



Analysis of the Influence of Teaching Style on Student Learning Interest: Literature Review

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Abstract

In education, teacher teaching style is vital in influencing students' learning interests. Teaching style involves teachers' approach and methods to deliver material, interact with students, and create a conducive classroom atmosphere. This study aims to analyze the types of teaching styles used in Indonesia and their impact on students' learning interests so that teachers and school institutions can form effective and innovative learning based on the conditions faced in Indonesia. This study uses a qualitative approach with a literature review method. Secondary data from scientific journals, books, and relevant research articles were analyzed thematically. The study results indicate that teaching styles that actively involve students, such as interactive and differentiation, significantly impact learning interest. Students who feel involved tend to be more motivated because they have a role in learning. In contrast, conventional styles focusing on one-way lectures are less effective in increasing learning interest because they limit student interaction. This study recommends that teachers develop more collaborative and interactive methods and that educational institutions provide the necessary training so that they can apply various teaching styles that are more interesting and relevant to students' needs.

Keywords: Teaching style, Interest in learning, Literature review

Introduction

Teachers' teaching styles influence students' learning experiences (Sukandi & Sulistiawati, 2023). Teaching style includes the approaches and methods teachers use to deliver material, interact with students, and create a classroom atmosphere conducive to learning. Teaching style also includes how knowledge is distributed, communication approaches, and motivational strategies teachers use in the teaching-learning process. In Indonesia, the most widely applied teaching styles reflect diverse educational traditions and are often influenced by cultural contexts and educational policies. Based on several studies that have been conducted, including by Huda and Nurhuda (2023), it can be concluded that the teaching

styles applied in Indonesia, especially in the last few years, are 1) conventional teaching style, 2) interactive style, and 3) differentiation style (Huda & Nurhuda, 2023; Ramadhani et al., 2022; & Apriliansyah, 2017). Each teaching style has a different impact on students' learning interests, which reflects students' interest and motivation to participate in the learning process.

Students' interest in learning is one of the key factors in achieving optimal learning outcomes, which ultimately affects their academic achievement (Windasari et al., 2024). This interest in learning can be encouraged by several elements, including the learning environment, teaching methods, and adult support, including teachers who directly accompany them in the classroom (Ngai, et al., 2019). Based on the elements that contribute to students' interest in learning, it can be concluded that teachers' creativity in creating a fun learning style has a great influence. The collaboration between the learning environment, teaching methods, and enjoyable teacher support forms a teaching style that can influence students' learning experiences and interests.

Factors that influence learning interest, especially teaching styles, still require a deeper understanding because the situations and needs of each learning environment are different. For example, in classes with fewer students, personalized teaching methods significantly positively impact students' learning interests compared to traditional or technology-based teaching approaches (Haidar et al., 2022). Furthermore, evidence suggests that when teachers use interactive and creative teaching styles, students' interest and engagement in learning can increase, while monotonous and one-sided teaching styles tend to have different effects (Lekahena et al., 2024). In addition, it is known that each teacher has different teaching strategies, and these teaching variations are believed to influence the way students respond and follow the learning process.

Understanding variations in teaching styles can help teachers design more effective approaches to increase students' interest in learning. Not only teachers also schools can design appropriate strategies to develop a more effective teaching approach that suits students' needs. Reviewing previous research makes it possible to discover a relationship between teaching styles and students' learning interests, which helps teachers develop more effective teaching strategies. Although various studies have been conducted regarding the influence of teaching style on students' interest in learning, there have not been many comprehensive literature reviews summarizing the findings of these studies to describe existing models, supporting factors, or barriers. For this reason, it is hoped that this research can fill this gap, especially in terms of how different teaching styles influence learning interest and how effective and impactful they are by providing a more comprehensive understanding.

Literature Review

1. Conventional teaching style

This style is a form of teaching in which the teacher acts as the primary source of information. This method often involves lecturing and direct teaching without much interaction with students.

2. Interactive style

A method where the teacher guides students to actively participate through discussion, group work, and the use of learning media.

3. Differentiation style

This style focuses on adjusting teaching methods based on students' individual needs. Teachers will design teaching methods by understanding the various learning styles of students—visual, auditory, and kinesthetic.

