

The Relationship Between Teacher's Teaching Style and Learning Motivation of Grade V Students of SD Muhammadiyah 13 Medan

An Nisa Febrianti¹

Article Info

Page : 87 - 95

ISSN : 3026-5290

Vol 3 No 1 2025

Corresponding Author

Annisa Febrianti, Primary Teacher Education, Universitas Muhammadiyah Sumatera Utara

Email: anisafebrianty122@gmail.com

Abstract

This study aims to determine the relationship between teacher teaching style and learning motivation in fifth grade students of Muhammadiyah 13 Elementary School, Medan. The population used in this study were all fifth grade students totaling 41 students. In this study, the researcher's sample used "totally sampling" which means that the researcher took all the fifth grade population of Muhammadiyah 13 Elementary School, Medan, totaling 41 students. The type of this research is correlational research using quantitative methods. Data collection in this study used a questionnaire, namely a teacher teaching style questionnaire (Variable X) and a student learning motivation questionnaire (Variable Y). The data analysis technique used product moment correlation statistics and the t test. From the results of the study, it can be concluded that there is a significant positive relationship between teacher teaching style and student learning motivation with a correlation index of $r_{count} = 0.625 > r_{table} = 0.308$ and at count value $= 5.006 > t_{table} = 1.684$ with the hypothesis H_0 rejected and H_a accepted with a significant level of 39.0625%.

Keyword:

Teacher Teaching Style, Student Learning Motivation

1. INTRODUCTION

Education is important for everyone and will endure throughout alive. According to The Greatest Showman (2014) stated that education is a universal educational process that takes place lifelong life that aims to improve abilities everyone so they can live it life according to what is learned and experienced. A number of component needed to achieve objective education. System Quality education, teachers, students, curriculum, managers, facilities and infrastructure are components needed to achieve it objective education. In improving the quality education, things the following is very important, teachers who have ability good professional is a component important in improving quality education in schools. Based on Constitution Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers (UUGD) Article 1 paragraph (1) states : "Teachers are educators professional with main task educate, teach, guide, direct, train, assess and evaluate students in early childhood education early, education basic, and education "As educators, teachers have a big task to create a fun learning environment. In learning activities, motivation is very important Because someone who doesn't own motivation No will Spirit do learning activities. So that one of definition learning is the motivation to learn, which means interaction positive between teachers and students to achieve objective learning. Responsibility a more important responsibility for educators is to foster student motivation in learning by providing learning environment and learning area that supports each student (Elvira & Neni Z 2022). According to Hamzah B. Uno (2016) learning motivation is the core of student motivation through source intrinsic and extrinsic to do change behavior. This is very important for student success, so learning motivation is one of the One components that influence level student learning. while according to Sadirman AM (2018) motivation defined as a series of attempt to create a situation certain things make someone want to do something, and if it 's not fun, he said try deny or avoid feeling unpleasant. Both this theory states similarity that motivation originate from stimulus outside but from self Alone someone who decides action furthermore.

The teacher has various how to draw student attention, one of the The method that teachers can use is to change style teach through Variety teacher variation when teaching in class. Hasril (2021) state , style teaching teachers reflect teacher personality, which is difficult to change Because Already There is since small or since born. The teaching style of this teacher is different during the learning process, but all own the same goal to provide knowledge, forming students' attitudes and making students skilled. Learning activities do not limited to teachers, students also participate in the learning process. Research results that are relevant to this research have been investigated previously by Haril, Azan Sahidi, La ode Ramlan 2020 "The relationship between teacher teaching style and learning motivation of Class X IPS Students of SMA Negeri 07 Bombana" with the research results contained the result of the relationship between style teaching teachers with student learning motivation. From the results calculation obtained value = 0.06. This is show that positive influence in style teacher teaching has a low relationship with student learning motivation of 0.36. As for the results from observation beginning in November 2024 which is carried out researchers at Muhammadiyah Elementary School 13 Medan, it is known that students feel not enough motivated in doing the tasks given by the teacher , because style teaching teacher is very monotonous, explaining material on the board write , then after that tell students to do the work exercise questions in the book . If finished do teacher's job ask students to answer questions on the board write in poor class conditions conducive . As a result, teachers only pay attention to the students in front do questions without paying attention to other students. In addition, the style variation teaching teachers is less than optimal because No have the media provided so that not enough his variation in teaching as well as No existence *ice breaking* to draw student attention. Based on from results on researcher find phenomenon that , has not been found style teaching teachers who can motivate students because Still there are teachers tend teaching conventionally . so than that researcher interested in investigating problems that occur in the school environment, therefore the title that will be The research was conducted on the Relationship Between Teacher Teaching Style and Learning Motivation in Class V Students of Muhammadiyah Elementary School 13 Medan.

