
Pengaruh Penggunaan Teknologi Pembelajaran Dan Gaya Mengajar Terhadap Minat Belajar Siswa Sma Al Azhar Tanjung Bumi Bangkalan

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Abstract

Education in the contemporary era is increasingly influenced by technological advances and the important role of teaching style in stimulating students' interest in learning. This research aims to determine the influence of the use of learning technology and teaching styles on students' interest in learning at SMA Al Azhar Tanjung Bumi Bangkalan. The research population was 205 students at Al Azhar Tanjung Bumi Bangkalan High School, with a research sample consisting of 75 class XI students. Research includes quantitative research. Statistical analysis uses regression techniques. The results of this research reveal that there is a significant influence between the use of learning technology and teaching style on students' interest in learning at Al Azhar High School Tanjung Bumi Bangkalan. These findings provide an in-depth picture of the factors that influence students' interest in learning in the educational context at Al Azhar Tanjung Bumi Bangkalan High School, providing a basis for developing learning strategies that are more effective and in line with students' needs in this modern era

Keywords

Learning Interest; Use of Information Technology; Teaching Style; Education.

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1. INTRODUCTION

Schools as official social institutions established by the state or private sector, have the main mission of educating the nation's children. Its main function is not only limited to delivering learning material, but also involves a series of evaluation efforts to develop students' potential and character (Gunawan et al., 2016). The process of organizing learning in schools includes various aspects designed with the aim of providing a learning experience (Iskandar & Farida, 2020). Apart from transferring knowledge, schools also act as a forum for forming students' personalities, ethics and social skills. By providing comprehensive learning, schools contribute significantly in forming a generation that is skilled, knowledgeable and has strong character, in line with its mission to create citizens who are competitive and responsible in society. Thus, the role of schools is as a provider of information and as an important pillar in the formation of individuals who are ready to face complex challenges in modern society.

Teachers as educators are the determining factor for success in educational endeavors. They are not only transmitters of knowledge, but also role models for their students, as emphasized by Jannah (2019). As an example followed by students,



teacher behavior has a profound impact on student development. The teacher's role as a role model creates strong emotional and interpersonal bonds between teachers and students. The established familiarity and trust facilitate the process of transferring knowledge and learning. Students tend to be more open to positive influences and motivational views from teachers, as stated by Fahri and Lubis (2022). For this reason, the role of teachers as role models is to increase the effectiveness of learning which then shapes students' character and creates a positive and motivating learning environment, making an important contribution to the formation of a generation of quality and potential.

Students' interest in learning is a driving force in motivating them to be actively involved in the learning process (Darmawan et al., 2021). When students have a high interest in learning, it creates a strong urge to be curious about the subject matter, and fosters enthusiasm which has a positive impact on their participation in learning activities (Putra et al., 2016). Student enthusiasm, which is reflected in active participation, is a direct result of high interest in learning. Enthusiastic students are more likely to be involved in the learning process, dare to express opinions, and be active in various class activities, creating a positive learning environment. Curiosity is the main key that encourages students to better understand the concepts being taught. Interest in learning that grows from curiosity provides a strong foundation for the development of students' independent abilities (Karina et al., 2018).

The development of Information and Communication Technology (ICT) in the current era has had a significant impact on various aspects of people's lives, including in the field of education (Suradji, 2019; Kurniawan et al., 2022; Munir et al., 2022). The use of ICT has not only become a necessity, but has also become an integral part of everyday life, creating a new paradigm in learning and teaching. The use of ICT in the educational process involves various activities such as processing, changing, creating, storing and disseminating information. In this way, ICT not only provides fast and easy access to information, but also changes the way of learning and teaching (Mardikaningsih et al., 2015). The important role of ICT in the world of education was emphasized by Agustiani (2018), which makes it absolutely valuable for individuals to master this technology. Along with the trend of using ICT which is loved by society, the application of ICT in the education system has also brought major changes. One of the significant impacts of ICT in the world of education is the transformation of conventional learning systems into more modern and innovative ones (Dzinnur et al., 2022; Oktavia & Hanifah, 2023). Learning materials presented in image, text, sound and video formats can provide a more enjoyable and effective learning experience,

thereby increasing students' interest in learning (Wahyudi et al., 2018). Apart from that, ICT also brings innovation to the assessment and evaluation process. The use of online platforms, e-learning, and various educational applications allows for more diverse and accurate assessments (Rijal & Hendrik, 2023). The use of this technology creates a more adaptive, modern and results-oriented educational environment (Masnawati & Kurniawan, 2022), which in turn can increase students' interest in learning and prepare them to face future challenges (Dewi et al., 2020; Wardayanti et al., 2022).

The way teachers teach has a big impact on students' interest in lessons, as emphasized by Rahmatullah and Chaer (2022). Teaching style is described as the method used by teachers in teaching (Rahmat & Jannatin, 2018). The way teachers teach is an important key in guiding students to achieve full understanding of the material and form skilled characters (Darmawan, 2014; Kusumawati & Maruti, 2019). Although teaching styles vary between teachers, the point is to guide students to understand the material and develop their character. Teachers who have a positive and competent teaching style are able to manage learning effectively and apply various appropriate learning methods (Mardikaningsih & Darmawan, 2021). Therefore, the teacher's role is not limited to delivering material in creating a learning environment that supports student development, building the basis for interest in learning.

