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# Analysis of The Influence of Interactional Teachers' Teaching Style on Students' Activeness in The Learning Process in Indonesia

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Abstract

The teacher's teaching style has an important role in influencing the level of students' involvement in learning. The interactional teacher's teaching style is able to encourage students to develop critical, creative thinking and problem-solving abilities. This research aims to determine the influence of interactional teachers' teaching style on students' activeness in learning. The method used in this research is descriptive quantitative research. Descriptive quantitative research is a research method whose aim is to determine the influence between two variables (dependent and independent). This research uses a simple linear regression test to determine the magnitude of the influence of one independent variable (interactional teacher teaching style) on the dependent variable (students' activeness). Data collection instruments were interviews, observation of interactional teachers' teaching style, and student activeness questionnaire. Based on data analysis using a simple linear regression test, the magnitude of the influence of the independent variable on the dependent variable is 95.5%. Meanwhile, the calculated F value is 277.328 with a significance value of 0.000 < 0.05, indicating that there is an influence of interactional teachers' teaching style on students' activeness in the learning process of the tenth grade of SMA Negeri 1 Anjongan.

Keywords: analysis of the influence, teaching style, interactional teacher, students' activeness

## INTRODUCTION

Education is a very important thing for humans. Good education not only teaches students but also helps them build their character and way of thinking. Law Number 20 of 2003 concerning the National Education System as contained in Chapter 1 article 1 paragraph 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious and controlling powers. self, personality, intelligence, noble morals, and skills needed by oneself, society, nation and state. A professional teacher not only carries out teaching duties, but also carries out a full educational role. Apart from functioning as educators, teachers also have other roles in the teaching and learning process, including as motivators, assessors and facilitators. Teachers have an important responsibility in improving the quality of education. In the learning context, teachers need to have adaptation skills so they can adapt to the children's development level (Yusutria, 2017).

The success of a teacher does not only depend on how many didactic skills they have mastered, but more on their ability to apply these skills appropriately according to the situation and conditions of the class, as well as according to their personal teaching style, to achieve optimal learning outcomes (Eva, 2022). Teaching style refers to a combination of typical behaviors exhibited by a teacher and tends to remain constant throughout each teaching session. Each teacher has a different teaching pattern in an effort to achieve learning goals. A teacher's ability to apply teaching styles efficiently and effectively influences the achievement of desired learning outcomes. On the other hand, if a teacher imposes their approach and shows negative emotions when teaching, this can make students feel pressured and have an impact on reducing their learning outcomes (Deswita & Dahen, 2013)

The teacher's teaching style is an important factor that influences the level of student involvement in learning. A teacher's dynamic and interactive teaching style will encourage students to develop critical, creative thinking and problem solving abilities (Suparman, as cited in Gea & Rohmah, 2021). Choosing an appropriate teacher teaching style will have the ability to increase students' interest and motivation towards learning (Suprijono, 2009).

According to Ali (2000) teaching variations can be divided into four types, namely: classic teaching style, technological teaching style and personalized teaching style. The first teaching style is the classic teaching approach that aims to preserve and transmit traditional values from previous generations to future generations. The study material consists of the most popular information and ideas and is selected from children's general knowledge. Therefore, the lesson content is objective, clear, and arranged in a logical sequence. The process of delivering material does not take into account individual student interests, but rather follows a certain sequence. The teacher's role is very dominant in this approach, because the teacher is responsible for delivering the material. Therefore, teachers must be experts in the subjects taught. Thus, the teaching process is passive, where students receive lessons. This teaching style cannot be completely blamed, especially when the classroom situation requires the teacher to adopt it, namely in situations where the majority of students are passive. The classical teaching style is no longer in accordance with current learning principles, which have shifted from a teacher-centered approach to a student-centered approach. This paradigm change was triggered by the rapid development of science and technological advances which have had a significant impact. Therefore, if there are still teachers who apply the classical teaching style, this can indirectly hinder student progress (Ali, 2000).