Teaching Style

Teaching style (*learning style*) is a method used by teachers to teach and convey information to his students, a teacher reflects method carry out teaching based on the teacher's own perspective. In addition, the basis psychological, especially the learning theory that is owned and the curriculum that is used also influence the teacher's way of teaching. According to (Muna 2019) in the book guidelines teach mentioned that style teaching is the way the teacher teaches in this class including the speed or slowness of the learning process, attitudes and behavior behavior, and high or low teacher's voice at the time teach. Teaching is a process carried out by a teacher to provide learning experience for their students. Giving participants educate through guidance, assistance, and direction to experience learning experience. So, learning, also known as the center attention to individuals and society today. Because learning is basically an effort to provide the ability to become independent human beings in the future. Teaching is "a teacher's effort to create conditions or regulate environment such that appearance, so that happen interaction between students and the environment", which includes teachers, tools lessons, and everyone called in the learning process to achieve objective lessons. Teaching involves the role of the teacher because the teacher is responsible responsible for the learning process, while learning itself involves students and teachers as well. Thus, teaching or teaching aims to encourage students to achieve the goals that have been set previously with the help of teachers (Aghadiati, 2017.) As for the purpose teach according to (Pipit Mulyah et al., 2020), including : (1) To improve and maintain students' attention to conformity with the teaching and learning process (2) Providing students with motivation to learn, which is very important because without it student motivation is not will do learning activities (3) Can foster perception positive to educators and institutions education (4) Can provide options and facilities for individual learning (5) Can encourage students to learn.

Teaching is one of the type activities that greatly influence both teachers or taught. This activity is more than just transferring knowledge; teaching also means interact with others, develop self themselves, and contribute to society and others. Dianti (2017) to put forward a number of benefit style teach including: (1) Maintaining and reminding students about related learning aspects (2) Increasing the possibility curiosity motivation functioning through research and exploration activities (3) Growing attitude positive to educators and institutions education (4) Increase the possibility of students being served individually so that learning experience to become beautiful (5) Encouraging learning activities by involving students in various

interesting learning activities or experiences with various level cognitive. A teacher uses technique style teaching is one of things that are considered important in supporting success teaching. Teaching style considered as a broad aspect or personality that includes teacher position, pattern behavior, performance mode, and his attitude to self themselves and others (Suciayati et al., 2023). All teachers have different appearance, according to Thoifuri (Nuraulia 2020) state There is a number of characteristics style teaching teachers as follows : (1) Teaching Method, namely the process of delivering teacher materials with various methods so that students are interested in participating in learning in class (2) Communication, activities delivery information in the form of teaching materials to students clearly, teacher's ability to answer students' questions are more detailed and listened to all student opinion (3) Teaching media, use or tools to facilitate the teaching and learning process such as videos/ppt, and the use of technology in learning (4) Class management , teacher ability in handling students is lacking focus so that it can provide a pleasant learning atmosphere (5) Teacher creativity, to make teaching and learning interactions enjoyable and make participants educate motivated to learn, creative teachers can take advantage of all source available power (Oktiani 2017).

