

The Influence of Teacher Teaching Style on Student Learning Enthusiasm in Fiqhi Subject in MAN 1 Palu

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ABSTRACT

This research is field research where the author goes directly to the location to become the object of research to collect the data needed in research. The type of research is quantitative research with research instruments in the form of observation, documentation and questionnaires. The data collected were processed using statistical analysis program of the Statistical Package for Social Sciences (SPSS 17) and analyzed using a simple linear regression formula, Product Moment, and T testing.

Based on this orientation, the results of the study show there is a significant influence between variable X (teacher teaching style) and variable Y (student learning enthusiasm). This can be seen from the results of the comparison between t count with t table, where t count is 2.312 greater than t table which is 1.665. Then the result of the regression equation is $Y = 71.287 + 0.0473X$, meaning that the X regression coefficient of 0.0473 states that every addition of 1 value of b, then the value of a increases by 0.0473.

The conclusion is that H_0 which states "there is a significant influence between the teacher's teaching style on students' learning enthusiasm in Fiqhi subjects in MAN 1 Palu" is accepted. So that the Teacher's Teaching Style can increase Student Learning Enthusiasm in Fiqhi subject at MAN 1 Palu.

1. Introduction

Education is expected to provide knowledge that enables people to overcome life problems in professional tasks in everyday life. Education is inseparable from the learning process. Learning is not just memorizing or developing intellectual abilities, but developing every aspect, both cognitive abilities, attitudes, emotions, habits, and so on. This concept views human beings as a whole, not separate parts. When intellectual development occurs, other psychological aspects should also develop.

One aspect that plays an important role in achieving learning goals is the enthusiasm for learning. Each student has different characteristics and cannot be equated with one another. These differences can be seen from the behavior of students in their daily lives and can also be seen by teachers during the learning process. The differences in student characteristics also affect the enthusiasm for learning that each student has. Students' enthusiasm for learning can arise from within themselves and some arise due to outside influences. One way that can be taken to increase student enthusiasm for learning is through basic skills possessed by a teacher, in this case the teaching style possessed by the teacher. Teaching style is any form of response

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that is part of the modification of teacher behavior to student behavior, which aims to provide information or feedback for students on their actions or responses given as an encouragement or correction. Teaching style can also be interpreted as a form of teacher appearance during the learning process both curricular and psychological. A curricular teaching style is a teaching teacher who is tailored to the goals of a particular subject. While the psychological teaching style is a teaching teacher that is adjusted to student motivation, classroom management, and evaluation of teaching and learning outcomes. Teachers' teaching styles differ from one another during the teaching and learning process even though they have the same goal, namely conveying knowledge, shaping student attitudes, and making students skilled in work. The teacher's teaching style also reflects the teacher's own personality and is difficult to change because it has been innate since childhood or from birth. Thus, the teacher's teaching style becomes an important factor in determining the success of student achievement. The existence of teaching style skills possessed by a teacher is expected that students will have more enthusiasm in learning. The purpose of enthusiasm in learning is to be an extraordinary motivation in achieving life goals. In addition, with enthusiasm in learning, students can create creativity in themselves and increase all life forces that are God's gift in them. The most important thing can encourage students to never stop learning. The explanation above really needs to create a sense of enthusiasm in every student. For example, in the learning process teachers should use interesting methods so that students are interested in following the learning process. In addition, teachers can also use media that support the learning process. Not only interesting learning methods and media, to create a sense of student enthusiasm in learning, teachers must also use words that are easily understood by students.

2. Literature Review

2.1. Understanding Teaching Style

Teaching is guiding children's learning activities. While teaching style is a characteristic of habits, preferences that are important in relation to students even teaching style is more than a habit and a special way of behavior or speech of teachers or lecturers. The teaching style reflects how the implementation of the teacher's teaching is influenced by his own views on teaching, psychological concepts used, and the curriculum implemented. Teaching style is a form of teacher appearance during the teaching and learning process both curricular and psychological, curricular teaching style is a teaching teacher who is tailored to the goals of certain subjects. While the psychological teaching style is a teaching teacher that is adjusted to student motivation, classroom management, and evaluation of teaching and learning outcomes

The teaching style of a teacher differs from one another during the teaching and learning process even though it has the same goal, which is to convey knowledge, shape student attitudes, and make students skilled in work. The teacher's teaching style also reflects the teacher's own personality and is difficult to change because it has been innate since childhood or from birth. Thus, the teacher's teaching style becomes an important factor in determining student achievement. From these opinions, teaching style can be concluded as an inherent characteristic of a teacher or lecturer who is influenced by his own views seen from the way of appearance and behavior in delivering material to students.