Meanwhile, the second teaching style is the technological teaching style. The focus of this teaching approach is on developing individual student competencies. Lesson material is adjusted to each student's level of readiness. Lesson content has a dominant role, and therefore, the material is prepared by experts in the field. This material relates to objective data and skills that support the development of students' vocational competencies. The student's role in this

approach is to learn using devices or media. By responding to what is conveyed through these devices, students can learn material that is relevant to their lives. The teacher's role in this approach is only as a guide, director or facilitator in the learning process, because the lesson material has been programmed well in software and hardware (Ali, 2000). According to Thoifuri (2013) teachers who implement technology-based teaching approaches need to utilize various available media resources. They must teach by considering students' level of readiness and always challenge students to respond well to questions. Students are also given freedom in choosing subjects and using various types of available media. This will not reduce the role of teachers, on the contrary, teachers must continue to monitor students' learning progress to ensure that their learning outcomes reach the maximum level.

The third teaching style is a personalized teaching style. The personalized approach to teaching is based on students' interests, experiences and mental development. This is due to the fact that every student has interests, talents and tendencies that cannot be forced by teachers. Students must be considered as individuals who have the potential to develop. Therefore, the role of teachers is very important as students' learning partners, who provide support in various aspects of student development (Ali, 2000).

The last teaching style is an interactional teaching style. This teaching style refers to that teachers and students work together to transform learned ideas or knowledge into new forms through a revolutionary approach. Teachers create an environment of interdependence and encourage dialogue between students. Students learn through dialogical interactions, they convey their views about reality and listen to the views of other students. In this way, new ideas can emerge through the exchange of thoughts about the subject matter. The lesson content is focused on social and cultural issues, especially those relevant to the current situation. Thoifuri (2013) explains that interactional teacher teaching has the characteristics of a teaching method involving several aspects, namely: 1) learning material focuses on situational problems related to socio-cultural and contemporary aspects; 2) delivery of material is carried out dialogically with two-way communication, involving questions and answers between teachers and students, as well as between students; 3) the role of students is more dominant in conveying their views on reality, listening to friends' opinions, and adapting various ideas to produce new forms that are sharper and more valid; and 4) the teacher's role becomes dominant by creating a climate of interdependent learning, working with students to modify ideas or knowledge in order to achieve a new, sharper and more valid form.

Teachers' learning style may impact to students' learning success. One indicator of learning success is students' activieness during the learning process; students who are active during the learning process will more easily understand and achieve optimal learning outcomes. Successful learning focuses on students' active participation, involving their physical, mental, intellectual and emotional dimensions to achieve the set learning goals. In this context, students not only receive knowledge, but also feel, understand and develop their own skills, behavior and values (Febrianto, 2013). Student learning activity is very important for the success of the learning process because learning basically aims to increase students' activieness and creativity through various learning experiences and interactions. Activeness is physical and mental action, such as doing and thinking in cycles (Sardiman, as cited in Ningsih, 2018). A lot of activity, both physical and psychological, is needed to get good learning results. Physical activity is when students use their body parts actively. This can include playing, working, playing, or making something. They don't just sit and listen, watch, or just be passive. Psychic, or psychological, activity is when their mental powers function well when studying (Febrianto, 2013).

There are several indicators of active student learning that can be used to assess how actively students are involved in the teaching and learning process. These indicators make it possible to identify what behavior appears during the teaching and learning process. The

indicators of students' activieness are as follows; 1) openness to express personal interests, needs and problems; 2) motivation, willingness and opportunity to be involved in all stages of learning, from preparation to continuation; 3) demonstrate a variety of efforts and creativity in the learning process to achieve the desired results; and 4) given the freedom to do this without pressure from teachers or other parties (Supriyono, as cited in Emosda and Putri, 2018). Meanwhile, the indicators of students' activieness according to Sudjana (2005) are: 1) participating in carrying out learning tasks; 2) ask students/friends or the teacher if they don't understand the problem at hand; 3) trying to share information to solve problems; 4) conduct group discussions according to the teacher's instructions; and 5) train yourself in solving similar questions or problems.

