Research Article

The Role of Teacher's Teaching Style and Motivation in Improving Learning Outcomes of Islamic Religious Education at Sindangmulya 04 State Elementary School (SDN), Cibarusah

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Abstract: Students' interest in Islamic religious education (PAI) at SDN Sindangmulya is still very low; the results can see this of the PAI subject scores of students who are still below the target to be achieved. Lack of interest and motivation coupled with the teacher's one-way teaching style where the teacher is the center is one of the causes. Therefore, this study aims to determine the role of teacher motivation and teaching style in improving learning outcomes of Islamic Religious Education at SDN Sindangmulya 04 Cibarusah. The design used in this research is descriptive qualitative by using literature review as a source of research data. The study results showed that the teacher's teaching style, which included variations in movement, variations in voice, position changes, and the nature of the teaching, which was not only one-way, was proven to increase enthusiasm and interest in Islamic Religious Education subjects. While motivation, students here are also very important to cultivate positive habits outside of class hours, such as praying, greetings, etc.

Keywords: Motivation, Teaching Style, Teachers, Students.

A. INTRODUCTION

Education is the most important aspect that cannot be separated in life because education greatly determines the progress of life, both as individuals and in society (Sudarsana, 2016). A developed country will experience improvement in all its aspects, including in education, and vice versa. If a country is still in a developing condition, its education will also experience development. Indonesia, for example, as a developing country, follows the same conditions that lead to growth. The development and progress of education are marked by the achievement of achievements in all areas of life by utilizing educational outcomes, such as technology and industrialization, that bring convenience to life if it is built based on education with a humanitarian perspective (Suradji, 2018).

Indonesia is a developing country; in order to get developed, it would require high-quality human resources (HR). Education's quality and level determine the quality of human resources. Due to the low rate of education, the quality of human resources is substandard. The higher one's educational attainment, the higher the quality of one's human resources. Efforts to enhance the quality of human resources must be followed by an effort to enhance the quality of instruction and teachers (Yusutria, 2017). With the government's commitment to improving the quality of education and teachers, as well as efforts to improve the quality of teaching and teachers, it is hoped that intelligent, creative, and competitive generations will emerge to contribute to the nation's and state's development in the future.

Based on the above, the role of education is very important in this case: to form and prepare human resources who can think independently and critically and improve the nation's
morale (Siahaan, 2016). Of course, to realize this, it is necessary to improve the quality of education. In all educational efforts, the learning process is one of the most important activities. Because it is through this process, educational goals will be achieved in the form of changes in human behavior (Idzhar, 2016).

This is following the meaning of learning. It is not easy to carry out a teaching and learning activity in a creative classroom. This is because, in classrooms, there is still frequent one-way communication between teachers and students. There are practice questions that keep children away from the excitement of alternative thinking and looking for open answers and poor imagination in creating classrooms. So what happens is that students feel unmotivated to participate in the teaching and learning process (Anwar, 2018).

A professional teacher not only teaches but also educates according to his role as an educator. Apart from being educators, teachers also have other parts in the teaching and learning process, namely motivators, evaluators, and facilitators (Rahmawati & Suryadi, 2019). Teachers have roles and responsibilities to improve the quality of education. A teacher in the learning process must have the ability to modify the skills to be taught to suit child development. Through the teaching style, students can show their perseverance in learning to achieve complete learning. The teacher's teaching style reflects the teacher's personality, which is difficult to change because it has been innate since childhood or since birth. Although a teacher's teaching style differs from one another during the teaching and learning process, it has the same goal: conveying knowledge, shaping student attitudes, and making students skilled in their work (Ishak, 2017).

Recognizing all the problems above, the teacher has to revive the enthusiasm for learning with confidence, high motivation and face the times that continue to change due to the development of science and technology. If teachers can improve their professionalism, the quality of education will be improved, students will not feel bored or reluctant to follow the lessons presented by teachers, especially Islamic assignments (Khuzaimah, 2011). For this reason, a teacher must be able to motivate students to follow the learning process well so that students are expected not only to know and understand but are also required to practice, to improve the life of a civilized and dignified society by applying religious values in life every day (Anwar et al., 2020).

Motivation is an attempt to sway a person's behavior in order to get them to do something in order to attain specific results or goals. Motivation is defined as a psychological urge that propels and guides human activity, particularly learning behavior. In motivation, desire frequently stimulates, motivates, directs, and necessitates the attitudes and behaviors associated with individual learning. Encouragement is the mental fortitude necessary to carry out tasks in accordance with expectations. Encouragement is a psychological energy directed toward meeting expectations or accomplishing goals. This goal-directed motivation lies at the heart of motivation (Susilo, 2012).