2.2. Various Teaching Styles of Teachers

According to Ali, teaching styles can be divided into four types, namely:

2.2.1 Classic Teaching Style

The classical-style learning process seeks to maintain and pass on old values from the previous generation to the next. The content of the lesson is a number of the most popular and selected information and ideas from the world that the child knows. Therefore, the content of the lesson is objective, clear, and organized systematically-logically. The process of delivering materials is not based on children's interests, but in a certain order. The role of the teacher here is very dominant, because he has to deliver materials. Therefore, the teacher must be an expert about the lessons he holds. Thus the teaching process is passive, that is, students are given lessons.

This style of teaching cannot be blamed entirely when classroom conditions require teachers to do so, namely classroom conditions where the majority of students are passive. The classical teaching style is no longer in accordance with the current learning principles that have shifted from the teacher-centered paradigm to student-centered. This paradigm shift is caused by the rapid advancement of science with the help of advanced technology, so if there are still teachers who use the teaching style of classical teachers, it will indirectly hinder student progress

2.2.2 Technological Teaching Style

The focus of this teaching style is on individual student competencies. Learning materials are adjusted to the level of readiness of the child. The role of lesson content is dominant. Therefore, the materials are compiled by their respective experts. The material is related to objective data and skills that can guide students' vocational competence. The role of students here is to learn using devices or media. By simply responding to what is proposed to him through that device, the student can learn what can benefit him or her in life. The role of the teacher is only as a guide, director, or facilitator in learning because the lesson has been programmed in such a way in the device, both software and hardware.

According to Thoifuri, the technological teaching style requires teachers to stick to available media. Teachers teach by paying attention to student readiness and always provide stimulation to their students to be able to answer problems.

2.2.3 Personalized Teaching Style

The teacher's teaching style is one of the keys to student success. Basically, teachers teach not only to assume students, but also to assume themselves. Teachers who have principles like this, he will always improve his learning and also look at his students as himself. Teachers cannot force their students to be the same as their teachers, because they have their own interests, talents and tendencies.

According to Ali, personalized teaching is based on students' interests, experiences, and mental development patterns. This is because each student has their own interests, talents, and tendencies that cannot be forced by the teacher. Students should be seen as individuals who have the potential to be developed. Therefore, the role of teachers is needed to position themselves as student learning partners by providing assistance to student development in various aspects.

2.2.4 Interactional Teaching Style

Human life (students) besides being individual beings is also a social being. As a social being, he should have social interaction with various problems that must be faced. Students are confronted with a multifaceted reality. Therefore, in learning he is given a wide opportunity to choose a study program that is in accordance with the study program that is in accordance with contemporary society. Students are also involved in the formation of social interactions that require them to be able to learn independently.

The roles of teachers and students here are equally dominant. Teachers and students try to modify various ideas or knowledge learned to find new forms based on radical studies. The teacher in this case creates a climate of interdependence and the emergence of dialogue between students. Students learn through dialogical relationships. He expressed his views on reality, as well as listened to the views of other students. Thus can be found new views as a result of the exchange of ideas about what is learned. The content of the lesson is focused on socio-cultural issues, especially those that are contemporary.

In accordance with the explanation of the four teaching styles above, the author focuses on technological teaching styles and to find out whether the teacher uses technological teaching styles can be known by looking at six factors that support the teaching style, namely:

- 1) Teachers teach using learning methods
- 2) Teachers teach using learning media
- 3) Teachers teach with good language in learning
- 4) The teacher becomes a guide in the learning process
- 5) The teacher becomes a director in the learning process
- 6) The teacher becomes a facilitator in the learning process.