The level of success in the educational process does not only depend on teaching methods but is also greatly influenced by students' intrinsic abilities. Factors such as their interest in the subject, unique learning style, and level of active involvement in the learning process play an important role. Rohani (1991) has underlined the importance of variation in learning activities to achieve optimal success. This includes not only physical activities but also psychological activities that encourage deeper understanding. Aunurrahman (2019) emphasized that students' active participation in the learning process is a key element that educators must understand and emphasize because this has a direct impact on effective learning outcomes.

A research conducted Herni et al (2020) concluded that the teacher's teaching style had a positive and significant effect on students' activeness in social studies learning in a secondary school. This is proven by the results of the T test calculation of 6.125, while in the T table it is 1.671 at a significance level of 5%. This means that teaching style may impact to the betterment of students' liveliness. Furthermore, the results of research conducted research conducted by Ningsih (2015) entitled "The Influence of Student Activeness On Economics Learning Results for Tenth Grade Students of SMAN 2 Gunung Sahilan concluded that students' activieness had a positive or significant effect on learning outcomes as seen in the $r_{count}$ of 5.441 which was greater than the $r_{table}$ of 1.665 while the sig. of 0.000 is smaller than 0.05. From the results of calculating the determinant coefficient, it is known that student activeness contributes 42.7% to learning outcomes in economics subjects for class X students at SMAN 2 Gunung Sahilan.

From the various kinds of teacher teaching styles and from the results of previous research mentioned above, the researcher wishes to analyze the influence of the interactional teacher's teaching style toward students' activeness in the learning process of the tenth grade of SMA Negeri 1 Anjongan because researcher feels the need to prove that teachers who teach with an interactional teaching style will be more dominant in increasing student activeness in the learning process. The researcher conducted teaching observations on 15 teachers while carrying out learning in two classes to obtain data on teachers' teaching styles according to the characteristics of interactional teaching styles. From classroom observations, it can be seen that there are variations in student activeness that differ between certain teachers who teach. To find out differences in students' activieness in the learning process in all subjects in class X, the researcher asked all students in class XA and XB and So it can be seen whether there is an influence of the interactional teacher's teaching style on student activeness during the teaching and learning process for each subject in class X SMAN 1 Anjongan.

## RESEARCH METHODS

This research is a type of descriptive quantitative study which aims to systematically describe the facts or characteristics of a particular population or a particular field in a factual and accurate manner. In this case, the researcher collected, processed and concluded data from closed observations regarding the teaching style of interactional teachers in class X at SMAN 1 Anjongan for each subject according to the independent curriculum structure and data on the

activity of class subjects. This research looks at the relationship of variables to the object under study in a more causal (causal) nature, so that in the research there are independent variable (interactional teaching style) and dependent variable (students' activeness). From these variables, the researcher then looks for how much the influence of the independent variable has on the dependent variable. Researcher only looks for the influence between variable X (interactional teacher teaching style) and variable Y (students' activeness) in the learning process.

The sampling technique used in this research is a purposive sampling technique, namely respondents who are selected to become members based on the researcher's own considerations for certain reasons that make research easier (Darmawan, 2014). For the sake of effectiveness in research time, the author took research samples from 2 study groups, classes XA and XB with a total of 69 students and the number of teachers teaching in the two classes was 15 people.

Data collection techniques in this research used observation of interactional teacher teaching styles and students' activeness questionnaires. Quantitative data analysis is used to test hypotheses using simple regression analysis and coefficient of determination which is preceded by prerequisite tests for normality and linearity test. From the several methods commonly used to test data normality, the author uses the Shapiro-Wilk normality test because the amount of data processed is less than 50 (Dahlan & others, 2010). This normality test compares the data distribution with the theoretical normal distribution. If the p value of this test is large enough (usually above 0.05), then the data is considered normally distributed. After conducting normality and linearity test, the author applied simple regression analysis aims to test the influence between variable X (interactional teacher teaching style) and variable Y (students' activeness). Next, it ends with a heteroscedasticity test to test whether in the regression model there is an inequality of variance from the residuals of one observation to another. The data were analysed by using SPSS version 25.

