

## THE INFLUENCE OF TEACHERS TEACHING STYLES ON MOTIVATION AND LEARNING OUTCOMES OF BIOLOGY ON THE CONCEPT OF THE HUMAN CIRCULATION SYSTEM OF CLASS VIII STUDENTS OF SMP HANG TUAH LANTAMAL IX AMBON

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### ABSTRACT

Education and teaching focusing on the interaction between educators with educated or teachers with students. The interaction of teachers and teaching in improving student learning outcomes especially on biological materials, desperately needs attention, motivation, and interest. It almost entirely uses a good teaching style. This study was conducted for 1 month starting from 05<sup>th</sup> of November until 05<sup>th</sup> of Desember 2021. The purpose of this study is to influence of teacher's teaching style (Variable X) and motivation of student learning outcomes in Biology at SMP Hang Tuah Lantamal IX Ambon by taked sample of 35 respondents, are the students of class VIII. The results showed that there is a significant influence or perfect correlation between teacher teaching styles on the motivation of learning results of human's blood circulation system in grade VIII of SMP Hang Tuah Lantamal IX Ambon. It is proven by the product moment correlation value of pearson  $r_{\text{arithematic}} = 1.00$  when compared with  $r_{\text{table}} = 0,334$  and according to table interpretation of pearson correlation coefficient. Thus the hypothesis H1 which states there is a significant influence between teacher teaching style on student learning outcomes motivation.

**Keywords:** *influence, teaching style, motivation*

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### INTRODUCTION

Education is an organization that provides services in the field of human personality formation, so education needs to be planned as well as possible according to the needs of customers, namely students, parents and the community. It is stated that good implementation depends on ability, creativity in problem solving, decentralization of decision making which is best for students. Teachers, parents and school administrators are given ample opportunity to determine teaching materials for students. The role of teachers, parents and schools is quite large in empowering a friendly school environment. So that the teaching and learning process takes place well (Euis, 2012). Teaching and learning is an activity that has educational value. Educational values color the interactions that occur between teachers and students. Interactions have educational value because the teaching activities carried out are directed at achieving certain goals that have been formulated before the teaching is carried out. Teachers consciously plan their teaching activities systematically by utilizing everything for teaching purposes (Djamarah, 2002). Teachers

are the pillars and drivers in all teaching processes, both inside and outside school. These two roles are very important in helping students increase their desire in the academic field. Teachers must use their abilities to attract students' interest, not just carry out the learning process at school, teachers must be able to help students continue to progress in the academic field. Therefore, teachers are advised to make changes in their teaching style within the school to adapt it to a learning style that enables students to understand the material given to them. A teacher's teaching style is a teacher's way or technique in conveying the content of their teaching. A teacher's teaching style is related to delivery, interaction and the teacher's personality traits.

Based on the results of previous observations, researchers generally obtained information that student learning outcomes, especially biological concepts, were still lacking. One of the causes of this is related to students' lack of interest in studying Biology. This is clearly illustrated by the lack of relationships between teachers and students in the teaching and learning process, resulting in boredom in students. Thus, the learning outcomes obtained by some students are still below the KKM. As a result, this learning situation causes students to be passive because they lack motivation to be directly involved in the teaching and learning process, so that students do not directly influence the level of understanding and learning outcomes of students, most of whom do not reach the KKM at school, namely 60%.

## METHOD

This type of research is descriptive research. This research was carried out to provide information on the learning outcomes of class VIII students at SMP Hang Tuah Lantamal IX Ambon on the subject of the human circulatory system. This research was carried out at Hang Tuah Lantamal IX Ambon Middle School, carried out for one month from November 5 to December 5 2016. Class VIII students at Hang Tuah Lantamal IX Ambon Middle School consisted of 2 classes totaling 72 students.

The data collection technique in this research is by using questionnaires, literature, interviews and observation. With data analysis, test validity and reliability. Where the validity test shows the level of validity or authenticity of an instrument. Meanwhile, the reliability test shows that an instrument is trustworthy enough to be used as a data collection tool because the instrument is good.

## DISCUSSION RESULT

The results of the effectiveness test of antiseptics made from *gandaria* leaves on *S. aureus* and *E. coli* bacteria can be seen in Table and picture.

Mathematics and Natural Sciences education teachers at SMP Hang Tuah Lantamal IX Ambon as implementing the national education curriculum play an important role in improving student learning outcomes, especially in Mathematics and Natural Sciences education including cognitive, effective and psychomotor aspects. The results of the analysis of the average teaching scores of class VIII teachers at SMP Hang Tuah Lantamal IX Ambon can be seen in table 1.

Table 1 Average Value of Teachers Teaching Style Assessment

Variable X	Observer Score		Mean (%)	Qualification
	I (%)	II (%)		
1	95.7	91.3	93.5	Good
2	90.5	81	92	Good
3	93.5	96.5	85.5	Good
4	93,5	100	96.5	Good
5	81	84.5	82.5	Good
6	87.4	89,8	88.6	Good
7	74.3	87	80.5	Good
8	89.8	87.2	88.5	Good

Information:

1. Assessment opens the lesson
2. Assessment explains
3. Assessment creates reinforcement
4. There are variations in the assessment
5. Class management assessment
6. Assessment of leading small groups

- 7. Questioning assessment
- 8. Assessment closes the lesson

Based on the data in table 2 above, it shows that the teaching assessment qualifications of class VIII teachers at SMP Hang Tuah Lantamal IX Ambon are classified as good, namely; variable X1 average value 93.5%, X2 average value 92%, X3 average value 85.5%.