In general, the difficulties experienced by students during the teaching and learning process can be seen and observed through their behavior. Likewise, learning motivation can be seen from his behavior during the teaching and learning process. The level of learning motivation possessed by students will affect the learning outcomes to be achieved. Motivation can determine whether or not it is good to attain goals so that the greater the motivation, the greater the learning success. Someone highly motivated will try hard, looks persistent, doesn't want to give up, actively reads books to improve his performance. On the other hand, students with weak motivation seem indifferent, easily discouraged, and their attention is not focused on the lesson, likes to disturb the class, often leaves the address. As a result, many have learning difficulties (Saputra et al., 2018).
While the instructor is responsible for teaching and learning, students also participate in the process. Professors who frequently give activities to help students comprehend the subject will create better pupils than teachers who only explain and do not follow up. The teacher's involvement is critical in the educational process. A teacher must prepare pupils and be willing to accept and follow the learning process in order to accomplish the stated learning objectives. Teachers' teaching and learning activities should capture students' attention and stimulate their passion for continuous participation in the learning process. This necessitates the teacher's unique capacity to teach, especially the ability to adapt his or her teaching approach (Juhji, 2016).

Variations in learning activities are important for a teacher to do in the learning process to create a learning atmosphere that is fun and not boring for students. The creativity of the teacher's fun teaching style and the implementation of the curriculum indirectly can foster enthusiasm or student learning motivation for a subject (Syaparuddin et al., 2020). The ideals of encouragement cause learning motivation that arises in students to obtain the expected results. The teacher's teaching style is the way or technique of a teacher in conveying the content of their teaching; the teacher's teaching style is very important because it gives an impression on the understanding of students related to the teaching material presented. In addition to the teacher's style in teaching students, student learning styles also affect student achievement. The ability of students to understand and absorb lessons is different levels, some are fast, moderate, and some are very slow. So teachers are required to adjust their teaching style according to the material to be delivered (Hindu, 2012).

The role of religion in life cannot be denied success in building and bringing change to a nation. Therefore religious education is expected to be able to change a life that is built on morality in a life that is more organized than before. Likewise, to realize a good and satisfactory achievement of Islamic religious education, it must be seriously considered to achieve the goal by considering the factors that influence it. In essence, the low student learning outcomes are also caused by several factors, including a) Physical causes, namely due to illness or disability, b) Spiritual causes, namely intelligence, talent, interest, motivation, and special style of a student, c) Because family, namely how to educate children, parent-child relationships, guidance from parents, home atmosphere and family economic conditions and d) Because schools include teachers, teaching methods, media, school conditions, curriculum, and school discipline.

The above underlies researchers to research the role of teacher motivation and teaching style in improving learning outcomes of Islamic Religious Education by taking samples at SDN Sindangmulya 04 Cibarusah, Bekasi Regency. This research is expected to be an additional reference for teachers and educators in increasing student motivation and developing teaching styles so that students are interested and motivated, which impacts improving learning outcomes of Islamic religious education subjects.

B. METHOD

The descriptive qualitative approach was utilized to conduct this research. According to Creswell (1998), qualitative research techniques are a strategy or search used to investigate and comprehend a key phenomena. To gain a better understanding of the primary phenomena, the researcher conducted an interview with the research subjects or participants, asking generic and very wide questions. The gathered data is subsequently transformed into words or text. Following that, the collected data is evaluated. The researchers then compare the findings of their investigation to prior research conducted by other experts. Qualitative research concludes with a written report that summarizes the findings. According to Sugiyono (2011), qualitative research methods are those that are based on post-positivism
and are used to examine the condition of natural objects (as opposed to experiments), in which the researcher serves as the primary instrument, data sources are purposively sampled and snowballed, data collection is triangulation (combined), and data analysis is inductive or qualitative. The findings of qualitative research place a premium on meaning over generalization.

This method was chosen because it is a problem that is happening in our society. In this case, it is about the role of motivation and teaching style of teachers in improving learning outcomes of Islamic religious education subjects for students. The research was carried out at the SDN Sindangmulya 04 Cibarusah, located in Cikoronjo Sindangmulya Village, Cibarusah District, Bekasi Regency, West Java, Indonesia.