## RESULT AND DISCUSSION

The results of the normality test data on interactional teacher teaching styles and students' activieness in learning can be described in the table of normality test results as follows (Table 1).

Table 1. The Result of Normality Test

**Tests of Normality**

| | Variable Code | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Interactional Teaching Style and Students Activeness | Ineteractional Teaching Style | .151 | 15 | .200* | .967 | 15 | .808 |
| | Students Activeness | .140 | 15 | .200* | .951 | 15 | .539 |

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the table of SPSS calculation results on the Shapiro-Wilk normality test above, it can be seen that the significance value of Interactional Teaching Style is 0.808. If the significance value is > 0.05, it can be concluded that the data from observations of teachers' teaching styles is normally distributed. Meanwhile, the calculated results for the significance value of students' activieness are 0.539. So, if the significance value is > 0.05, it can be concluded that the data from the students' activieness questionnaire is normally distributed.

The linearity test was carried out by looking for the equation of the regression line of the independent variable X (teacher's teaching style) on the dependent variable Y (student

activity). Based on the regression line that has been created, the significance of the regression line coefficient and its linearity are then tested.

To make a decision, use the following test criteria. If the sig. deviation from linearity > 0.05, then there is a linear relationship between the independent variable and the dependent variable. Meanwhile, if the sig. deviation from linearity < 0.05, then there is no linear relationship between the independent variable and the dependent variable. The linearity test is a statistical test used to test independent variable data (X) and dependent variable data (Y) in the resulting regression equation (Sunyoto, 2016).

The results of the linearity test data on interactional teachers' teaching style and students' activeness in learning can be described in the ANOVA test results table using SPSS as follows (Table 2).

Table 2. The Result of Linearity Test

**ANOVA Table**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Students' Activeness * Interactional Teaching Style | Between Groups | (Combined) | 2578.933 | 10 | 257.893 | 19.103 | .006 |
| | | Linearity | 2515.039 | 1 | 2515.039 | 186.299 | .000 |
| | | Deviation from Linearity | 63.895 | 9 | 7.099 | .526 | .806 |
| | Within Groups | | 54.000 | 4 | 13.500 | | |
| | Total | | 2632.933 | 14 | | | |

From the SPSS calculation results table for the linearity test above, the significance value for Deviation from Linearity of the interactional teachers' teaching style on students' activeness is 0.806. So, if the linearity significance value is > 0.05, it can be concluded that there is a linear relationship between the independent variable (interactional teachers' teaching style) and the dependent variable (students' activeness).

After that, simple linear regression is conducted to measure the magnitude of the influence of one independent variable or independent variable (interactional teachers' teaching style) on the dependent variable (students' activeness). The basis for decision making in regression analysis is to look at the significance value (Sig) as follows. If the sig. > 0.05 means that there is no influence of the independent variable (teacher's teaching style) and the dependent variable (student activity). Meanwhile, if the sig. < 0.05, meaning that there is an influence of the independent variable (teacher's teaching style) and the dependent variable (student activity). The requirements for this simple linear regression test are that the data must have a normal and linear distribution; the researchers have done that as described earlier.

The results of the heteroscedasticity test data on interactional teachers' teaching style and students' activeness in learning can be described in the table as follows (Table 3)

Table 3.The Result of Heteroscedasticity Test

**Coefficients**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 4.520 | 2.892 | | 1.563 | .142 |
| | Interactional Teaching Style | -.037 | .040 | -.252 | -.938 | .365 |

a. Dependent Variable: RES2

From the SPSS heteroscedastic test calculation results table above, a significance value of 0.365 was obtained. If the heteroscedastic significance value is > 0.05, it can be concluded that there is no heteroscedasticity problem in the data.

The results of the linear regression test on the influence of interactional teachers' teaching styles toward students' activeness in learning were described as follows (Table 4).