Research Method

This research uses a qualitative approach with a literature review method to describe the influence of teaching style on students' learning interest based on previous research. Qualitative research was chosen because it can help understand the phenomenon under study by studying the patterns, supporting factors, and barriers to implementing the teaching style written in previous data texts. The data used are secondary data collected from scientific journals, books, and related research articles published in the last five to ten years. These resources were selectively selected based on their relevance, quality, and focus on the relationship between teaching styles and learning interests. The research objective includes understanding how certain teaching styles influence students' interest in learning; what teaching style methods are used in Indonesia and how effective and impactful are they in building students' interest in learning.

The data was collected by searching academic databases and digital libraries for relevant research. The data was analyzed using thematic analysis techniques, where the researchers grouped previous research findings based on the research objectives. The collected literature will then be systematically analyzed to identify the key findings related to teaching styles and students' learning interests. The data collection begins with identifying and selecting relevant literature based on the research topic. Further, the literature will be collected and reviewed in depth to extract relevant information on the impact of teaching styles on students' learning interests. The data collection process also involves detailed research notes to ensure that all relevant aspects are documented.

Data analysis was conducted by reviewing, comparing, and synthesizing findings from the collected literature. Researchers will look for emerging patterns, trends, and insights and assess the contribution of each to understanding the impact of particular teaching styles on student interest in learning. The analysis results will be systematically presented in a narrative format describing the main findings and their implications for research and practice.

Result and Discussion

This chapter discusses the results of the literature review on the influence of What teaching style methods are used in Indonesia and how effective and impactful are they in building students' interest in learning. This review identified three main styles based on Huda and Nurhuda (2023): 1) conventional teaching style, 2) interactive style, and 3) differentiation style. Each style is evaluated based on its influence on students' engagement in the learning process.

Teaching Style Method Used in Indonesia

Conventional teaching style

The application of conventional teaching styles, often called traditional teaching methods in Indonesia, is the most common, although there are efforts to adopt more modern and interactive methods. Conventional teaching styles are generally characterized by an approach that emphasizes the teacher as the main source of knowledge. In the conventional teaching style, the teacher transmits the course material directly through lectures, so the atmosphere and structure of the classroom are usually formal and orderly, with the teacher being the main authority who controls the entire learning process (Puspitasari et al., 2018). The respective roles of teachers and students in the classroom are those of sources and recipients of knowledge, where students are responsible for memorizing, recording, and understanding what has been transmitted by the teacher (Windasari et al., 2024). The characteristics of conventional teaching styles are generally characterized by traditional classroom tools such as blackboards and textbooks, which are explained directly by the teacher (Puspitasari, 2018). Conventional teaching styles rely on the teacher's direct and one-way delivery of material. This type of teaching method is widely applied at different levels of education in Indonesia due to its effectiveness in providing structured material.

Interactive style

Interactive teaching style is a teaching method that prioritizes students' direct participation in learning activities, such as discussions, questions and answers, group work, role plays, etc. The role of the teacher in interactive learning is to help students according to their interests and needs, while the role of students is to understand the subject matter by sharing ideas, discussions, and collaborating with friends (Ferizat & Kuat, 2021). Interactive methods are generally characterized by using learning materials that do not focus solely on text and theoretical material; teachers usually use technology and practical field tasks to convey relevant understanding to students (Anggraeni, 2018). An example of an interactive teaching style is the use of platforms such as Edpuzzle and Quizlet that allow teachers to create interactive quizzes and learning materials, project-based learning, etc. Students can participate in interesting online quizzes and practicing tasks, which encourage them to learn in a more fun and interactive way.

Differentiation style

A differentiated teaching style is an approach designed to meet the learning needs of each student by considering their characteristics, abilities, interests, and learning styles. The differentiation method is rarely applied in Indonesia, but several studies have tried this approach to see its effectiveness in shaping students' learning interests and understanding. A differentiated

teaching style allows students to learn with their own uniqueness without having to be the same as their classmates (Purnasari & Alfiandra, 2024). The role of teachers in this differentiated learning is vital, namely teachers are obliged to understand the characteristics, interests, talents, and abilities of each student to then be able to determine what method is best given to channel learning to their students (Naibaho, 2023).

