

Teacher Teaching Styles and Student Learning Motivation in Economics Education: Evidence from Senior High School Classrooms

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Abstract

This study aimed to examine the influence of teachers' teaching style on students' learning motivation in Economics among Grade X students at SMA Negeri 20 Bone. This research employed a quantitative approach using an ex post facto design. The sample consisted of 32 students selected through purposive sampling. Data were collected using questionnaires and documentation. The collected data were analyzed using descriptive statistics and simple linear regression analysis with the assistance of SPSS version 26. The findings revealed that teachers' teaching style had a significant positive influence on students' learning motivation in Economics. The simple linear regression analysis produced the equation $Y = 19.145 + 0.550X$, indicating that every one-unit increase in teachers' teaching style score increased students' learning motivation by 0.550 units. The significance value of 0.001, which was lower than the 0.05 significance level, confirmed that the effect was statistically significant. These findings indicate that improving teachers' teaching style can enhance students' learning motivation in Economics among Grade X students at SMA Negeri 20 Bone.

Keywords: Economics; Learning motivation; Quantitative research; Teaching style

1. Introduction

Learning motivation is an important factor that drives student engagement in the learning process, as it functions as an internal drive that moves students to be consciously, actively, and continuously involved in learning activities. Highly motivated students tend to show persistence and commitment in achieving their learning goals (Fernando et al., 2024).

Learning motivation is influenced by internal factors such as curiosity and interest, as well as external factors such as the teacher's role, pedagogical choices, and support from the learning environment (Nurrawi et al., 2023). Low student learning motivation is a problem that needs to be addressed immediately because it affects low participation, declining quality of academic interaction, and suboptimal achievement of student competencies (Harahap et al., 2021) since students with low motivation tend to pay less attention to lessons and achieve less satisfactory academic performance compared to students with high motivation (Waritsman, 2020).

One factor contributing to low student learning motivation is the teacher's teaching style, which is often less varied and not yet adapted to the needs of each student, as monotonous learning tends to cause boredom, leading students to lose interest in learning. Teachers' skills in managing the learning process, utilizing learning resources, and applying various teaching approaches have been shown to play a role in enhancing students' learning enthusiasm (Nuryasana & Desiningrum, 2020). Conversely, the dominance of monotonous lecture methods causes learning to be less effective and creates boredom, thereby decreasing students' learning motivation (Seprianti & Azis, 2025).

Based on preliminary observations at SMA Negeri 20 Bone, differences were found in the level of student learning motivation during classroom learning. When teachers delivered material using a conventional approach, most students showed signs of low learning motivation, such as paying less attention to the teacher's explanations and being less active in asking or answering questions. Conversely, when teachers applied more creative and interactive teaching methods, students appeared more enthusiastic, actively asked questions, and were engaged in class discussions.

This condition reinforces the assumption that teachers' teaching style has a real influence on students' learning motivation at SMA Negeri 20 Bone.

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Several previous studies have examined the relationship between teachers' teaching style and students' learning motivation at various educational levels and subjects. A literature study by at the elementary school level concluded that interactive and adaptive teaching styles play an important role in increasing students' learning motivation. Research by (Rifaldi et al., 2023) on the subject of Fiqh at MAN 1 Palu found a significant influence between teachers' teaching style and students' learning motivation, evidenced by a calculated t value (2.312) greater than the table t value (1.665) through the regression equation $Y = 71.287 + 0.0473X$. Similarly, research by (Cahya, 2020) on third-grade students at SDN Ngebruk 01, Malang Regency, showed that variation in teachers' teaching style contributed 65.4% to students' learning motivation.

Nevertheless, there is a clear gap between these previous studies and the context of this research. The studies by (Oktrisa et al., 2025) and (Cahya, 2020) were conducted at the elementary school level, while the study by (Rifaldi et al., 2023) was conducted on the subject of Fiqh at an Islamic senior high school (madrasah aliyah). No research has yet been found that specifically examines the influence of teachers' teaching style on students' learning motivation in Economics at the senior high school level, particularly within the context of schools in Bone Regency. This gap is the basis for the need for this research, in order to provide new empirical evidence regarding the influence of teachers' teaching style on students' learning motivation in Economics among Grade X students at SMA Negeri 20 Bone, which has not previously been studied in this location and context.