Table 4. The Result of Simple Linear Regression Test (Model Summary)

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .977[a] | .955 | .952 | 3.011 |

a. Predictors: (Constant), Interactional Teaching Style
b. Dependent Variable: Students' Activeness

From the Model Summary table above, it can be seen that the correlation/relationship value (R) is 0.977. From this output, a coefficient of determination (R Square) of 0.955 can be obtained, which means that the influence of the independent variable (interactional teachers' teaching style) on the dependent variable (students' activeness) is 95.5%.

Table 5. The Result of Simple Linear Regression Test (Anova)

**ANOVA**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 2515.039 | 1 | 2515.039 | 277.328 | .000[b] |
| | Residual | 117.895 | 13 | 9.069 | | |
| | Total | 2632.933 | 14 | | | |

a. Dependent Variable: Students' Activeness
b. Predictors: (Constant), Interactional Teaching Style

From the Anova table (Table 5) above, it can be seen that the calculated F value is 277.328 with a significance value of 0.000 < 0.05, so the regression model can be used to predict students' activeness variable or in other words there is an influence of variable X (interactional teachers' teaching style) on variable Y (students' activeness).

Tabel 6. The Result of Simple Linear Regression Test (Coefficients)

**Coefficients**

| Model | | Unstandardized Coefficients B | Unstandardized Coefficients Std. Error | Standardized Coefficients Beta | t | Sig. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 8.691 | 3.994 | | 2.176 | .049 |
| | Interactional Teaching Style | .917 | .055 | .977 | 16.653 | .000 |

a. Dependent Variable: Students' Activeness

From the Coefficient table (Table 6) above, it can be seen that the Constant (a) value is 8.691, while the Interactional Teaching Style value is 0.917 so the regression equation can be written:

$Y = a + bX$

$Y = 8.891 + 0.917X$

This equation can be translated: 1) a constant of 8.691 means that the consistent value of the students' activieness variable is 8.691; and 2) the regression coefficient X is 0,917 which stated that every 1% additional value of interctional teaching style, then, the students' activeness value will be added of 0,917. The regression coefficient is positive, so it can be said that the direction of influence of variable X (interactional teaching style) on Y (student activeness) is positive.

Based on the result of simple linear regression: 1) the reseracher concludes that the interactional teaching style influences students' activeness ($t = 16,653$, $p < 0,05$); dan 2) t-count ($t = 16,653$) is higher than the t-table ($t = 2,131$). This suggests that the researcher rejects the null hyphothesis.

From the research findings, there is a relationship that shows a linear pattern between the interactional teacher teaching style variable and the level of student activity. This fact illustrates the tendency that the more interactive the teacher's teaching style, the higher the level of student involvement in the teaching and learning process. This indicates that the teacher's active participation in teaching can have a positive impact on the level of responsiveness and activeness of students in learning.

The results of this research illustrate that there is a strong correlation between the two observed variables. A very significant correlation between the interactional teacher's teaching style and the level of students' activieness was revealed by the correlation value (R) which reached 0.977, indicating a close relationship between the two. In this context, the coefficient of determination (R Square) of 0.955 shows that around 95.5% of the variation or differences observed in the level of students' activieness can be explained by the influence of the teaching styles of interacting teachers. These findings highlight the central role of teaching style in shaping and influencing students' level of engagement in the learning process.

Based on the results of Anova analysis in the simple linear regression test, it was found that the calculated F value reached 277.328 with a significance value of 0.000, which is lower than the alpha value (0.05). This indicates that the regression model used has a significant match in explaining the relationship between the independent variable, namely the interactional teacher teaching style, and the dependent variable, namely the level of student activity. These significant results strengthen the argument that there is a real influence of the interactional teacher's teaching style on the level of students' activieness in learning. This is in line with Herni et al (2020) entitled "The Influence of Teachers' Teaching Styles on Student Activeness in Social Studies Learning in Class VIII SMP Muhammadiyah Rambah" which states that teachers' teaching styles have a positive and important impact on the level of student involvement in the subjects learning process. social studies lessons in class VIII at SMP Muhammadiyah Rambah.