C. RESULT AND DISCUSSION

1. Teacher's Teaching Style

According to S. Nasution (2011), teaching, in general, is the teacher's effort to create conditions or regulate the environment in such a way so that interaction occurs between students and the environment, including teachers, learning tools, and as referred to in the learning process, with the hope of achieving predetermined learning objectives. According to Thoifuri (2007), a teaching style is a form of teacher appearance when teaching curricular and psychological. According to Abu Ahmadi (1978), teaching style is teachers' behavior, attitudes, and actions in carrying out the teaching process. A teaching style is a form of teacher appearance when teaching that is both curricular and psychological. The curriculum is a teaching style adapted to the objectives and nature of the subject, while psychological is giving gifts and reprimands and giving students opportunities to ask questions or share opinions.

This teaching style exists and is carried out when becoming a teacher because every teacher's teaching style is needed and very important. Types make teachers appear in front of students as unique human beings. Classification provides a way to connect students even if the subject is found to be boring. This makes the teacher highly effective, i.e., a unique individual who brings personality and style into the classroom and creates an environment that is well managed and students engage and learn.

A curricular teaching style is a method of instruction that is specifically adapted to the aims and characteristics of certain subjects. Meanwhile, psychological teaching style refers to a teacher's instruction that is tailored to students' motivation, classroom management, and assessment of learning results. The teaching style that must be used throughout the process of teaching and learning should be diverse, original, and easily accepted by pupils (Mulyana, 2011). The teacher's teaching style refers to the manner in which the instructor imparts knowledge to pupils, whether curricular, psychological, diverse, or inventive.

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

a. Classical Teaching Style

Teachers with classical teaching styles still apply the conception as the only way of learning with various consequences. The teacher still dominates the class without allowing students to be active to hinder the development of students in the learning process. The classical teaching style is not fully blamed when the class conditions require a teacher to do so, namely the class conditions where most students are passive. In classical learning, the teacher's role is very dominant. Therefore the teacher must be an expert in the subject area he is teaching.

Thus the teaching process in which students are taught a lesson. But this style is only a small part that will master the subject matter completely, some will master it for detail only,
and some will fail. The role of students is only to carry out activities according to the teacher's instructions, and students hardly have the opportunity to carry out actions according to their interests and desires. In this case, students will imitate what is observed verbally, and the teacher tries to teach how to train thinking skills through language.

b. Technological Teaching Style

This technological teaching style implies a teacher to stick to the various available media sources. Teachers teach by paying attention to students' readiness and always provide stimulants to answer all problems by studying knowledge that follows their respective interests to offer many benefits to students.

This teaching style on the competence of individual students. Lesson materials are adjusted to the child's level of readiness. The role of this lesson is dominant. Therefore, the materials are prepared by their respective experts. The material is with objective data and skills that can guide students' vocational competence. The role of students here is to learn by using devices or media; students can learn what can be useful for themselves in life. The teacher's role is only to guide, direct or provide convenience in learning because the lesson has been programmed in such a way in the device.

c. Personalized Teaching Style

Personalized learning is carried out based on students' interests, experiences, and patterns of mental development. The dominance of education is in the hands of students. Teachers not only provide learning materials to make students smarter but so that students make themselves smarter. Teachers with personalized teaching styles will always improve their learning and also always see students like themselves. Teachers cannot force students to be the same as their teachers because they have their interests, talents, and tendencies.

Teachers with interactional teaching styles prioritize dialogue with students as a form of dynamic interaction. Teachers and students or students with students are interdependent, meaning that they are both the subject of learning and nothing is considered good or vice versa.

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

According to Hamzah B. Uno (2007), the term motivation derives from the word motive, which may be defined as the internal strength that motivates an individual to act or refrain from doing. Meanwhile, according to (Hamalik 2000), motivation is a change in energy within a person that is defined by emotional arousal and anticipatory goal reasons. It is a shift in energy within a person's personality that is marked by the development of affective and goal-directed reactions. Thus, motivation is an inward need to accomplish something.

Talking about learning motivation related to learning achievement, it must be very closely related to the world of education. At the same time, the world of education itself cannot be separated from the school. Therefore, although there are many motivations related to learning achievement, the author will only briefly discuss the motivations that exist in the school environment because these two things are closely related and cannot be separated.