Motivation to learn

Motivation comes from from the word *movere*, which means motivation or reason to do something. Motivation is an emotion that drives someone to do something to achieve goals. Motivation to learn also comes from from within someone and can be stimulated from outside, environment one can form and acquire learning motivation (Ansori 2015). Motivation is a component non- cognitive psychic related to learning . Its unique role is to foster enthusiasm, satisfaction, and passion for learning. Motivation to learn comes from from within someone and can be stimulated from outside. Environment one forms and acquires motivation to learn. Participant students who have strong motivation certain will feel motivated to do teaching and learning activities (Fauzan, 2017). Motivation is the most common used to explain success or failure almost all tasks are complex. Almost all expert agree that theory motivation related to things that encourage behavior act and give direction to behavior that behavior. In addition, some big expert agree that a person's motive for engaging in an activity certain based on underlying needs (Kholid, 2017). Based on from the source (Khodijah 2014) to expose learning motivation is shared become two category namely intrinsic and extrinsic:

a. Intrinsic motivation

Motivation comes from from within someone without help or support from outside called motivation intrinsic. A person who is intrinsically motivated will do his job because the work is enjoyable and fulfilling his needs, not because they depend on rewards or pressure from party others. Awards, ideals, personality, experience, or education can be source motivation intrinsic for example, a person study hard because you want to master it various lessons taught at school without having to be forced or told to study.

b. Extrinsic motivation

Motivation comes from from encouragement or help from others is called motivation extrinsic. This motivation comes from from desire to receive reward or avoid punishment, which is generated by the factor external such as rewards and punishments. A student, for example, does homework because Afraid will action teacher law.

There are some characteristics that indicate that somebody motivated. One of the for example, people always enthusiastic to improve performance in his work and not easily discouraged hope when completing it. Students need motivation to participate in learning activities. The motivation that is owned every student is different. According to The Last Supper (2018) there is characteristics characteristics motivation in students:

Table 1. Characteristics of Motivation

No	Characteristics of Motivation	Information
1.	Persistent facing the task	Enables students to work consistently in large numbers long time and never stop to finish it .
2.	Courage in facing difficulty	Students are responsible responsible for implementation learning activities and success in persistent learning face challenge .
3.	Own interest	Show interest to various problem , dare face problem , and search how to solve problems . Problems such as the economy and the eradication of corruption is some example solvable problems
4.	Independent	Prefer work independently , which means students can do what to do without the help of others.
5.	Can maintain his opinion	If someone Already own belief to a things by using rational, acceptable, and reasonable thoughts reason, then somebody will try very hard to maintain opinion mentioned in all condition
6.	Too focus on work routine	Routine tasks or things mechanics that are carried out repeatedly makes students bored and become no creative.
7.	It's not easy to let go something that is considered Certain	It wasn't easy for him to let go the beliefs he holds, that show that he responsible take responsibility for his actions
8.	Like find and solve problem new	Individual like look for challenge or anything something that makes it feel stressed someone also likes it finish problems with the mind critical to various type problem .

As for the indicators motivation that can be measured in this study according to B Uno (2016), namely : (1) The existence of desire and wish successful (2) There is motivation and need to learn (3) There are hopes and ideals for the future (4) There is appreciation in learning (5) There are interesting activities in learning (6) There is a conducive learning environment. Motivation has a role that greatly influences learning because every activities must be motivated, which in turn can shape the level of participant learning outcomes learn. Participants highly motivated learner will learn better than participant educate who does not motivated. (Sadirman 2018) state, There are 3 functions of learning motivation, namely: (1) Human motivation to act; encouragement main in every the work to be done done (2) Determine direction action; namely towards hopes to be achieved, so motivation can provide inspiration to do activities . (3) Selecting action means set activity what to do so that we are equal in achieving desired expectations, while separate an act that is not useful from the activity.

2. RESEARCH METHODOLOGY

This research is of a nature quantitative non- experimental and falls into the category of correlational research. Correlational research look for know what causes events, behavior behavior, or other things change behavior, symptoms, or phenomena somebody (Arikunto 2016). Quantitative approach correlational. Viewed from type, this research includes type of correlational research that is describe to find the relationship of variable one to variable other statistically shown by the magnitude correlation coefficient and significance (significant), as well as there is necessary hypothesis tested statistical truth. There is type variable from this research, namely variable free in the form of style teaching teacher (X) with variable bound in the form of student learning motivation (Y).