2.3 Understanding Learning Enthusiasm

Enthusiasm is a feeling of excitement about something that is happening. A positive response to something around us, of course, is very expected, because this response will have an impact on daily behavior. In the Big Indonesian dictionary, enthusiastic means passion, passion, great interest. Passion for something that exists in life. Enthusiasm comes from within, spontaneously or through experience first. Like food, if we see someone so voraciously eating the food in front of him, then antusism occurs, so that our response to the food in front becomes positive, and causes us to want to eat with gusto.

Learning is all mental or psychic activity that takes place in active interaction in the environment, which produces changes in the management of understanding. The explanation above can be concluded that enthusiasm for learning is a feeling of joy, passion, excitement, enthusiasm, great interest of a student to change for the better by learning.

2.4 Fiqhi subjects in Madrasah Aliyah

Fiqhi subjects in Madrasah Aliyah is one of the PAI subjects which is an improvement of the Fiqhi that has been learned by students in Madrasah Tsanawiyah / Junior High School. The improvement is carried out by studying, deepening and enriching the study of Fiqhi both regarding aspects of worship and muamalah, which are based on the principles and rules of the proposal of Fiqhi and explore its purpose and wisdom, as preparation to continue to higher education and to live in society.

Substantially, Fiqhi subjects have a contribution in motivating students to practice and apply Islamic law in everyday life as a manifestation of harmony, harmony, and balance of human relationships with Allah SWT, with human beings, fellow humans, other creatures or their environment

3. Methodology

The type of research according to the type of data and analysis used in this study is a type of quantitative research, which is research conducted by collecting data in the form of numbers. This research used questionnaire to collect the data which were then processed and analyzed to obtain scientific information behind these numbers.

4. Results and Discussion

To find out how the teacher's teaching style in fiqhi subjects in MAN 1 Palu, it can be proven from the results of a questionnaire about the teacher's teaching style. The questionnaire used by researchers to measure whether the teacher's teaching style in fiqhi subjects in MAN 1 Palu uses a technological teaching style or not is a questionnaire given to students (respondents) to assess the teacher's teaching style. Before distributing the research questionnaire to all samples, researchers first distributed the research questionnaire to 30 grade XI students to test the validity of the research questionnaire divided. Furthermore, the results of the research questionnaire were analyzed using SPSS 17 to check its validity. After the research questionnaire is considered valid, the researcher then distributes the questionnaire to all samples that have been selected. The number of research questionnaires was 22 points stating that the teacher's teaching style in fiqhi subjects at MAN 1 Palu uses a technological teaching style. The research questionnaire was distributed to 77 samples as attached.

4.1. Assessment Categories

The teacher's teaching style in fiqhi subjects is considered "excellent" when choosing answer A (always), considered "good" if choosing answer B (often), considered "sufficient" when choosing answer C (sometimes), and considered "less" if choosing answer D (never).

Then the results of the questionnaire are calculated using the interval formula (i) and the percentage formula (P):

Calculating intervals:

$$\text{Interval Formula } (i): i = \frac{(Nt - Ntr) + 1}{4}$$

$$Nt = 83, Ntr = 60$$

$$i = \frac{(83 - 60) + 1}{4} = \frac{23 + 1}{4} = \frac{24}{4}$$

Once the width of the interval is known, then the results can be classified as follows:

78-83 = category A as many as 30 students

72-77 = category B as many as 20 students

66-71 = category C as many as 23 students

60-65 = category D as many as 4 students

To find out the percentage size, the data that has been classified is then entered into the percentage formula (P), as follows:

$$\text{Percentage Formula (P)} : P = x \cdot 100\% \frac{F}{N}$$

$$\text{a. } P = 30/77 \times 100\% = 0.3896 \times 100\% = 38.96\%$$

$$\text{b. } P = 20/77 \times 100\% = 0.2597 \times 100\% = 25.97\%$$

$$\text{c. } P = 23/77 \times 100\% = 0.2987 \times 100\% = 29.87\%$$

$$\text{d. } P = 4/77 \times 100\% = 0.0519 \times 100\% = 5.19\%$$

4.2. Percentage and Reward Results

The following conclusions can be drawn: Based on the calculations, it can be explained that the teacher's teaching style in fiqhi subjects at MAN 1 Palu is a technological teaching style. Evidenced from 77 students, 30 of them said that the teacher's teaching style in Fiqhi subject at MAN 1 Palu was very good and led to a technological teaching style of 38.96%, 20 others said good at 25.97%, and 23 others also said enough at 29.87%. While the students who said there were less were only 4 students, with a percentage of 5.19% only. Thus, it can be concluded that the teacher's teaching style on Fiqhi subjects in MAN 1 Palu is a technological teaching style.

4.3. The influence of the teacher's teaching style on the enthusiasm for learning in Fiqhi subjects

After processing the data in the Microsoft Excel 13 program, it was found that:

$$\begin{aligned}\sum X &= 5690 \\ \sum Y &= 5758 \\ \sum X^2 &= 422860 \\ \sum Y^2 &= 431456 \\ \sum XY &= 425648\end{aligned}$$

$\sum X$ is the sum of the results of the teacher teaching style research questionnaire, $\sum Y$ is the sum of the results of enthusiastic research of students, $\sum X^2$ is the sum of the results of the multiplication of X and X values, $\sum Y^2$ is the sum of the results of the multiplication of Y and Y values, and $\sum XY$ is the result of the multiplication of X and Y values.

Before seeing whether there is an influence between variable X (teacher teaching style) and variable Y (student learning enthusiasm), we will first see how the relationship between variable X and variable Y using the following equation:

$$Y = a + bX$$

- a. Determine the value of a with a formula

$$\begin{aligned}a &= \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2} \\ &= \frac{(5758)(422860) - (5690)(425648)}{77 \cdot 422860 - (5690)^2} \\ &= \frac{2434827880 - 2421937120}{32560220 - 32376100} \\ &= \frac{12890760}{184120} \\ &= 70,012\end{aligned}$$

- b. Determine the value of b by the formula:

$$\begin{aligned}b &= \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2} \\ &= \frac{77 \cdot 425648 - (5690)(5758)}{77 \cdot 422860 - (5690)^2} \\ &= \frac{32774896 - 32763020}{32560220 - 32376100} \\ &= \frac{11876}{184120} \\ &= 0,0645\end{aligned}$$

So the regression equation is $Y = 70.012 + 0.0645X$, meaning that the X regression coefficient of 0.0645 states that every addition of 1 value of b, then the value of a increases by 0.0645.

Furthermore, to find out the influence of variable X (teacher teaching style) on variable Y (student enthusiasm for learning), variable X and variable Y are entered into the formula *Product Moment* as follows:

$$\begin{aligned}r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \\ &= \frac{77 \cdot 425648 - (5690)(5758)}{\sqrt{[77 \cdot 422860 - (5690)^2][77 \cdot 431456 - (5758)^2]}} \\ &= \frac{11876}{\sqrt{[32560220 - 32376100][33222112 - 33154564]}} \\ &= \frac{11876}{\sqrt{[184120][67548]}} \\ &= \frac{11876}{\sqrt{1243693776}} \\ &= \frac{11876}{35266,04282} \\ &= 0.3367\end{aligned}$$

5. Conclusion

The teacher's teaching style on Fiqhi subject at MAN 1 Palu is a technological teaching style. Evidenced from 77 students, 30 of them said that the teacher's teaching style in Fiqhi subject at MAN 1 Palu was very good and led to a technological teaching style of 38.96%, 20 others said good at 25.97%, and 23 others also said enough at 29.87%. While the students who said there were less were only 4 students, with a percentage of 5.19% only. Thus, it can be concluded that the teacher's teaching style on fiqhi subjects in MAN 1 Palu is a technological teaching style. There is a significant influence between

variable X (teacher teaching style) and variable Y (student learning enthusiasm). This can be seen from the results of the comparison between t count with t table, where t count is 3.088 greater than t table which is 1.665. This means that H_0 which states "there is a significant influence between the teacher's teaching style on students' enthusiasm for learning in Fiqhi subject at MAN1 Palu" is accepted.

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