Whatever people do, important or less important, dangerous or not, there is always a motivation. Also, in terms of learning, motivation is very important. Motivation is an absolute requirement for knowledge. At school, there are often lazy, unpleasant, truant children, and so on. In this case, the teacher has not succeeded in providing the right motivation to encourage him to work with all his energy and mind. In this connection, keep in mind that a bad score in a particular subject does not necessarily mean that the child is ignorant of that subject. It often happens that a child is lazy in one lesson but is very active in another class.
The function of motivation in learning according to is:

a. Encouraging behavior or action. Without explanation, there will be no action like learning.

b. As an influence, it means directing actions to achieve the desired goals.

c. As a driver who acts as an engine for a car, the magnitude of the motivation determines the pace with which a work is completed.

The teacher's teaching style is closely related to students' learning motivation because if the teaching style of the teacher is monotonous or does not vary, it will cause boredom for students. The use of variation in teaching is primarily aimed at the attention and motivation of students to learn. The purpose of the teacher's variation in teaching style is:

a. Improve 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 reason, a student will not carry out learning activities.

c. Form a positive attitude towards teachers and schools.

d. Provide the possibility of individual learning options and facilities.

e. Encourage students to learn.

According to Wina Sanjaya (2010), the success of students' learning can be determined by their learning motivation. Students who have high learning motivation tend to have high achievement; on the contrary, students with low learning motivation will also have low learning achievement.

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

Learning activities are the most important activities in the educational process at SDN Sindangmulya 04 Cibarusah. The success of the educational process depends a lot on the learning process experienced by students. Therefore, learning activities must receive more attention and strive for as much as possible to achieve learning objectives as expected. Learning outcomes are when someone has learned there will be a change in behavior in that person, for example, from not knowing to know and from not understanding to understanding. There are learning intangible outcomes (cannot be touched). Therefore, the teacher should take a snapshot of changes in behavior that can reflect changes that occur due to student learning, both the dimensions of creativity and taste and intention.

There are four main elements in the teaching and learning process, namely objectives, materials, methods and tools, and assessment. The purpose serves as the direction of the teaching and learning process. The material is a set of knowledge described in the curriculum to be delivered, the methods and tools to achieve the goal, while the assessment is an effort to find out the extent to which the plans that have been set achieved or not. The national education system uses the classification of learning outcomes from Benjamin Bloom, divided into three domains: the cognitive domain, the affective domain, and the psychomotor domain. (Nana, 2009). Suppose the teacher's teaching style is not boring and is liked by students. In that case, the four main elements and three domains in the learning process can be achieved because students positively drive to learning outcomes.

The teacher's teaching style and student's learning motivation will produce good achievements if the teacher can do it well. These two aspects are very influential on student learning outcomes. Teaching styles that include variations in voice, variations in motion in teaching position transfer, and so on will increase students' interest in teachers and students' interest in learning Islamic Religious Education materials. Therefore, it is following Islamic
religious education which not only appreciates learning but also practices it. Student motivation here is also very important to cultivate positive habits outside of class hours, such as prayer habits, greetings, etc. This motivation is not only given during class hours but can also be given outside class hours. This motivation is called extrinsic motivation.

Extrinsic motivation is motives that are active and functioning because of external stimuli. Such as praise, regulations, rules, examples of teachers, parents, and so on. For instance, in a school, students are required to wear clothes that cover their genitals, pray on time and in the congregation, pray dhuha, greet teachers, etc. These habits are included in the school rules and get more points if you do them well. Such things will be a motivation for students to obey the rules and religion. Therefore, extrinsic motivation is a form of motivation in which activities are initiated and continued due to external encouragement.

To improve learning outcomes of Islamic religious education subjects at SDN Sindangjaya 06 Cibarusah, teachers as motivators must take an academic approach, namely the approach used in the teaching and learning process where this approach emphasizes complete mastery of the subject matter given by the teacher to students, here the teacher must have the initiative and control the learning process, the learning process is a detailed step by step, logically illustrated from the information to be presented.

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 carrying out activities as educators and teachers, Islamic religious education teachers must try their best in carrying out their duties 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 SDN Sindangjaya 06 Cibarusah.

D. CONCLUSION

The role of teacher teaching style and student motivation to improve student learning outcomes in Islamic religious education subjects is very important because considering the teacher's function as a motivator, initiator, and facilitator. Strong motivation can provide convenience in the ongoing teaching and learning activities. One form of encouragement given by Islamic religious education teachers to students is paying attention, fostering, and giving awards to students. If this is done well, it can improve student achievement. The teacher's teaching style, which includes variations in sound, variations in motion in teaching position transfer, and so on, makes students have high enthusiasm for Islamic religious education subjects.

REFERENCES