

# The Effect Of Teaching Style On Students' Motivation And Academic Achievement: Empirical Evidence From Public Senior High School In Konawe Selatan Regency

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**Abstract:** This study aims to analyze the effect of 1) teaching style on students' motivation and learning achievement; 2) students' motivation on learning achievement; and 3) students' motivation in the relationship between teaching style and learning achievement. This study is based on a survey of 243 students with the proportional stratified random sampling technique and structural equation modeling (SEM) is used to test the proposed hypotheses. The results show that the teachers' teaching style has a positive and significant effect on students' motivation and learning achievement. Students' motivation further mediates the relationship between teaching style and learning achievement.

**Keywords:** Teaching style, motivation, academic achievement.

## 1. INTRODUCTION

Teachers' teaching styles and strategies are currently being used to encourage a conducive learning climate. A learning environment that gives students the freedom to make choices will encourage them to be physically, emotionally and mentally involved in the learning process so that it can bring up creative and productive activities. In the learning process, students' attention to the subject matter presented by the teacher is very important. This will support the achievement of learning objectives. Learning objectives are achieved when students achieve mastery of the material provided in a meeting in the classroom. Many things can interfere with students' attention in listening to the subject matter so that it affects their learning outcomes. Indeed, many factors affect the lack of student attention in the learning process, for example, lack of teacher explanation of the goals, teacher teaching style, and so forth.

Suparman (2010) argues that teaching style is the way teachers use when learning. Daryanto (2010) suggested that teachers who often provide exercises in the context of understanding the material will produce better students when compared to teachers who merely explain and do not give follow-up continuously.

The teaching style is defined by Grasha (2002) as a conceptual model of teaching and learning from the teacher to direct students' thoughts and actions. Good teaching is an activity to develop, convey, assist in the formation of learning meaning so that the concepts of good or bad teaching can shape students' perceptions of the teacher's teaching style. The teaching style is closely related to a specific behavior, so the teacher's teaching style can be perceived by students. According to Suparno, et al. (2006), to create an ideal atmosphere in the classroom, teachers need a teaching style that can explain lessons well, foster

student motivation, use learning media well, guide and direct students in learning. Djamarah, Bahri and Zain (2010) asserted that indicators of variations in teacher teaching style include variations in sound, emphasis (focusing), giving time (pausing), contact view, movement of limbs, and displacement of teacher positions. According to Mc Donald in Nashar (2004), motivation to learn is a change in energy within a person which is marked by the emergence of feelings and reactions to achieve goals. Meanwhile, according to Alderfer in Nashar (2004), learning motivation is the tendency of students to carry out learning activities that are driven by a desire to achieve the best possible learning achievements or results. According to Maslow in Nashar (2004), learning motivation is the need to develop self-abilities optimally, so that they can do better, excel and be creative. According to Alderfer in Nashar (2004), learning motivation is an internal and external drive that causes a person to act in achieving goals so that changes in behavior in students are expected to occur. According to Hamalik (2005), motivation is a change in energy in a person which is characterized by the emergence of feelings and reactions to achieve goals. According to Slavin quoting from Anni (2006), motivation is an internal process that activates, guides, and maintains a person's behavior continuously. Meanwhile, according to Donald as quoted by Sardiman (2010), motivation is a change in energy in a person characterized by the emergence of feeling and preceded by a response to the existence of goals.

Sardiman (2010) states that in teaching and learning activities, if there is a student, for example, not doing something that should be done, then the cause needs to be investigated. This kind of situation needs to be done an effort that can find the reason and then encourage students to want to do the work that should be done, namely learning. In other words, students need to be stimulated to grow motivated themselves to carry out learning activities continuously. In learning activities, motivation can be said to be the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities so that the desired goals can be achieved. According to Anni (2006), motivation is indeed very

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important in the learning and teaching process. If students do not have the motivation to learn, then there will be no learning activities in these students so that the learning outcomes decline. According to Darsono et al. (2000), several factors that influence motivation are students' ideals or aspirations, abilities, conditions, learning and learning environments, and teacher efforts in learning students. Wahyudi (2012) states that learning achievement is an improvement in student development after participating in learning activities within a certain time. According to Gunawan (2012), the etymological achievement is the result of a business or an outcome that has been achieved, whether done or done. According to Djamarah (2011), learning achievement is an educational assessment of student progress related to everything learned in school that involves knowledge or skills that are stated after the results of the assessment. Arikunto (2003) argues that learning achievement is the level of achievement that has been achieved by students towards the goals set by each field of study after attending a teaching program within a certain time. According to Suryabrata (2011), learning achievement includes psychomotor changes, so that learning achievement is the ability of students in the form of mastery of knowledge, attitudes, and skills that are achieved in learning after he conducts learning activities. Winkel (1996) suggests that learning achievement is evidence of success that has been achieved by a person. Learning achievement is the maximum result achieved by someone after carrying out learning efforts. Gunarso (1993) stated that learning achievement is the maximum effort achieved by someone after carrying out learning efforts. Assessment of learning achievement by educators is the process of gathering information about student learning outcomes in aspects of attitudes, knowledge, and skills, which are carried out in a planned and systematic manner, to monitor the process, learning progress, and improvement in learning achievement. Based on preliminary observations, the

