

## The Influence of Learning Style and Public Speaking Ability on Students' Interest in Learning in Islamic Religious Education Subjects at SMP Negeri 12 Gorontalo

Safira Tamuu<sup>1</sup>, Arten H. Mobonggi<sup>1</sup>, Abdurrahman R. Malas<sup>1</sup>

<sup>1</sup>Islamic Religious Education Study Program, Postgraduate, IAIN Sultan Amai Gorontalo.  
Jln. Gelatik 1 Kelurahan Heleduaa Utara, Kec Kota Timur

Received: May 19, 2024

Revised: June 15, 2024

Accepted: July 5, 2024

### Abstract

The learning style is a unique characteristic possessed by every individual, influencing how they absorb, organize, and process information. When students are able to learn in a manner that aligns with their individual learning preferences, it facilitates a greater comprehension of the subject matter and fosters a heightened enthusiasm for the learning process. The objective of this study is to examine the impact of different learning styles on students' level of interest in learning PAI subjects at SMP Negeri 12 Gorontalo. 2) Understanding the Impact of Public Speaking Skills on Students' Engagement in Learning PAI Subjects at SMP Negeri 12 Gorontalo. 3) Understanding the Impact of Learning Style and Public Speaking Ability on Students' Interest in Learning in PAI Subjects at SMP Negeri 12 Gorontalo. The research methodology employed is quantitative in nature, utilizing a survey-based approach and employing various data collection techniques such as questionnaires and observation documentation. According to the research findings, it has been observed that there is a correlation between one's learning style and their level of interest in the learning process. These findings are supported by the t test result of 0.000, indicating a significance level of less than 0.05. Additionally, the calculated t value of 5.556 exceeds the critical t value of 0.677 from the t table. Therefore, it can be inferred that H1 is accepted, indicating a correlation between learning style and interest in learning. 2) The ability to speak publicly has an impact on one's level of interest in learning. These findings are supported by the t-test result of 0.000, indicating a significance level of less than 0.05. Additionally, the calculated t-value of 7.525 exceeds the critical t-value of 0.677. Therefore, it can be inferred that H2 is accepted, indicating a correlation between public speaking ability and interest in learning. 3) The interest in learning of students can be influenced by their learning style and public speaking abilities. The evidence for this is supported by the f test results of 0.000, which is greater than the significance level of 0.05. Additionally, the calculated f value of 34.299 exceeds the critical f table value of 3.12. Therefore, it can be inferred that H3 is accepted, indicating a correlation between learning style and public speaking ability with interest in learning.

**Keywords:** Learning Style, Public Speaking Ability, Interest in Learning

### Introduction

Education is a necessity in life, without education, every human being will experience difficulties in developing themselves and will be left behind (Wangka, & Usman, 2016). The educational needs of every human being will be useful for defending themselves in an environment that continues to develop rapidly. It could also be said that education can be used as a way for humans to learn to survive. When we continue to learn, the knowledge we gain will become thicker and we will be able to open ourselves up to face educational competition in this modern era. Improving education certainly has a purpose.

Because of education, human life will experience change, development, increase in knowledge and personality.

Law no. 20 of 2003 article 3 explains that the function of national education reads: "National Education functions in developing quality potential to educate the nation, developing the quality of students so that they become human beings who are devout, moral, knowledgeable, intelligent, creative, independent, democratic and responsible" (Syazali, 2015). Extra learning is needed to increase potential according to educational goals. Nowadays, the learning system has changed from being teacher-centered to student-centered learning.

School is a formal educational environment. Teachers as educators have been formally prepared in teacher education institutions (Cochran-Smith et al., 2020). He has been equipped with knowledge about the ins and outs and theories of children's education, such as curriculum development, psychology, teaching and learning strategies and others. Teachers have also been given practical skills as educators or instructors. Teachers carry out their duties as educators professionally by preparing thorough plans through a written curriculum (Nurtanto et al., 2021).