Location and Time of Research

This research was conducted at Muhammadiyah Elementary School 13 Medan, which located at Jln. KH. Sheikh Abdul Wahab Rokan No.80, Durian, Medan District East., Medan City, North Sumatra Province

20236. The time of this research will be implemented in January to March 2025.

Population and Sample

Sugiyono, (2019 : 126) Population is a generalization area consisting of objects / subjects that have quality and characteristics certain things that are determined by researchers to be studied and then withdrawn in conclusion . The population in this study is all students of class V of Muhammadiyah Elementary School 13 Medan consisting of from 2 classes, with a total of 41 students Sugiyono, (2019: 127) in his book say that sample is part of the number and characteristics possessed by a population said. In addition, according to Arikunto (Siregar 2019) state if amount relatively small population (less) from 100 people), then should all over population used as a research subject. Taking technique sample use technique *totally sampling* , and the sample in this study were all students of class V of Muhammadiyah Elementary School 13 Medan. The data collection technique used in this study was a questionnaire, the questionnaire used in this study was through the validity test process expert, consisting of of 25 statements to measure style teaching teachers and student learning motivation. To obtain quantitative data, it is used scale Likert 5 levels , which means Each questionnaire item has 5 options answer. Criteria scoring for each choice The answer is as follows :

Table 2. Likert Scale

<i>Alternative answer</i>	<i>Score</i>
<i>Very Often (SS)</i>	5
<i>Often (SR)</i>	4
<i>Sometimes (KD)</i>	3
<i>Rare (J)</i>	2
<i>Never (TP)</i>	1

(Source : Processed data , 2025)

3. RESULT AND DISCUSSION

Researcher do observation early in school before distributing questionnaires to students. Distribution of questionnaires with multiple choice alternative namely for assist students in choosing choice according to conditions their condition. This study uses *expert judgment* that is agreement from the experts that the data studied is valid. Researchers use decision expert, or sheet agreement validation, which is given to lecturer determined by the lecturer mentor and then validated. After validation, the style questionnaire sheet teacher teaching and student learning motivation are validated researcher using a questionnaire to be given to students.

Table 3. Distribution Product Moment

<i>No Respondent</i>	<i>X</i>	<i>Y</i>	<i>X²</i>	<i>Y²</i>	<i>XY</i>
1	100	108	10000	11664	10800
2	85	100	7225	10000	8500
3	75	87	5625	7569	6525
4	70	87	4900	7569	6090
5	93	98	8649	9604	9114
6	69	87	4761	7569	6003
7	83	98	6889	9604	8134
8	70	74	4900	5476	5180
9	89	80	7921	6400	7120
10	78	98	6084	9604	7644
11	98	70	9604	4900	6860
12	53	43	2809	1849	2279
13	75	75	5625	5625	5625
14	98	98	9604	9604	9604
15	91	90	8281	8100	8190
16	89	96	7921	9216	8544
17	69	98	4761	9604	6762

18	94	89	8836	7921	8366
19	87	90	7569	8100	7830
20	86	90	7396	8100	7740
21	102	89	10404	7921	9078
22	72	72	5184	5184	5184
23	72	86	5184	7396	6192
24	98	82	9604	6724	8036
25	74	105	5476	11025	7770
26	82	90	6724	8100	7380
27	99	108	9801	11664	10692
28	72	84	5184	7056	6048
29	92	99	8464	9801	9108
30	79	105	6241	11025	8295
31	67	73	4489	5329	4891
32	81	88	6561	7744	7128
33	69	65	4761	4225	4485
34	92	96	8464	9216	8832
35	91	84	8281	7056	7644
36	105	91	11025	8281	9555
37	103	102	10609	10404	10506
38	111	122	12321	14884	13542
39	100	106	10000	11236	10600
40	109	108	11881	11664	11772
41	96	104	9216	10816	9984
Amount	3518	3715	30923	34482	323632
			4	9	

(Source : Processed data , 2025)

Based on the table above, this is the total result from the raw data per- variable X and Y. Then later counted use formula according to instructions

1. Testing Hypothesis

a. Correlation Test

Before carry out a hypothesis test, then what is done moreover formerly is a correlation test to identify the relationship or connection between variable X (Teacher's Teaching Style) and variable Y (Learning Motivation) in class V students of Muhammadiyah Elementary School 13 Medan. This correlation test can be done using product moment correlation formula. Here is the table results from the correlation test:

Table 4. Correlation Test

Variable	R	r^2	r_{table}
X to Y	0.625	0.390625	0.308

(Source : Processed data , 2025)

Table 5. Correlation Test Results
Correlations

		Gaya mengajar guru	Motivasi Belajar
Gaya mengajar guru	Pearson Correlation	1	.625**
	Sig. (2-tailed)		.000
	N	41	41
Motivasi Belajar	Pearson Correlation	.625**	1
	Sig. (2-tailed)	.000	
	N	41	41

** . Correlation is significant at the 0.01 level (2-tailed).

(Source : Processed data , 2025)

From the results analysis obtained in a simple way there is number correlation index “r” *product moment* (r_{xy}) which produces results r_{xy} as big as 0.625. Can seen number correlation index that has been obtained No negative , this shows that there is a one-way relationship between variable X and variable Y. Then , if big from r_{xy} which has been writer get namely 0.625 turns out to be bigger from r_{table} is 0.308 with a level of significance 5%. Based on comparison from r_{count} compared to r_{table} can be drawn conclusion that $0.625 > 0.308$ then there is a relationship between style teach teacher with learning motivation in grade V students of Muhammadiyah 13 Elementary School, Medan.

b. t-test

After the correlation test was carried out , next is testing hypothesis , this test is operated using regression analysis simple . As for the results from the hypothesis test conducted can be seen in the table this following:

Table 6. Hypothesis Testing

Research Variables	t_{count}	t_{table}	Information
Teacher Teaching Style	5,006	1,684	Significant

(Source : Processed data , 2025)

Table 7. Hypothesis Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.116	10.856		2.958	.005
	Motivasi Belajar	.593	.118	.625	5.006	.000

a. Dependent Variable: Gaya mengajar guru

(Source : Processed data , 2025)

From the results of the hypothesis test on show that mark t_{count} of 5,006 while t_{table} 1.684 on rates significance 5% and dk (41-2), so that mark $t_{count} > t_{table}$ or $5.006 > 1.684$ which means hypothesis H_0 rejected and H_a accepted state there is a significant relationship between Teacher Teaching Style and

Learning Motivation in Grade V Students of Muhammadiyah Elementary School 13 Medan.

c. Determination Test

To know how much big the percentage made by the variable free to variable tied, so used formula coefficient determinant (D) with the formula the following :

$$D = r^2 \times 10\%$$

$$D = 0.6252 \times 100\%$$

$$D = 0.390625 \times 100\%$$

$$D = 39.0625\%$$

Calculation results determination show that D value is 39.0625%, which shows that variable style teaching teachers to contribute by 39.06% against variable student learning motivation. In other words, about 39.06% of the variation in student learning motivation is caused by learning style. teach teacher. Other outside factors tested variables contributed 60.94%. In conclusion, the style teacher's teaching is very influential students' desire to learn. However, there is other factors that contribute influence students' desire to learn. The purpose of this study is to determine whether there is a relationship between style teaching teachers with learning motivation in class V students of Muhammadiyah Elementary School 13 Medan. The questionnaire that has been spread out to students is a variable questionnaire free (X) namely style teaching teachers and variables bound (Y) namely Student learning motivation based on data analysis and hypothesis testing can be identified that number The correlation index obtained was 0.625, which turned out to be greater from r_{table} namely 0.308. Based on comparison r_{count} compared to r_{table} can be drawn conclusion that $0.625 > 0.308$ then there is a relationship between style teaching teachers with student learning motivation in grade V students of Muhammadiyah Elementary School 13 Medan. Furthermore, the t-test shows mark t_{count} compared to t_{table} , $t_{count} > t_{table}$ ($5.006 > 1.684$). As a criterion hypothesis then H_0 rejected and H_a accepted. So it can be concluded that the existence of a relationship between style teaching teachers with motivation learning. From the results calculation obtained that the relationship of style teaching teachers with learning motivation of class V students of Muhammadiyah Elementary School 13 Medan of 39.0625%.