Education faces big challenges in keeping up with technological developments, which drives the need for continuous innovation. To answer this challenge, it is necessary to have a deep understanding of the dynamics of the relationship between learning technology and teaching styles, with the hope of formulating more effective and interesting learning strategies for students in the digital era. This research aims to investigate the influence of the use of learning technology and teaching styles on students' interest in learning. By understanding how the interaction between learning technology and teaching styles can shape students' interest in learning, it is hoped that the results of this research can provide valuable insight into the development of curriculum and learning methods that are relevant to the needs of today's students.

2. METHODS

This research is quantitative in nature, with the main objective being to measure the extent of the influence of the use of technology and teaching styles on students' interest in learning at Al Azhar Tanjung Bumi Bangkalan High School. The population of this study was Al Azhar Tanjung Bumi Bangkalan High School students, totaling 150 students. Samples were taken from 75 class X students.

The research instrument used was a questionnaire to collect data regarding student perceptions of the influence of learning technology and teaching styles on students' interest in learning. The questionnaire will include structured questions related to the research variables. The research variables consist of independent variables (use of technology and teaching style) and dependent variables (interest in learning). The following is an explanation of operational definitions and research indicators:

1. The use of technology (X.1) in the learning process in schools is as an assistant for teachers in delivering learning material which requires supporting components through relevant media (Asy'ari and Haqibillah, 2022). Zubir (2018) revealed that there are four indicators of the use of learning technology, namely media resulting from print technology, media resulting from audio-visual technology, media based on computer technology, media resulting from combined technology (print technology, audio visual and computer-based technology).
2. Teacher teaching style (X.2) which will be measured using a questionnaire designed to assess the approaches, methods and strategies used by teachers in the learning process. According to Rahmat and Jannatin (2018), 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 conversation of the teacher. According to Subarno (2019), teaching style indicators include: teacher's appearance or attitude, classroom management, use of methods and learning media.
3. Student learning interest (Y) as a dependent variable that pays attention to the tendencies or interests that students have in the learning process. Indicators for measuring students' interest in learning briefly can include things such as active participation, search for additional information, interest in topics or subject matter, intrinsic motivation, involvement in extracurricular activities (Andayani & Darmawan, 2004).

The data collected in this research will undergo analysis using statistical methods, especially regression analysis. The main objective of this analysis is to identify and understand the extent of the influence of the use of technology and teaching styles on students' interest in learning at Al Azhar Tanjung Bumi Bangkalan High School. Regression analysis will provide a more detailed and measurable picture of the relationship between the variables studied.

3. FINDINGS AND DISCUSSION

This research succeeded in distributing questionnaires to 75 class X students at SMA

Al Azhar Tanjung Bumi Bangkalan. The positive response reflected in the return of one hundred percent of the questionnaires distributed shows that the sample as a whole can support the research.

The results of the research validity test show that the quality of the measurement instrument is good and reliable for measuring the use of learning technology, teaching style and students' learning interest. It was found that all statements in the questionnaire were accepted, and the total corrected item correlation value exceeded the threshold of 0.3. Next, a reliability test was carried out to measure the reliability or consistency of the questionnaire for each variable. Cronbach's alpha value for the use of learning technology is 0.788, for teaching style is 0.791, and for interest in learning is 0.779. All of these values exceed the generally accepted reliability threshold of 0.6. Therefore, it can be concluded that the instrument used has a high level of reliability or is consistent on all variables.

Table 1. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.263	4.967		2.872	.005
	X1	.455	.136	.383	3.344	.001
	X2	.409	.152	.308	2.689	.009

From the resulting regression model, $Y = 14.263 + 0.455X1 + 0.409X2$, it can be concluded that if all variables have a value of zero, namely the use of learning technology (X1) and teaching style (X2), then the predicted value of student learning outcomes (Y) would be around 14,263. It can be explained that the basic value of student learning outcomes is without considering the use of learning technology and teaching style. The regression coefficients of 0.455 for use of learning technology and 0.409 for teaching style indicate how much change in student learning outcomes can be attributed to a one-unit change in each independent variable.

In addition, based on the data in Table 1, a relevant significance level for the use of learning technology can be found with a value of 0.001. Likewise, the teaching style variable at Al Azhar High School Tanjung Bumi Bangkalan shows a significance of 0.009. Considering that the significance achieved was less than 0.05, it can be explained that the use of learning technology and teaching styles significantly influence students' interest in learning at Al Azhar Tanjung Bumi Bangkalan High School.