Learning, development and education are daily events and actions. From the perspective of students as learners and from the perspective of teachers as learners, differences and similarities can be found (Lei & So, 2021). The relationship between teachers and students is a functional relationship, in the sense of educators and educated actors. In terms of goals to be achieved, both teachers and students both have their own goals. However, the goals of teachers and students can be united in instructional goals. In terms of the length of action time, the teacher's educational and teaching actions are limited, meaning that they correspond to the length of study at school level. On the other hand, students' learning actions are lifelong, or at least they continue to learn even after graduating from school. In terms of process, learning and development of students themselves are the ones who experience, do and live it (Dimiyati & Mudjiono, 2010).

The way students learn is often called a learning style. Learning style is a combination of how one absorbs, then organizes and processes information. Of course, the learning styles are different, but the goals to be achieved in a student's learning remain the same, namely to achieve the expected learning achievements (Maulia, 2023).

Apart from learning styles, there are other factors that influence student learning, namely psychological factors. Psychological factors are a person's psychological state that can influence the learning process. According to Mustaqim in Khanifatul, there are several main psychological factors that can influence the learning process, including: student intelligence, motivation, interests, attitudes and talents (Khanifatul, 2013).

Education is human-human communication as an effort to develop human personal qualities and build national character based on religious, philosophical, psychological, social-cultural and science and technology values which lead to the formation of human persons who are moral, have noble character and are virtuous (Nofrion, 2016). One of the success factors in making attitude changes is how students are able to communicate with other students.

Public speaking is considered important because public speaking is the delivery of communication. People who are able to do public speaking well are certainly able to convey thoughts, ideas, information, motivation, or other good things. Apart from that, it can make someone more confident, able to lead others and influence others. Public speaking can also broaden your knowledge horizons. Based on the results of observations made during Islamic Religious Education learning activities at SMP Negeri 12 Gorontalo, it shows that the learning process in PAI subjects is still less effective. This can be seen from the way the teacher delivers material using lectures and taking notes on the blackboard, resulting in a lack of student activity during the teaching and learning process.

When the learning process takes place, student participation in the teaching and learning process is very low and passive because they tend to only be recipients, making the class atmosphere

less lively so that many students are sleepy, this has an impact on the level of students' understanding of the material presented by the teacher. Students become bored and uninterested in learning and even talk to themselves when the teacher delivers the material, so that students do not fully concentrate on the ongoing learning and the class becomes not conducive. This situation shows that the atmosphere of the teaching and learning process is less enjoyable so that students seek their own pleasure rather than paying attention to the material provided by the teacher. Students' desire to know about the material is also very low, as can be seen from the absence of students asking questions in class. Based on these problems, students' interest and public speaking abilities in Islamic Religious Education subjects have not been achieved.

## **Methods**

This study employs a form of quantitative research methodology. Quantitative research is a type of research that follows the philosophy of positivism. It is commonly used to study specific populations or samples. Sampling techniques are typically conducted randomly, and data collection involves the use of research instruments. The main objective of quantitative research is to analyze quantitative/statistical data in order to test established hypotheses. This study employs a quantitative research methodology. Quantitative research methods involve the examination of the relationship between variables in order to test specific theories. Variables are typically measured using research instruments to facilitate the analysis of numerical data through procedural statistics.

## **Results and Discussion**

### **The influence of learning styles on students' interest in learning in PAI subjects at SMP Negeri 12 Gorontalo**

According to the findings of the data analysis conducted by researchers, it has been determined that there is a correlation between students' learning style and their level of interest in learning. The results of the t test provide evidence that the influence of learning style on interest in learning is statistically significant. The significance value is 0.000, indicating that it is smaller than the threshold of 0.05. Additionally, the calculated t value of 5.556 exceeds the critical t table value of 0.677. These findings indicate that H1 is supported, suggesting a noteworthy correlation between learning style and students' interest in learning PAI subjects at SMP Negeri 12 Gorontalo.

According to Bobbi Deporter and Mike Hernacki, a person's learning style is determined by their ability to absorb, organize, and manage information. Understanding students' learning styles offers significant advantages, such as the ability to design an engaging learning environment, foster students' enthusiasm for learning, cultivate motivation, and mitigate potential conflicts that may arise during the learning process. Meanwhile, as per Slameto's research, interest can be defined as a personal inclination and emotional connection towards a particular object or activity, independent of external influence. Interest can be understood as the recognition of a connection between an individual and something external to them. According to Slameto (2015), the level of interest is directly proportional to the strength or proximity of the relationship.