4. CONCLUSION

Based on results from research that has been conducted by researchers regarding the relationship of style teaching teachers with learning motivation for class V students at Muhammadiyah Elementary School 13 Medan, thus as a conclusion From this research, it can be concluded the following conclusions. Based on results From the product moment correlation analysis, it can be seen that that there is a significant relationship between style teaching teachers with learning motivation in class V students of Muhammadiyah Elementary School 13 Medan with a correlation index of $r_{count} = 0.625 > r_{table} = 0.308$. The hypothesis test was carried out with a value of t_{count} with value t_{table} , $t_{count} > t_{table}$ ($5,006 > 1,684$). With the criteria hypothesis accepted or rejected. This means that style teaching influential teachers positive to student learning motivation. So the hypothesis in this study is H_0 rejected and H_a is accepted. Based on from the Determination test, in conclusion the magnitude of the relationship between style teaching teachers with learning motivation in class V students of Muhammadiyah Elementary School 13 Medan is 39.0625%.

REFERENCES

- Aghadiati, 2019. 2017. "Teacher Teaching Style." Convention Center in Tegal City : 6–32.
- Ansori. 2015. "Study of Learning Motivation Theory." Paper Knowledge . Toward a Media History of Documents 3(April): 49–58.
- Arikunto, Suharsimi. 2016. Research Procedures: A Practical Approach. Jakarta: Rineka Cipta.
- Dianti, Yira. 2017. "Analysis of Teachers' Teaching Styles on Students' Learning Interests in Integrated Social Studies Lessons of Grade IX of SMP NEGERI 1 BALAI." *Angewandte Chemie International Edition*, 6(11), 951–952. (2017): 5–24.
- Dr.H .Hamzah B Uno ., M.Pd. 2016. Theory and its Measurement Analysis in the Field of Education . Jakarta: PT Bumi Aksara.
- Elvira, Neni Z, et al. 2022. "Literature Study: Student Learning Motivation in Learning." *Journal of Educational Literacy* 1(2): 350–59.
- Fauzan. 2017. "Curriculum and Learning (South Tangerang: Gaung Persada, 2017), p. 182. 9.": 9–37.

- Hamzah B. Uno. 2016. *Motivation Theory and Its Measurement: Analysis in the Field of Education*. Jakarta: PT Bumi Aksara.
- Hasril, Hasril, Azan Sahidi, and La Ode Ramlan. 2021. "The Relationship Between Teachers' Teaching Styles and the Learning Motivation of Class X IPS Students of SMA Negeri 07 Bombana." *FKIP Unidayan Academic Journal* (124): 61–70.
- Khodijah, Nyayu. 2014. *Educational Psychology*. Jakarta: Rajawali Press, 2014.
- Kholid, Idham. 2017. "Motivation in Foreign Language Learning." *English Education: English Language Teaching Journal of IAIN Raden Intan* 10(1): 61–71.
- Muna, Dian Naelil. 2019. "The Influence of Teachers' Teaching Styles on Students' Learning Interest in Mathematics Subjects at SDN Cerih 01, Jatinegara District, Tegal Regency." : 30.
- Nuraulia, P. 2020. "The Concept of Variation in Teacher Teaching Styles."
- Oktiani, Ifni. 2017. "Teacher Creativity in Increasing Student Learning Motivation." *Journal of Education* 5(2): 216–32.
2020. "The Influence Of Teacher's Teaching Style With The Inquiry Learning Method On Students' Cognitive Abilities In Social Studies Learning At Sdn 20 Bengkulu City." *Journal GEEJ* 7(2): 7–40.
- Sadirman. 2018. "The Influence of Leadership and Communication Skills on Learning Motivation for Economics Subjects." *Educational Dynamics* 1(2): 10–35.
- Siregar, Mulia. 2019. "The Relationship Between Fulfillment of Psychological Needs and Work Spirit of Bank Mandiri Employees, Balige Branch." *Jurnal Diversita* 5(1): 33–36.
- Suciyati, Muhammad Tahir, and Baik Baik Niswatul Khair. 2023. "Analysis of Teachers' Teaching Styles in Relation to Students' Learning Motivation." *Journal of Classroom Action Research* 5(1): 202–9.
- Sugiyono. 2019. *Quantitative, Qualitative, and R&D Research Methods*. Bandung: ALFABETA, CV.
- Teguh Triwijayanto. 2014. *Introduction to Education*. ed. Jakarta: PT Bumi Aksara.