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	212.992	2	106.496	22.034	.000 ^b
	Residual	347.995	72	4.833		
	Total	560.987	74			

The F test results showed significant findings, where the F-calculated value reached 22.034, with a significance level of 0.000. Because this probability value is smaller than 0.05, it can be concluded that the regression equation has strong significance. In more detail, this analysis shows that the use of learning technology and teaching styles, when tested together, has a significant influence on students' interest in learning at SMA Al Azhar Tanjung Bumi Bangkalan.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616 ^a	.380	.362	2.198

The next step involves analysis using the coefficient of determination. The results of this research reveal that there is a significant relationship between the observed variables, namely the use of learning technology and teaching style, and students' interest in learning. The R value obtained was 0.616, indicating a moderate level of correlation between these variables. Furthermore, the R Square value was recorded at 0.380. These findings indicate that around 38% of the variation in students' learning interest can be explained by the use of learning technology and teaching styles at Al Azhar Tanjung Bumi Bangkalan High School. As an illustration, R Square provides an idea of how well these research variables can explain variations in student interest in learning. The remainder, around 62%, was influenced by other factors not included in this study.

The results of the first hypothesis analysis state that the use of technology has a significant effect on students' interest in studying at Al Azhar Tanjung Bumi Bangkalan High School. This finding is consistent with the results of a study conducted by Pibriana and Ricoida (2017); Dewi et al. (2020); Ilato and Payu (2020). Technology can create interactive and interesting learning experiences. Digital applications and platforms can present learning material in a more visual and challenging way, provoking students' interest in learning. Active engagement in digital content that presents information dynamically can increase the attractiveness of learning. Students

can easily access a variety of learning resources from various locations, allowing them to study at their most convenient time and place. Technology supports personalization of learning by understanding students' individual learning needs and styles (Zabidi, 2020). Adaptive technology tools can adjust the level of difficulty and learning methods according to each student's level of understanding. This creates a customized learning experience, maintains interest in learning and provides challenges according to the student's capacity. The use of technology also provides opportunities to integrate simulations and virtual experiences in learning, presenting learning material (Al Hakim et al., 2014). Students can explore certain topics through experiences that are close to real situations, presenting an element of practicality that can increase interest in learning through direct experience. In addition, technology facilitates cooperative and social learning (Kurdi, 2021). Online tools and platforms facilitate students to interact, discuss and collaborate, even in distance learning. This builds the social aspect of learning, increasing interest in learning through shared experiences and active involvement in groups.

The results of the second hypothesis analysis showed that teaching style was proven to have a significant role in the learning interest of Al Azhar Tanjung Bumi Bangkalan High School students. These results are in line with studies conducted by Deswita and Dahren (2015); Muliani and Tindaon (2021); Rahmatullah and Chaer (2022) stated that a teacher's teaching style has a very big influence on students' interest in learning. A creative and innovative teaching approach, using interesting methods, can stimulate students' interest in learning and make learning more dynamic (Mardikaningsih & Hariani, 2016). Apart from that, the relevance of learning material to students' daily lives is also an important factor. Teachers who are able to explain the relationship between lessons and the surrounding reality create deeper meaning for students, which can then increase their work motivation (Darmawan, 2015; Syaparuddin et al., 2021). When teachers are able to relate lesson material to real world situations, students will be better able to see the relevance and usefulness of the information they learn. This creates deeper meaning for students, because they can see how the concepts in the lesson can be applied in everyday life or real-world situations. This connection motivates students to learn with more enthusiasm which can help them understand the importance of knowledge. As a result, students can experience the value of these lessons in their own lives, potentially increasing their work motivation and engagement in the learning process. Student interaction and involvement in the learning process is also a key element (Juianto & Artawan, 2021). When teachers

encourage two-way communication, both between teachers and students and between students, this opens the door to the exchange of ideas, discussion and understanding. Student involvement in learning activities, such as questions, group discussions will motivate them to learn which can improve social skills and critical thinking. Additionally, positive interactions and student engagement create a supportive learning environment, where each individual feels valued and comfortable to contribute. Thus, teachers who prioritize a teaching style that is constructive, empowering, and relevant can improve student development in achieving learning goals. The teacher's understanding of students' learning styles also plays a role, with teachers who are able to adapt their teaching styles according to students' individual learning preferences can increase student motivation

4. CONCLUSION

From the previous discussion, it can be concluded that the use of learning technology and teachers' teaching styles have a significant influence on students' interest in learning at Al Azhar Tanjung Bumi Bangkalan High School. These two factors work together to form a positive learning experience, increase students' motivation, and stimulate their interest in learning. A deep understanding of the relationship between the use of learning technology and teaching styles and students' learning interests opens up opportunities for the development of learning strategies that are more effective and in line with contemporary educational demands. Therefore, educators and policy makers need to continue to review and adapt their learning methods so that they can have a positive impact on students' interest in learning in this digital era.

Based on the findings that the use of learning technology and teachers' teaching styles have a significant influence on students' interest in learning at Al Azhar Tanjung Bumi Bangkalan High School, here are several suggestions for increasing students' interest in learning:

1. Teachers can more actively use learning technology, such as multimedia presentations, learning videos, or online learning platforms, to attract students' attention.
2. Teachers are expected to recognize and understand students' diverse learning styles, and adapt to various teaching approaches.
3. Apply a responsive and adaptive learning approach according to students' developing needs.

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