implementation of the K-13 curriculum in South Konawe district has not been maximized. This can be seen that there are still many students who have difficulty in learning, are not enthusiastic, and are not enthusiastic in accepting lessons in class caused by a monotonous learning process. Students have not been active in working on the given practice questions. In the end, their learning achievement becomes less satisfying. Therefore, this study aims to find out the effect of 1) teaching style on students' motivation and learning achievement; 2) students' motivation on learning achievement; and 3) students' motivation in the relationship between teaching style and learning achievement.

## 2. RESEARCH METHODS

This study is based on a survey of 243 students with the proportional stratified random sampling technique and structural equation modeling (SEM) is used to test the proposed hypotheses. Hypothesis testing with SEM is divided into two major classes: (a) the overall model accuracy test of the model and (b) the significance test for the estimation of individual parameters. Both of these types of tests assume that (a) the SEM used as the basis is true, (b) that the data used to test the model follow a common multivariate distribution in the population where the sample is determined. SEM is a statistical modeling technique that is very cross-sectional, linear and general. SEM becomes a more powerful analysis technique because it considers interaction modeling, nonlinearity, correlated independent, measurement error, correlated error term, multiple latent independents, each of which is measured using many indicators.

## 3. RESULTS

The results of the descriptive analysis of the teacher's teaching style are presented in Table 1.

**TABLE 1 DESCRIPTION OF TEACHER'S TEACHING STYLE**

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Sound Variation (X1)	243	2.71	4.57	3.7697	.42333
Emphasis (X2)	243	2.75	5.00	3.9887	.47415
Granting of time (X3)	243	2.20	4.60	3.4412	.51196
Contacts of eyes (X4)	243	2.00	4.80	3.4156	.59189
Movement of limbs (X5)	243	2.83	5.00	3.8449	.54553
Transfer of position (X6)	243	2.20	4.80	3.6593	.59788
Mean/Std. Deviation X				3.6866	0.5241

The results of the descriptive analysis of the students' motivation in learning are presented in Table 2.

**TABLE 2 STUDENTS' MOTIVATION IN LEARNING**

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Students' aspirations (Y1.1)	243	2.33	4.33	3.3094	.50783
Students ability (Y1.2)	243	2.00	5.00	3.3558	.57990
Physical and spiritual condition (Y1.3)	243	2.00	4.71	3.0741	.68315
Environmental conditions (Y1.4)	243	1.67	4.83	3.1370	.67723
The dynamic elements of learning (Y1.5)	243	2.00	4.50	3.1523	.65221
Teacher efforts to teach students (Y1.6)	243	2.00	4.50	3.1798	.52995
Mean/Std. Deviation Y1				3.2014	0.6050

The results of the descriptive analysis of students' achievement are presented in Table 3.

**TABLE 3 STUDENTS' ACHIEVEMENT**

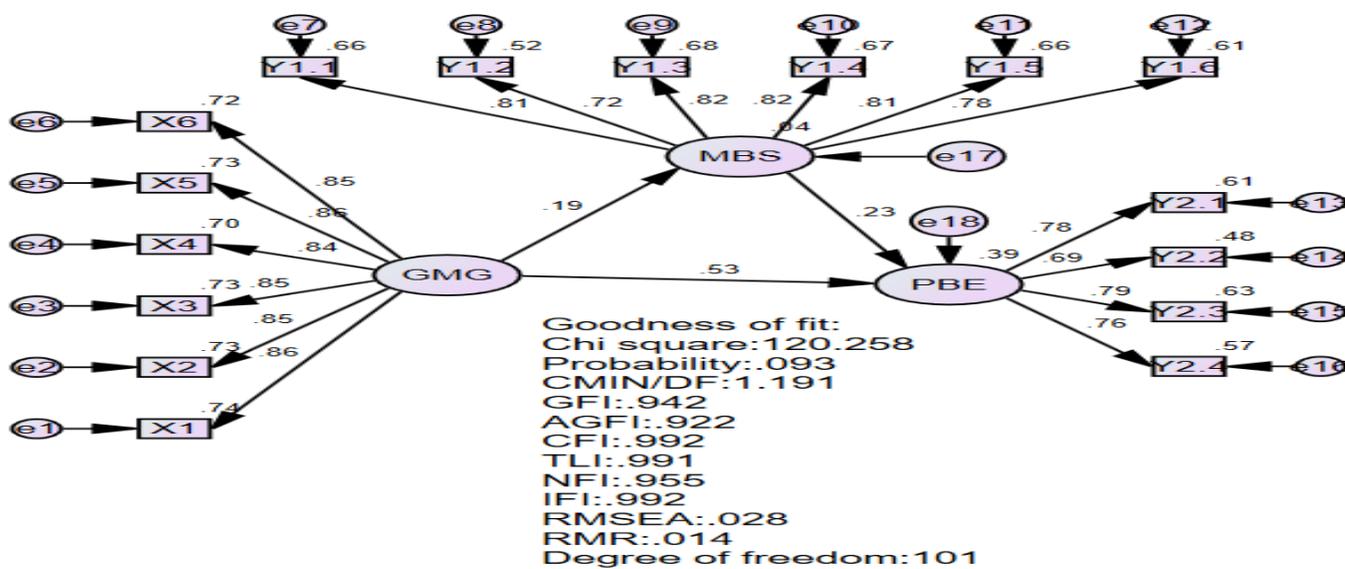
Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Spiritual attitude (Y2.1)	243	2.00	4.00	2.7778	.59613
Social attitude (Y2.2)	243	2.00	4.00	2.6955	.60119
Knowledge (Y2.3)	243	1.00	4.00	2.7654	.63516
Skills (Y2.4)	243	1.00	4.00	2.6790	.61309
Mean/Std. Deviation Y2				2.7294	0.6114

