



## The Influence of Teacher's Teaching Style on the Learning Motivation of Fifth-Grade Students in Social Studies at Public Elementary School 102052 Bagan Kuala, Kecamatan Tanjung Beringin, Kabupaten Serdang Bedagai

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### Abstract:

This study aims to analyze the influence of teachers' teaching styles on the learning motivation of fourth-grade students at SDN 102052 Bagan Kuala Village, Tanjung Beringin District. Learning motivation is a crucial factor in educational success, where one of the key elements in enhancing it is the teaching methods applied by teachers. Based on observations, it was found that the lecture method still dominates the learning process, making students less active and experiencing learning fatigue. This research employs a quantitative approach using a survey method to collect data from students. The findings indicate that variations in teaching styles have a positive and significant impact on increasing students' learning motivation. By implementing more diverse and interactive teaching methods, students become more engaged and enthusiastic in learning. Therefore, it is recommended that teachers adopt more innovative teaching strategies to enhance students' motivation and involvement in the learning process.

**Keywords:** Teaching Style, Learning Motivation, Education, Elementary Students, Teaching Methods.

### INTRODUCTION

Education is a learning process that plays a crucial role in enhancing intelligence, creativity, and the quality of life in society. Quality education determines the future of a nation, making an effective learning system essential. One of the key factors in successful learning is the role of teachers, who have a significant influence on students' learning motivation.

Learning motivation is vital in education as it encourages and guides students to be more active and creative. One way teachers can enhance students' motivation is through variations in teaching styles. According to several experts, teaching style includes the teacher's behavior, attitude, and methods used in teaching to prevent student boredom and increase their participation in learning.

However, based on observations at SDN 102052 Bagan Kuala Village, Tanjung Beringin District, the teaching method is still dominated by lectures, which limits students' learning experiences and makes them more passive. This situation hinders their understanding and decreases their learning motivation.

Based on this background, this study aims to examine the influence of teachers' teaching styles on the learning motivation of fourth-grade students at SDN 102052 Bagan Kuala Village. This research refers to previous studies, with differences in the research location.

## METHODS

This study employs Classroom Action Research (CAR) based on the Kemmis and McTaggart model, which consists of planning, implementation, observation, and reflection. The research subjects are fourth-grade students at SDN 102052 Bagan Kuala Village, Tanjung Beringin District. Data were collected through observation, interviews, questionnaires, learning outcome tests, and documentation. Data analysis was conducted using both quantitative and qualitative descriptive techniques, with success criteria defined as a minimum 20% increase in learning motivation and at least 75% of students achieving the Minimum Mastery Criteria (KKM). This study aims to enhance students' learning motivation through variations in teachers' teaching styles.

## RESULTS

This study aims to determine the effect of social studies (IPS) teachers' teaching styles on students' learning motivation. A more detailed discussion can be examined through several phases of analysis.

The research was conducted on fifth-grade students at SDN 102052 Bagan Kuala using a questionnaire based on ten indicators of teaching style. These indicators serve as a strategy to assess students' learning motivation in social studies. The research was carried out at SDN 102052 Bagan Kuala, Serdang Bedagai Regency, for one month.

The researcher also informed the students that before submitting the questionnaire results to the homeroom teacher, the data would first be processed and analyzed to determine the average scores.

Table 4.1 presents the frequency distribution of teaching style assessment:

*Table 4.1 Frequency Distribution of Teaching Style*

| No           | Category    | Frequency  | Percentage (%) |
|--------------|-------------|------------|----------------|
| 1            | Very Good   | 5          | 5%             |
| 2            | Good        | 8          | 8%             |
| 3            | Fairly Good | 2          | 2%             |
| 4            | Poor        | 0          | 0%             |
| 5            | Very Poor   | 0          | 0%             |
| <b>Total</b> | <b>15</b>   | <b>15%</b> |                |

From Table 4.1, it can be seen that 5% of students rated the teacher's teaching style as very good, 8% as good, 2% as fairly good, and none rated it as poor or very poor. This indicates that the teaching style at SDN 102052 Bagan Kuala falls into the good category.

The results of the study show that the teacher's teaching style falls into the good category, as reflected in Table 4.2.

*Table 4.2 Frequency Distribution of Learning Motivation*

| No           | Category    | Frequency  | Percentage (%) |
|--------------|-------------|------------|----------------|
| 1            | Very Good   | 10         | 10%            |
| 2            | Good        | 5          | 5%             |
| 3            | Fairly Good | 0          | 0%             |
| 4            | Poor        | 0          | 0%             |
| 5            | Very Poor   | 0          | 0%             |
| <b>Total</b> | <b>15</b>   | <b>15%</b> |                |

From Table 4.2, 10% of students reported having very good learning motivation, 5% had good motivation, and no students reported fair, poor, or very poor motivation. This indicates that the students' learning motivation in class V at SDN 102052 Bagan Kuala falls into the very good category.

Furthermore, based on the correlation coefficient value, the researcher provides an interpretation. The calculated correlation coefficient is 0.67, which falls within the range of 0.5 to 0.75, indicating a strong positive correlation between teaching style (variable X) and learning motivation (variable Y). The absence of a negative sign in the correlation value confirms that the relationship is positively directional, meaning that an improvement in the teacher's teaching style correlates with an increase in students' learning motivation..

## **CONCLUSION**

The research findings indicate that the teaching style of social studies (IPS) teachers at SDN 102052 Desa Bagan Kuala has been implemented in accordance with the developmental level of elementary school students. The influence of teaching style on students' learning motivation was found to be 3%, suggesting that while there is a relationship, other factors also contribute to increasing or decreasing students' learning motivation. One of these factors is how the teacher manages the classroom during the learning process. Overall, this study demonstrates a significant influence of teachers' teaching styles on students' learning motivation at SDN 102052 Desa Bagan Kuala.

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