Table 2. Qualifications for Achieving Learning Outcomes in Cognitive Aspects

Interval	Frequency	Presentase (%)	Qualification
85 – 100	35	100%	Very good
70 – 84	-	-	Good
56 – 69	-	-	Enough
< 55	-	-	Fail
Amount	35	100%	

Table 3. Qualifications for Achieving Learning Outcomes in Affective Aspects

Interval	Frequency	Presentase (%)	Qualification
85 – 100	5	14,29 %	Very good
70 – 84	30	85,71%	Good
56 – 69	-	-	Enough
< 55	-	-	Fail
Amount	35	100%	

Table 4. Qualifications for Achieving Learning Outcomes in Psychomotor Aspects

Interval	Frequency	Presentase (%)	Qualification
85 – 100	7	20 %	Very good
70 – 84	28	80%	Good
56 – 69	-	-	Enough
< 55	-	-	Fail
Amount	35	100%	

The assessment of the application of the teaching style of biology teachers at SMP Hang Tuah Lantamal IX Ambon can be said to be good, this is in accordance with the qualification level for assessing teacher teaching styles obtained by teachers in class VIII. Based on the results of daily tests in assessing teachers' teaching styles for material on the human circulatory system, it was found that student learning outcomes in class VIII averaged 74 with a good qualification level. Students cognitive abilities assessed according to Student Worksheets (LKS) and formative tests during the learning process are at the complete qualification level. Based on the percentage of cognitive aspects achieved, the class taught applies a teaching style that can arouse students' learning motivation (100%) or 35 students have completed the qualifications. Assessment in the affective aspect is assessed based on assessment criteria (Ratumanan, 2004) at meetings held with the class which are the aspects of the assessment, namely working together, taking the initiative, being attentive, working systematically, carefully and critically during the learning activities taking place in the class which is depicted in table 4.6 which shows that as many as (100%) or 35 students have completed the qualifications.

Psychomotor learning outcomes can be done through observation or observations. Observation as a tool is widely used to measure individual behavior or the process of an activity that can be observed. Psychomotor assessment is assessed based on body language assessment criteria such as eye contact, posture and body movements used actively, listening actively to what friends say, listening or actively receiving explanations from the teacher, asking questions using good and correct language, writing down what delivered by the teacher. Students final grades are presented in descriptive form obtained by process assessment (6P) and formative test scores (4F). Learning is said to be successful and of high quality if all or at least the majority of students are actively involved, both physically, mentally and socially in the learning process. Achievement of student competency which includes students' cognitive aspects from the

results of the cognitive process assessment in working on worksheets, affective aspects and psychomotor aspects in the assessment sheet as well as formative test results can be seen from the final score which contains the results of the student's final score obtained from combining the scores obtained. obtained by students, then the achievement of the final score in class VIII shows that all students achieved learning mastery even though with different classifications. This is in accordance with Slavin (1995), cooperative learning influences students' academic abilities where students are more likely to have a higher level of thinking during and after discussions in groups.

Based on data analysis, it is known that simultaneously the independent variables teacher teaching style and student learning motivation have a significant influence on learning outcomes. This is reinforced by the results of Efrida's research which shows that in order for teaching and learning activities to be accepted by students, teachers need to try to arouse their passionate interest in learning. The awakening of students' passion and interest in learning will make it easier for teachers to connect teaching activities with learning activities. One form of passion is reflected in learning motivation. In this case motivation plays a dominant role. Therefore, the discussion of passion and interest in learning motivation cannot be separated from the teacher's teaching style or way when delivering lesson material. The more appropriate the teacher's teaching style or method, the greater the opportunity to obtain student learning outcomes that meet expectations. And good learning outcomes will be easily achieved by students. Therefore, the teacher's teaching style and student learning motivation are one of the factors that can influence student learning outcomes. Partial testing for the teacher teaching style variable shows that the teacher teaching style variable has a significant influence on the motivation variable for learning outcomes. This is reinforced by Suparman statement (2010:88) which states that for students or students, the teacher's teaching style is seen as positive, energetic, enthusiastic, fun, and all of this has a close relationship to achieving maximum learning outcomes.

The teaching style used by the teacher will create a dynamic, lively learning atmosphere and improve good communication between teachers and students. Besides that, teaching style can also be a positive stimulus for the ongoing learning process. So it can be concluded that the teacher's teaching style is able to improve student learning outcomes. Meanwhile, the student learning motivation variable shows that the student learning motivation variable has a significant influence on learning outcomes. This is reinforced by the opinion of Sardiman (2007:85) who states that motivation can function as a driver of effort and achievement. A person undertakes a business because of motivation. Having good motivation in learning will show good results. In other words, with diligent effort and especially based on motivation, someone who studies will be able to produce good achievements. So the intensity of a student's motivation will greatly determine a person's level of learning achievement. Based on the research results it was found that there was a perfect correlation between the teacher teaching style and the motivation for student learning outcomes in class VIII. For class VIII, the  $r_{pm}$  value = 1.00. This means that the better the teacher is at implementing a teaching style, the better the student learning outcomes will be. The value of 1.00 mentioned above is compared with  $r_{table}$  at the 0.05 level and  $N=35$ , then  $r_{table} = 0.334$ . Thus  $r_{count} > r_{table}$  so that there is an influence between the teacher's teaching style and student learning outcomes motivation that is perfectly correlated according to the person correlation coefficient interpretation table.

## CONCLUSION

There is a significant influence or perfect correlation between the teacher teaching style on the motivation for learning outcomes regarding the circulatory system material in humans in class VIII of SMP Hang Tuah, Ambon. This is proven by the product moment correlation value from Pearson  $r_{count} = 1.00$  when compared with the  $r_{table}$  value = 0.334 and according to the Pearson correlation coefficient interpretation table. Thus, hypothesis H1 states that there is a significant influence between teacher teaching style on student motivation and learning outcomes.

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