The teacher's teaching style plays a crucial role in determining the level of student involvement in the teaching and learning process. When a teacher applies a dynamic and interactive teaching style, this has a significant impact on the development of various students' cognitive abilities such as the ability to think critically, creatively, and the ability to solve problems (Suparman, as expressed in Gea & Rohmah, 2021). An appropriate teaching style that suits students' needs also has the power to stimulate students' interest and motivation towards the learning process (Suprijono, 2009). This shows that the use of an effective teaching style not only directly influences student engagement, but also has a profound influence on the development of students' intellectual abilities and learning motivation.

The existence of a positive regression coefficient in the results of this study confirms that there is a positive direction of influence between the interactional teaching style variable and the level of student activity. The implication is that the higher the level of interactivity in the teaching style, the higher the level of student involvement in the teaching and learning process. These findings illustrate that a more interactive teaching style is significantly correlated

with increased levels of student response to course material. These findings consistently strengthen the conclusion that teacher teaching practices that involve active interaction in learning have a significant positive relationship with the level of student participation in the learning process.

Aunurrahman (2019) stated that students' activieness has a strong relationship with improving learning outcomes in the educational context. When students are actively involved in the learning process, they not only digest information, but also apply it and actively participate in learning activities. High levels of participation help strengthen their understanding of the course material and support the development of critical skills such as analysis, synthesis, and evaluation. Active students tend to have higher motivation because they feel more involved and have a significant role in their education. They are also more confident in discussing, asking questions, and finding solutions to problems that arise during the learning process.

In a responsive and active classroom environment, the role of the teacher becomes crucial. Teachers have greater opportunities to better support student understanding, adapt teaching methods to individual student needs, and provide constructive feedback. The interaction between students' activieness and appropriate teaching approaches can have a positive impact on student learning outcomes by increasing their understanding of subject matter and mastery of skills needed in the learning process (Rohani, 1991). This theoretical study supports the results of research conducted by Ningsih (2015) that students' activieness has a positive or significant effect on learning outcomes. Thus, the better the student's activeness in learning, the better the student learning outcomes will be obtained.

## CONCLUSIONS

Based on the data analysis carried out, the author can conclude several significant findings and conclusions. First, from the results of interviews with students, it appears that the level of activeness in learning is greatly influenced by the teacher's teaching style. Second, Statistical analysis, such as normality test and linearity test, shows that data from observations of interactional teachers' teaching style and students' activeness questionnaires have a normal distribution and a linear relationship. Third, A simple linear regression test shows that the interactional teachers' teaching style has an influence of 95.5% on students' activeness, with a fairly low significance value $0.000 < 0.05$, so the regression model can be used to predict students' activenss variable or in other words there is an influence of variable X (interactional teachers' teaching style) on variable Y (students' activeness). Fourth, the results of observations of the teaching style of interactional teachers in class X SMAN 1 Anjongan, especially class XA and class XB, it can be concluded that there are only 33.33% of the 15 teachers who teach interactionally who are categorized as Very Good in increasing student learning activity. Fifth, In the educational context, there is a significant relationship between students' activieness and increased learning outcomes. Students' activieness has a strong connection with increasing learning abilities, the level of student participation and involvement in the learning process plays an important role in achieving better learning outcomes. Finally, the result of this research supports previous findings that interactional teachers' teaching style has a significant effect on student engagement, providing a new contribution to the understanding of the interrelationships between these factors in educational contexts.

From the research conclusions, the author then provides several suggestions for increasing students' activieness in the teaching and learning process. First, school principals are expected to be able to provide direction to teachers to optimize the variety of learning resources, use interesting learning media, and apply teaching methods that suit students' interests and talents. This can increase students' activieness in learning. Second, teachers are advised to increase their understanding of learning and teaching theories that are relevant to

current developments, and implement them in the teaching process. By using the right teaching style and actively involving students, it is hoped that students will be more involved in learning. Third, Students should be able to increase their activeness in the learning process by involving themselves maximally without any disturbance of attention/focus which will disturb students' attention in the learning process so that learning outcomes can improve better. Finally, the author suggests further research with a more complex approach and involving a larger sample size, to explore aspects that have not been revealed in this research, so that the results can become a more comprehensive reference for related parties in the world of education.

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