The differentiation approach generally consists of 3 types: content, process, and product (Marlina, 2019). According to research summarized by Purnasari (2024), an example of content differentiation is when in one class students are divided into several groups with the same characteristics to discuss a material. Each group will be asked to present the results of their discussions to explain their understanding of the content (Purnasari & Alfiandra, 2024). Furthermore, process differentiation is the different learning processes of students, where some students prefer to learn using digital media and some are more comfortable learning from reading textbooks (Purnasari & Alfiandra, 2024). The role of the teacher in this process differentiation is to understand the interests in how students learn and then be able to determine the learning method or assignment that suits each student's learning style. While product differentiation is generally characterized by the form of assignments given to students according to what they like and how they channel their understanding through learning outcomes. For example, some students like assignments in the form of power points, some also like audio visual forms, podcasts, posters, and others (Purnasari & Alfiandra, 2024).

Effectiveness and Impact of Teaching Styles on Students' Learning Interests

Learning Interest in Conventional Style

The main characteristic of conventional teaching style is the lecture method involving the teacher as the main source of knowledge and students as recipients of the material. It can also be concluded that conventional teaching style is a one-way teaching style where in the learning environment, the teacher is the main figure in teaching and learning activities and students only learn passively. Although some students can focus and take notes on the lesson material, the rest still feel bored with monotonous learning and are less motivated to study the material (Alina & Efriyanti, 2023). In addition, conventional teaching style also involves very little interaction between teachers and students, so teachers do not understand students' diverse needs and characteristics. A study by Naibaho (2024) concluded that this condition can reduce students' interest in learning (Naibaho et al., 2024). The findings in the study conducted by Naibaho also suggest that a more interactive and participatory teaching style can increase students' interest in learning, so it is important for teachers who still use conventional teaching methods to continue evaluating and improving their teaching approach. This evaluation is very important because with the decline in students' interest in learning, this also impacts their academic achievement (Fitriani et al., 2023). Overall, the conventional teaching style is considered effective in conveying structured information, but monotonous and one-way delivery still has a negative impact on students' interest in learning.

Learning Interest in Interactive Style

Interactive teaching style is generally characterized by students' contribution to learning as learning subjects in a classroom environment. In several literature studies that have been

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summarized, this interactive teaching style has a significant positive impact on students' learning mindset. This is indicated by the active contribution of students in various interactive activities such as discussions and group activities (Pasha, 2012). In addition, interactive methods allow students to express their creativity, increasing interest in the subject matter (Rahmatullah & Chaer, 2022). Students' creativity and innovation are formed through learning projects and field practice. In a study conducted by Khairinnisa (2024) it was shown that there was a positive correlation between students' perceptions of dynamic and enjoyable teaching styles to increase students' desire to learn (Khairinnisa et al., 2024).

Learning Interest in Differentiation Style

Differentiated teaching style focuses on the diversity of students' characteristics and needs, which in various studies on the application of differentiated methods positively influence students' learning interests. Differentiated learning allows students not to be the same as their classmates so that they can learn effectively to express their uniqueness (Wahyuningsari et al., 2022). In addition, through differentiated teaching style, teachers can also assess, recognize, and accommodate students' various learning styles and abilities (Sulityosari et al., 2022). Overall, this method that focuses on student needs significantly positively influences students' interests and interests in learning..

Conclusion

The analysis of the influence of teaching style on students' learning interest through the approach of previous literature studies shows that teaching styles that involve students more, such as interactive and differentiated styles, have a greater positive impact on learning interest. Students who are actively involved feel they have a role in learning, so they are more motivated and interested. In contrast, conventional teaching styles that focus on one-way lecture methods tend to be less effective because students have less opportunity to interact and express their understanding. Practically, this study shows that teachers are advised to develop more collaborative, interactive methods, and relevant to students' needs. Educational institutions can support this by providing training for teachers to apply various interesting teaching styles so that learning becomes more effective and can increase students' interest in learning.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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