The students' interest in learning experiences undergoes transformation. The desire to learn can be seen as a psychological aspect of an individual, characterized by symptoms such as passion and a strong inclination to engage in the process of acquiring knowledge and experience. Having a genuine passion for education ensures a seamless flow in the teaching and learning process. Understanding the influence of learning styles on students' interest in learning is crucial. By gaining a deeper understanding of their dominant learning style, students can enhance their comprehension of the lessons they receive, leading to an increase in their overall interest in learning.

An ineffective learning style can significantly diminish students' enthusiasm for learning. Two students possess distinct learning styles. Students require assistance and guidance from both teaching staff and supervising teachers in order to comprehend their dominant learning style. Understanding their dominant learning style allows students to discover a method that suits their preferences, enhancing their comfort and ultimately boosting their interest and academic performance.

The manner in which educators instruct has a significant impact on the learning styles and interests of students. The achievement of competency standards in learning is heavily reliant on the teacher's aptitude for managing the learning process, thereby creating conducive environments that facilitate student learning and serve as the foundation for successful educational outcomes. The effectiveness of the teaching and learning process hinges on the teacher's instructional approach and their ability to engage students. For optimal comprehension, it is crucial to select a suitable method that aligns with the content being presented and the instructional tools employed. The chosen method has the potential to generate increased student engagement in specific lessons. As an educator in the field of teaching, it is imperative to be able to cater to the diverse learning styles of all students. Certain students have a preference for instructors who convey information by transcribing it onto the blackboard.

From these descriptions, it can be concluded that learning styles of students play a significant role in shaping their interest in learning. Due to the inadequacy of learning styles in meeting the needs of students, it is evident that students' enthusiasm for learning is significantly diminished. According to research findings, students with a kinesthetic learning style tend to have lower interest in learning, whereas students with an auditory learning style tend to have higher interest in learning. Thus, it is desirable for students to gain a deeper comprehension of their dominant learning style, enabling them to leverage it as a means to attain optimal academic success.

### **The influence of public speaking skills on students' interest in learning in PAI subjects at SMP Negeri 12 Gorontalo**

Based on the results of data analysis obtained by researchers, it was found that there was an influence of public speaking ability on students' interest in learning. This is proven by the results of the t test, where it is known that the significance value of the influence of public speaking ability on interest in learning is 0.000 which means it is less than 0.05 and the calculated t value is 7.525 which means it is bigger than the t table value of 0.677. This shows that H<sub>2</sub> is accepted, which means that there is a significant influence of public speaking ability on students' interest in learning in PAI subjects at SMP Negeri 12 Gorontalo.

Public speaking skills have a very important role in forming and increasing students' interest in learning. This not only increases interest in learning which is useful in school, but is also an important key to success in the academic and professional world. Increasing students' interest in learning is not only about making students able to speak in public and understand subject matter, but also about preparing students to become effective future leaders.

Dale Carnegia, Barbara Rogoff, and Lev Vygotsky argue that with public speaking students will be better able to express themselves. Especially in studying the material in each subject taught. So students who have better public speaking skills tend to have an interest in learning and high grades in each subject. With public speaking, students will learn to develop self-confidence, especially when in discussions to convey opinions. From initially being afraid to speak, later students will be better able to control or manage these feelings well.

In the technological and digital era, where communication often occurs via text messages or social media, public speaking skills remain relevant. Improving students' learning skills and

interest is an investment in students' future, preparing students to communicate effectively in various contexts and enabling students to become strong leaders in society.

So, in a learning context, public speaking is an irreplaceable skill. This is an effective way to increase students' interest in learning, speaking, critical thinking and communication skills. All of these are valuable assets that will help students in the learning process

### **The influence of learning styles and public speaking abilities on students' interest in learning in PAI subjects at SMP Negeri 12 Gorontalo**

Based on the results of data analysis obtained by researchers, it was found that there was an influence of learning style and public speaking abilities on students' interest in learning. This is proven by the results of the f test, where it is known that the significance value of the influence of learning style and public speaking ability on interest in learning is 0.000, which means it is smaller than 0.05 and the calculated f value is 34,299, which means it is greater than the f table value of 3.12. This shows that H3 is accepted, which means that there is a simultaneous influence (together) of learning style and public speaking ability on students' interest in learning in PAI subjects at SMP Negeri 12 Gorontalo.

