.

Learning motivation often becomes a problem for most students, especially when they are faced with difficult tasks or if they do not like certain subjects. In relation to efforts to foster students' learning motivation, the factor that can influence students' learning motivation according to (Ihjon et al. 2017) is the teacher's teaching style, which refers to the methods or techniques used by the teacher in delivering the learning content.

Based on that background, this research was conducted to prove the influence of the teacher's teaching style on students' learning motivation at SMP Muhammadiyah 7 Medan.

2. RESEARCH METHODS

This research method is a verifiable quantitative method, because the data obtained are in the form of scores, and there is a hypothesis that needs to be statistically tested for its validity. According to (Sugiyono, 2015), verifiable quantitative research is research to test theories and attempt to produce scientific methods, namely the status of hypotheses in the form of conclusions, whether a hypothesis is accepted or rejected. In this case, the verifiable quantitative research is conducted to answer the problem formulation, which is to prove the extent of the influence of the teacher's teaching style on student learning motivation.

Meanwhile, the design used in this study is associative and simple linear regression, because this research aims to prove the influence of the teacher's teaching style on learning motivation. According to (Sugiyono, 2015), associative is a research design aimed at determining the number that indicates the direction and strength of the influence between two or more variables. The direction is expressed in the form of positive or negative influence, while the strength of the influence is expressed in the magnitude of the regression coefficient. The population in this study consists of 31 first-grade students at SMP Muhammadiyah 7 Medan in the first semester of the 2024/2025 academic year. The sample for this study includes all first-grade students at SMP Muhammadiyah 7 Medan for the 2024/2025 academic year. The next activity is to present the data in the form of a table to provide a concrete picture of the teacher's teaching style and student motivation. In order to obtain quantitative data, a 5-point Likert scale was used, meaning there are 5 alternative answers for each questionnaire item. The scoring criteria for each alternative answer are as follows:

Table 2.1
Scoring of Questionnaire Responses

Alternative Answers	Skor
Strongly Agree (SA)	5
Agree (A)	4
Somewhat Agree (SA)	3
Disagree (DS)	2
Strongly Disagree (SD)	1

(Sumber: Data penelitian diolah, 2024)

Berdasarkan uraian di atas, peneliti membuat kisi-kisi angket penelitian ini seperti yang tercantum dalam tabel berikut ini.

Variable	Indicators	Predictor	No. Item	∑ Item
Teaching style teacher (X2) (Source: Ali, Muhammad Muhammad 2010:59-61)	Teaching style Classic	Teacher role	1	16
		Lesson content	2	
		Delivery method	3	
		Delivery of material	4	
	Extrinsic motive	with examples	20,25	
		Want to be rewarded?	21,26	
Total	-	-	-	26

Table 2.2
Grid of Research Questionnaires

	Technological teaching style	The role of the subject matter	6	
		The role of students is to learn to use devices or media.	7	
		The role of the teacher as a guide	8	
		The lesson content has been programmed.	9	
		The teacher only relies on the available media sources.	10	
	Personalized teaching style	Lessons are conducted based on the characteristics of the students.	11	
		The dominance of the lesson lies with the students.	12	
		Teachers must be able to have the ability to act as resource persons.	13	
	Interactive teaching style	Guru prioritizes dynamic interaction.	14	
		Students learn through dialogic relationships.	15	
		The teacher presents	16	
Learning motivation (Y) (Source: Sardiman, 2007)	Intrinsic motif Technological teaching style	about reality	17,22	10
		Strong desire to learn	18,23	
		The need to understand the material	19,24	

(Source: Processed research data, 2024)

Before the questionnaire is given to the research sample, it is first tested on 3rd-grade students from another public elementary school in the Poncokusumo District, Malang Regency, with a total of 10 trial subjects, by distributing the questionnaire online. The reason the researcher chose the test subjects. The data analysis technique used to test the hypothesis of this research is simple linear regression using the Statistica Product and Service Solution (SPSS) program, which is a statistical model used to measure the influence of one independent variable on one dependent variable. According to (Sujarweni, 2015), this influence is shown by the regression equation, as follows: $Y = \alpha + \beta X + \varepsilon$ Explanation:

Y: Dependent variable (learning motivation)
α: Constant/intercept

β: Directional number or regression coefficient, which indicates the increase or decrease in the dependent variable based on changes in the independent variable. If (+), then the direction of the regression line rises, and if (–), then the direction of the regression line falls.
X: Independent variable (teacher's teaching style)
E: Error of term (other variables that are not revealed)

This multiple regression analysis uses a significance level of 0.05. The data processing was carried out using computer software (SPSS). After conducting the multiple regression analysis, the next step is to perform hypothesis testing using the Statistica Product and Service Solution (SPSS) program, as follows:

a. t-Statistic Test

The t-test aims to determine the effect of the independent variable (teacher's teaching style) partially/individually on the dependent variable (learning motivation). According to ([Sujarwerni, 2015](#)), independently with a significance level of 0.05, the method for testing the t hypothesis is as follows:

1) t-test hypothesis
H0: β_1: $\beta_2 = 0$, there is no partial influence of the independent variable on the dependent variable.
H0: β_1: $\beta_2 \neq 0$, there is a partial influence of the independent variable on the dependent variable.