Based on this gap, this study aims to determine the influence of teachers' teaching style on students' learning motivation in Economics among Grade X students at SMA Negeri 20 Bone.

2. Literature Review

2.1 Students' Learning Motivation

Learning motivation is an internal and external drive that encourages students to engage in learning activities, sustain the continuity of the learning process, and achieve learning objectives. Learning motivation is reflected through the desire to succeed, the need to learn, hopes for the future, appreciation of achievement, engaging learning activities, and a conducive learning environment (Uno, 2023).

Learning motivation plays an important role in determining the intensity, direction, and persistence of students during the learning process. Students with high motivation tend to be more active in participating in learning, are able to overcome learning difficulties, and achieve better learning outcomes (Fernando et al., 2024). Learning motivation is influenced by various factors, both originating from within the student and from the learning environment, including the teacher's teaching style (Marsabila et al., 2022).

2.2 Teachers' Teaching Style

Teachers' teaching style is the way teachers design, deliver, and manage the learning process so that learning objectives can be achieved effectively. Teaching style reflects the teacher's ability to select methods, utilize learning media, build interaction with students, and create an active and enjoyable learning atmosphere (Ilyas, 2022).

The application of a teaching style suited to students' characteristics can increase students' attention, participation, and learning motivation. Conversely, a monotonous teaching style can reduce students' interest and engagement during the learning process (Nazara et al., 2024). Therefore, teachers are required to apply varied teaching styles that suit the needs of learners so that the learning process can proceed optimally (Rohmah, 2024).

2.3 Conceptual Framework

Based on the theoretical review and previous research, teachers' teaching style is presumed to influence students' learning motivation. An effective teaching style can create an engaging learning atmosphere, increase student engagement, and foster the growth of learning motivation. Therefore, in this study, teachers' teaching style is established as the independent variable (X), while students' learning motivation is the dependent variable (Y). The relationship between these two variables forms the basis for developing the research hypothesis.

2.4 Research Hypothesis

Based on the theoretical review and previous research, the hypothesis of this study is that teachers' teaching style has a significant influence on students' learning motivation in Economics among Grade X students at SMA Negeri 20 Bone.

3. Research Method and Materials

This study used a quantitative approach with an ex post facto research design to examine the influence of teachers' teaching style on students' learning motivation in Economics. The research was conducted at SMA Negeri 20 Bone, Bone Regency, South Sulawesi, during the even semester of the 2025/2026 academic year.

The research population consisted of 97 Grade X students across three classes, namely X.1 (32 students), X.2 (33 students), and X.3 (32 students). The research sample consisted of 32 students from class X.1, selected using a purposive sampling technique based on the objectives and characteristics of the research.

The independent variable in this study was teachers' teaching style (X), measured through indicators of variation in teaching methods, use of learning media, teacher–student interaction, mastery of subject matter, classroom management, as well as teacher attitude and personality (Ilyas, 2022). The dependent variable was students' learning motivation (Y), measured through indicators of the desire and drive to succeed, needs and drives in learning, hopes and future aspirations, appreciation in learning, engaging learning activities, and a conducive learning environment (Uno, 2023).

Data were collected using a five-point Likert-scale questionnaire and documentation. Instrument validity was tested using the Pearson Product Moment correlation, while reliability was tested using Cronbach's Alpha.

Data analysis was conducted using descriptive statistics, prerequisite tests including the Kolmogorov–Smirnov normality test and linearity test, as well as simple linear regression analysis to test the research hypothesis. All data analyses were performed using SPSS version 26.

4. Results and Discussion

4.1 Descriptive Statistical Analysis

The results of the descriptive statistical analysis of the 32 research respondents are presented in Table 1

Table 1. Results of Descriptive Statistical Analysis

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Teachers' Teaching Style (X)	32	35.00	50.00	45.09	4.246
Students' Learning Motivation (Y)	32	32.00	50.00	43.94	4.158

Based on Table 1, the teachers' teaching style variable had a mean score of 45.09 with a score range of 35–50, while students' learning motivation had a mean score of 43.94 with a score range of 32–50. These results indicate that both variables fall into the high category. This indicates that respondents rated teachers' teaching style and students' learning motivation in Economics as being in good condition.