The basic interpretation of the average value of items in this study is presented in Table 4.

**TABLE 4 BASIC INTERPRETATION OF THE AVERAGE VALUE**

No	Value	Interpretation
1.	1,00 – 1,79	Very bad
2.	1,80 – 2,59	Not good
3.	2,60 – 3,39	Good
4.	3,40 – 4,19	Very good
5.	4,20 – 5,00	Strongly very good

Based on Table 1, indicators of teacher teaching styles are in very good criteria. A small standard deviation means a tendency to approach the average value. Based on Table 2, indicators of student learning motivation are in good criteria. A small standard deviation means a tendency to approach the average value. Based on Table 3, indicators of economic learning achievement are in good criteria. A small standard deviation means a tendency to approach the average value. The structural model has been built based on theory and SEM wants to confirm whether the model is based on theory and empirical facts.



GRAPH 1. FULL MODEL FRAMEWORK

Graph 1 and Table 5 show that Chi-square, Probability, CMIN / DF, GFI, AGFI, CFI, TLI, NFI, IFI, RMSEA and RMR values are within the expected range so that the model can be accepted.

**TABLE 5 GOODNESS-OF FIT INDEX**

Goodness of Fit Index	Cutt-off Value	Result	Criteria
X <sup>2</sup> -Chi Square	< 207.9106	120.258	Fit
Probability	≥ 0.05	0.093	Fit
CMIN/DF	< 2	1.191	Fit
GFI	≥ 0.90	0.942	Fit
AGFI	≥ 0.90	0.922	Fit
CFI	≥ 0.90	0.992	Fit
TLI	≥ 0.95	0.991	Fit
NFI	≥ 0.90	0.955	Fit
IFI	≥ 0.90	0.992	Fit
RMSEA	≤ 0.08	0.028	Fit
RMR	≤ 0.05	0.014	Fit

### 3.1 Hypotheses Testing

**TABLE 6**  
HYPOTHESES TESTING

	Estimate	S.E.	C.R.	P	Result
MBS $\leftarrow$ GMG	0.219	0.078	2.806	0.005	Accepted
PBE $\leftarrow$ MBS	0.266	0.074	3.594	***	Accepted
PBE $\leftarrow$ GMG	0.68	0.088	7.689	***	Accepted

**TABLE 7**  
STANDARDIZED DIRECT EFFECTS

	GMG	MBS	PBE
MBS	.194	.000	.000
PBE	.532	.235	.000

**TABLE 8**  
STANDARDIZED INDIRECT EFFECTS

	GMG	MBS	PBE
MBS	0.000	0.000	0.000
PBE	0.046	0.000	0.000

Table 6 presents the causality relationships between the latent variables of the study. The significance of the causal relationship between latent variables (teacher teaching style on student learning motivation, student learning motivation on economic learning achievement, and teacher teaching style on economic learning achievement) can be seen from the value of the critical ratio (CR) or based on the P-value. P-value with a significance level  $\alpha = 5\%$  has a CR value greater than 1.96 and a significance level  $\alpha = 5\%$  CR value greater than 2,576 (Ghozali, 2005). Based on these values, the results of the hypothesis test are as follows:

1. The teacher's teaching style has a significant effect on student motivation at  $\alpha = 5\%$  where the CR value of 2.806 is greater than 1.96.
2. Student motivation has a significant effect on learning achievement in economic at  $\alpha = 5\%$  where the CR value of 3.594 is greater than 1.96.
3. Teaching style of the teacher has a significant effect on learning achievement of economic at  $\alpha = 5\%$  where the CR value of 7.689 is greater than 1.96.
4. The indirect effect of teacher teaching style on economic learning achievement through student motivation is 0.046. This is smaller than the direct effect of the teacher's teaching style on the economic learning achievement of 0.532. The results of this study indicate that the teacher's teaching style directly has a significant effect on student learning achievement.