2) t-test formula
t calculated $= \beta$ / se(β) Explanation: β = i-th regression coefficient se(β) = Standard error of the regression coefficient

3) Decision on the partial hypothesis test H1
H1: If Sig t < 0.05, then H2 is accepted and H0 is rejected, which means there is an influence of the teacher's teaching style on students' learning motivation. If Sig t > 0.05, then H2 is rejected and H0 is accepted, which means there is no influence of the teacher's teaching style on students' learning motivation.

3. RESULTS AND DISCUSSION

a. Research Results

In this study there is one independent variable and one dependent variable. The independent variable is parental attention and the dependent variable is student learning motivation. In sampling this study using a questionnaire instrument by distributing questionnaires online.

Based on the research questionnaire, the data analyzed were 24 question items, namely 14 items on the teacher's teaching style variable and 10 items on the student learning motivation variable. Instruments that have been validated are calculated using the help of a computer program.

This aims to avoid miscalculations, so that it can be scientifically accounted for. Data normality can be calculated using the One Sample Kolmogorov-Smirnov Test. If asymp sig. > 0.05 then the data is normally distributed. The complete results can be seen in the following table:

Table 3.1
Normality Test Results

	Unstandardized Residual
N	31

Normal Parameters[a,b]	*Mean*	0E-7 2.82752232
Std. Deviation		
	Absolute	.109
	Most Extreme	.093
	Positive	-.109
	Difference	.609
	Kolmogorov-Smirnov Z	
Negative		
Asymp. Sig. (2-tailed)		.852

Sumber: data diolah, 2024

Based on table 4.6, which shows that the value of Asymp. Sig. is 0.852 > 0.05, we conclude that the regression model is normally distributed.

The regression test proposed in this study uses multiple regression analysis, which is tested partially. The results of regression analysis with the help of the SPSS program can be seen in Table 4.6 as follows:

Table 3.2
Simple Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.851	5.662		3.506	.002
	X1	.431	.092	.654	4.660	.000

Source: Data processed, 2020

Based on Table 4.8, a constant of 19.581 is obtained, the coefficient for the teaching style variable (X) is 0.431, so the regression model equation is:

Y= 19,581+ 0,431X

The regression equation has the following meaning:

1. Constant 19.581 It means that if variable X is assumed to be 0, the learning motivation will increase by 19.581.

2. X coefficient 0.431 It means that if X increases by 1 point, the learning motivation will increase by 0.431 units.

Based on this, the coefficient of determination is calculated using SPSS by looking at the adjusted R square. The results of the coefficient of determination can be seen in Table 4.10 as follows:

Table 3.3
Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654[a]	.428	.409	2.8758

Source : data processed, 2020

In the table, it is known that the adjusted R Square value is 0.428 or 42.8%, meaning that variable X is able to explain 42.8% of variable Y and the remaining 58.2% is influenced by other variables outside the research model.

2. Discussion

Based on the results of the statistical analysis that has been conducted, it is known that the variable of the teacher's teaching style has a strong correlation with the learning motivation of first-grade students at SMP Muhammadiyah 7 Medan for the 2024/2025 academic year. This indicates that the teacher's teaching style is a factor that students pay attention to. Meanwhile, the results of the partial tests show the influence of each independent variable on the dependent variable as follows:

The research results show that the teacher's teaching style positively influences students' learning motivation. This indicates that the better the teacher's teaching style, the more it can positively affect students' learning motivation. These research findings are in line with previous research by (Sucia, 2016), which showed that the teacher's teaching style has a significant and positive impact on students' learning motivation. Variation in teaching is considered important to overcome student boredom. The presence of varied teaching styles by teachers that are not monotonous and reduce students' sense of boredom during learning activities. Teachers can attract and maintain students' learning enthusiasm. Thus, it will help students to improve and maintain their accounting learning achievements because they do not feel bored in following the accounting lessons and can follow the lessons given well. Teachers must be able to apply the appropriate teaching style that meets the learning needs of the students. The teacher's teaching style in the learning process will become the center of students' attention, which will determine the teacher's success in carrying out their duties. Students will observe and pay attention to all the teacher's behaviors, whether when the teacher is speaking, making eye contact, changing positions, or making body movements. This is because students consider the teacher to be a good role model. Thus, students will respond to or perceive the teaching style used by the teacher, whether it is interesting or not for them, which will affect their learning motivation. If the teacher teaches with a classical/conventional style that only emphasizes the effort to provide material information to students (teacher-centered), then this can cause students to become bored, as the teacher's role is more dominant than the students. However, if the teacher applies an active teaching style (technological teaching style, personalization, or interactive teaching style), then the role of the students is greater than that of the teacher (student-centered), which can foster students' motivation to continue learning, as they are actively involved in the learning process.

4. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion, it can be concluded that there is a strong relationship between the teacher's teaching style and student learning motivation by obtaining a product moment correlation test of 0.654 with a significance level of 0.000 <0.05. There is a positive and significant effect of teacher teaching style on student learning motivation as indicated by the partial test obtained sig value. 0.000 <0.05 and contributed 65.4%. There is a positive and significant effect of teacher teaching style on student learning motivation as indicated by the simultaneous test obtained sig. 0.000 <0.05 and has a contribution of 42.8% and the remaining 58.2% is influenced by other factors.

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