4.2 Analysis Prerequisite Tests

Normality Test

The results of the normality test using the Kolmogorov–Smirnov method showed an Asymp. Sig. (2-tailed) value of 0.200, which is greater than the 0.05 significance level. Thus, the research data were normally distributed, satisfying one of the assumptions required for simple linear regression analysis.

Linearity Test

Table 2. Results of the Linearity Test

Variable	Sig. Deviation from Linearity	Significance Level	Description
Teachers' Teaching Style (X) and Students' Learning Motivation (Y)	0.070	0.05	Linear

Based on Table 2, the Sig. Deviation from Linearity value was 0.070, greater than the 0.05 significance level, so the relationship between teachers' teaching style and students' learning motivation was declared linear. With the assumptions of normality and linearity satisfied, the research data met the requirements for simple linear regression analysis.

4.3 Results of Simple Linear Regression Analysis

Table 3. Results of Simple Linear Regression Analysis

Variable	B (Coefficient)	t value	Sig.	Description
Constant	19.145	2.857	0.008	-
Teachers' Teaching Style (X)	0.550	3.716	0.001	Significant effect

Based on Table 3, the following regression equation was obtained:

$$Y = 19,145 + 0,550X$$

This equation shows that the constant value of 19.145 represents the value of students' learning motivation when the teachers' teaching style variable is held constant. The regression coefficient of 0.550 indicates that every one-unit increase in teachers' teaching style will increase students' learning motivation by 0.550 units. Furthermore, the significance value of 0.001, which is smaller than 0.05, indicates that teachers' teaching style has a positive and significant effect on students' learning motivation in Economics among Grade X students at SMA Negeri 20 Bone.

4.4 Discussion

The results of this study show that teachers' teaching style has a positive and significant effect on students' learning motivation in Economics among Grade X students at SMA Negeri 20 Bone. This finding indicates that the better the teaching style applied by teachers, the higher students' learning motivation. A varied and interactive teaching style, adapted to the characteristics of learners, is able to create a conducive learning atmosphere that encourages students to be more active and enthusiastic in participating in the learning process.

This finding is in line with Mulyasa's view as cited in (Ilyas, 2022) which states that teachers' teaching style is the teacher's ability to manage learning through variation in methods, use of learning media, interaction with students, mastery of material, and classroom management. The application of an effective teaching style can increase students' interest and motivation to learn, so that learning objectives can be achieved optimally.

This finding also supports the theory proposed by (Uno, 2023), which states that learning motivation is an internal and external drive that generates enthusiasm for learning, sustains the continuity of learning activities, and directs students toward achieving learning objectives. In this study, teachers' teaching style functions as one of the external factors capable of increasing students' learning motivation.

In addition, the results of this study are consistent with the research of (Rifaldi et al., 2023), (Cahya, 2020), and (Oktrisa et al., 2025) which show that teachers' teaching style has a positive effect on students' learning motivation at various levels of education. This similarity in findings reinforces the notion that applying a varied and interactive teaching style suited to learners' characteristics is an effective strategy for increasing students' learning motivation.

Based on these findings, teachers are expected to continue developing innovative and communicative teaching styles that suit the characteristics of learners, so that the learning process becomes more engaging, effective, and capable of increasing students' learning motivation.

5. Conclusion

Based on the research results and discussion, it can be concluded that teachers' teaching style has a significant effect on students' learning motivation in Economics among Grade X students at SMA Negeri 20 Bone. The simple linear regression analysis produced the equation $Y = 19.145 + 0.550X$ with a significance value of 0.001 (< 0.05), so that H_1 is accepted and H_0 is rejected. This indicates that the better the teachers' teaching style, the higher students' learning motivation in participating in Economics learning. Teachers are advised to continue developing engaging and interactive variations in teaching style, while schools are expected to provide support in the form of training or workshops to improve teachers' teaching competence. Future research is recommended to include other variables, such as learning interest or learning environment, and to expand the number of research samples.

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