Learning style and public speaking ability simultaneously influence students' interest in learning, this has been proven by the f test which has been carried out based on data obtained by researchers, apart from the f test learning style and public speaking ability simultaneously influence students' interest in learning, This is characterized by the learning style theory itself, where the goal of learning styles for students is to absorb, organize and process the information received. If students can learn according to their learning style, it will be easier for students to understand the material and increase students' interest in learning, so it can be concluded that students' learning styles influence students' interest in learning. If students can learn according to their learning style and have a high interest in learning, then students will more easily understand the material. From the statement above it is clear that learning styles have an influence on increasing students' interest in learning.

Public speaking also has a very important role in forming and increasing students' interest in learning. Public speaking is not just about increasing interest in learning which is useful in school, more than that, public speaking is an important key for students to be successful in their learning process. Increasing students' interest in learning is not only about making students able to be active in the learning process and understand the subject matter, but public speaking prepares students to become effective future leaders.

### **Conclusion**

Public speaking gives students the opportunity to develop speaking, listening and critical thinking skills in the classroom learning process. Students learn how to design clear and persuasive messages, organize information well, and construct strong arguments. These are all essential skills in communicating well, both in the classroom and out there in the real world. Apart from that, public speaking also helps students overcome nervousness and anxiety when speaking in public. This is an invaluable skill as many adults face similar fears. By giving students the experience of speaking in front of a class of students, students learn to overcome this anxiety and become more confident in communicating. From the statement above it is clear that learning style and public speaking together influence students' interest in learning in PAI subjects at SMP Negeri 12 Gorontalo.

### **References**

Cochran-Smith, M., Keefe, E. S., Carney, M. C., Sánchez, J. G., Olivo, M., & Smith, R. J. (2020). Teacher preparation at new graduate schools of education. *Teacher Education Quarterly*, 47(2), 8-37.

- Dimiyati, & Mudjiono. (2010). *Belajar & Pembelajaran*. Jakarta: PT Rineka Cipta.
- Khanifatul. (2013). *Pembelajaran Inovatif*. Jogjakarta: AR-RUZZ MEDIA.
- Lei, S. I., & So, A. S. I. (2021). Online teaching and learning experiences during the COVID-19 pandemic—A comparison of teacher and student perceptions. *Journal of Hospitality & Tourism Education*, 33(3), 148-162.  
<https://doi.org/10.1080/10963758.2021.1907196>
- Maulia, D., (2023). Pengaruh Gaya Belajar dan Minat Belajar terhadap Prestasi Belajar Mata Pelajaran Ekonomi Siswa Kelas XI IIS di SMA Negeri 7 Surakarta. *Jurnal FKIP UNS*. Retrieved from <http://jurnal.fkip.uns.ac.id> on April 25, 2023.
- Nofrion. (2016). *Komunikasi Pendidikan: Penerapan Teori Dan Konsep Komunikasi Dalam Pembelajaran*. Jakarta: Kencana.
- Nurtanto, M., Kholifah, N., Masek, A., Sudira, P., & Samsudin, A. (2021). Crucial Problems in Arranged the Lesson Plan of Vocational Teacher. *International Journal of Evaluation and Research in Education*, 10(1), 345-354.
- Slameto. (2015). *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*. Jakarta: PT Rineka Cipta.
- Syazali, M. (2015). Pengaruh model pembelajaran creative problem solving berbantuan media maple 11 terhadap kemampuan pemecahan masalah matematis. *Al-Jabar: Jurnal Pendidikan Matematika*, 6(1), 91-98.
- Wangka, A., & Usman, M. (2016). Penerapan Strategi Pembelajaran PQ4R (preview, question, read, reflect, recite, dan review) Dalam Meningkatkan Prestasi Belajar PAI. *TARBAWI: Jurnal Pendidikan Agama Islam*, 1(1), 68-76.  
<https://doi.org/10.26618/jtw.v1i1.359>