## 4. DISCUSSION

The results showed that the teacher's teaching style has a positive and significant effect on student motivation and learning achievement.

### 4.1 Teaching Style and Student Motivation

The results of this study indicate that the teacher's teaching style has a positive and significant effect on student motivation. This finding gives the meaning that an increase in teacher teaching style will encourage student motivation. This is in line with the opinion of Hasibuan (2009) that one of the benefits of variations in teaching style is to increase curiosity and student motivation. Setiowati (2007) asserts that historically, teachers always know when students need to be motivated during the learning process, so that

learning activities take place more fun, smoother communication, reduce student anxiety, increase student activity and learning activities. This study is following Gusfiani's research (2014) which found that variations in teaching styles had a positive and significant effect on student motivation. Setiadi's and Direction's research also showed that the more positive the perception of teaching style, the higher the student's achievement motivation.

### 4.2 Students' Motivation and Academic Achievement

The results showed that students' learning motivation had a positive and significant effect on learning achievement. This finding means that increasing student motivation will encourage student achievement. This is also shown by the results of the critical ratio (CR) of  $3.594 > 1.96$  which means the teacher's teaching style has a positive and significant influence on student motivation. This is reinforced by the opinion of Sardiman (2007) who revealed that motivation can function as a business driver and achievement. A person makes an effort because of motivation. Good motivation in learning will show good results. In other words, with a diligent effort and mainly based on motivation, someone who learns will be able to produce good achievements. The intensity of a student's motivation determines the level of learning achievement. This finding is following Handayani's (2010) research which found that there was a positive and significant relationship between both intrinsic and extrinsic motivation to learn and student achievement. Mutmainah (2014) in her research found that learning motivation has a significant effect on student learning outcomes. Setiowati (2007) also in her research found that learning motivation significantly affected student learning outcomes.

### 4.3 Teaching Style And Students' Academic Achievement

The results showed that the teacher's teaching style had a positive and significant effect on student achievement. This finding gives the meaning that an increase in teacher teaching style will encourage student learning achievement. This is also shown by the value of the critical ratio (CR) of  $7.689 > 1.96$  which means the teacher's teaching style has a positive and significant influence on student achievement. This is consistent with what was stated by Djamarah and Aswan (2002) that student learning outcomes are influenced by teacher factors and teaching activities. The results of Agus's research (2012) also state that teaching style significantly influences student learning outcomes partially. This finding is following Rahman's (2016) research that there is a significant influence between the use of teacher's teaching style and student achievement by 0.463. Likewise, Astutie in his research concluded that teaching style has a significant influence on student learning outcomes.

### 4.4 Teaching Style, Students' Motivation and Academic Achievement

The results of this study indicate that the direct effect of teacher teaching style on student motivation is 0.194 (significant), the direct effect of student motivation on

student achievement is 0.235 (significant) and the direct effect of teacher teaching style on student achievement is 0.532 (significant) on the significance level of 5%. This finding is following Keller's opinion in Nashar (2004) that learning outcomes are changes from the results of personal input in the form of motivation and hope for success. Likewise, Natawidjaja and Moleong (1979) stated that teachers should generate student motivation because without learning motivation, learning outcomes achieved would be low. According to Alderfer in Nashar (2004), learning motivation is an internal and external drive that causes a person to act in achieving goals. The results of this study are in line with the findings of Khuzaimah (2011) that there is a significant influence between the teacher's teaching style and student motivation on learning achievement. Likewise, Wahyudi (2010) found that learning motivation and teaching style variations had a positive and significant effect on student achievement.

## 5. CONCLUSION

The results of this study conclude that:

1. Teaching style of the teacher has a positive and significant effect on student motivation of 0.194 at a significance level of 5%. This gives the meaning that the more the quality of the teaching style of the teacher, the students' learning motivation increases.
2. Student motivation has a positive and significant effect on the economic learning achievement of 0.235 at a significance level of 5%. This gives the meaning that increasing student motivation will affect their learning achievement.
3. Teaching style of the teacher has a positive and significant effect on the learning achievement of economic by 0.532 at a significance level of 5%. This finding means that the better the teacher's teaching style, the better the student's learning achievement.
4. Learning motivation mediates the relationship between teacher teaching style and student achievement.

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