

STUDENTS' INTERPRETATION OF TEACHERS' TEACHINGSTYLES IN RELATION TO LEARNING MOTIVATION

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Abstract: This study aims to analyze and describe students' interpretation of teachers' teaching styles and their relationship with learning motivation, which is driven by the lack of attention to students' subjective perspectives in teaching style evaluation. The crucial role of teachers as facilitators and designers of learning experiences, as well as the strong correlation between teaching styles and students' psychological variables, is the background for the importance of this study. This research uses a qualitative approach with phenomenological methods to explore students' experiences in depth. Data was collected through a Focus Group Discussion (FGD) involving the best 20 students from grade 12 of MA Kalifa Nusantara (10 science and 10 social studies). Data analysis follows three stages: data reduction, data presentation, and conclusion drawn. The results showed that students interpreted teaching style as the teacher's way of delivering material, interacting, and managing the classroom, which was considered successful if it was structured, clear, and interactive. The application of varied and non-monotonous teaching styles increases students' intrinsic motivation, which is shown by reduced unhelpful activities, increased active participation, and the emergence of self-efficacy. In addition, an effective teaching style instills a love of material, positive habits (such as time management), and good social behavior. The conclusion of this study emphasizes that an effective teaching style creates a comfortable learning environment, supports togetherness, and fosters discipline. The practical advice is to integrate character-oriented and motivational teaching methods in the school curriculum to form sustainable learning habits.

Keywords: Meaning; Teaching style; Learning Motivation, Student Interpretation

Abstrak: Penelitian ini bertujuan menganalisis dan mendeskripsikan pemaknaan siswa terhadap gaya mengajar guru dan kaitannya dengan motivasi belajar, yang didorong oleh kurangnya perhatian pada perspektif subjektif siswa dalam evaluasi gaya mengajar. Peran krusial guru sebagai fasilitator dan perancang pengalaman belajar, serta korelasi kuat antara gaya mengajar dan variabel psikologis siswa, menjadi latar belakang pentingnya studi ini. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi untuk

menggali pengalaman siswa secara mendalam. Data dikumpulkan melalui *Focus Group Discussion* (FGD) yang melibatkan 20 siswa terbaik dari kelas 12 MA Kalifa Nusantara (10 IPA dan 10 IPS). Analisis data mengikuti tiga tahapan: reduksi data, penyajian data, dan penarikan kesimpulan. Hasilnya menunjukkan bahwa siswa memaknai gaya mengajar sebagai cara guru menyampaikan materi, berinteraksi, dan mengelola kelas, yang dianggap berhasil jika terstruktur, jelas, dan interaktif. Penerapan gaya mengajar yang bervariasi dan tidak monoton meningkatkan motivasi intrinsik siswa, yang ditunjukkan dengan berkurangnya kegiatan tidak bermanfaat, peningkatan partisipasi aktif, serta munculnya *self-efficacy*. Selain itu, gaya mengajar yang efektif menanamkan kecintaan pada materi, kebiasaan positif (seperti manajemen waktu), dan perilaku sosial yang baik. Simpulan penelitian ini menegaskan bahwa gaya mengajar yang efektif menciptakan lingkungan belajar yang nyaman, mendukung kebersamaan, dan menumbuhkan disiplin. Saran praktisnya adalah mengintegrasikan metode pengajaran yang berorientasi pada karakter dan motivasi dalam kurikulum sekolah untuk membentuk kebiasaan belajar yang berkelanjutan.

Kata kunci: Pemaknaan; Gaya pengajaran; Motivasi belajar, Interpretasi siswa

INTRODUCTION

Education is the main foundation in the formation of the character and competencies of the next generation of the nation, where the quality of good education has a significant impact on the personal and academic development of students. The ideal educational process should be effective, meaningful, and fun, where classroom learning activities play a central role in achieving those goals. In this case, teachers not only act as material presenters, but also as facilitators, motivators, and designers of positive learning experiences¹. The role of teachers in this educational process is very crucial. The quality of interaction between teachers and students is believed to be the main factor that determines students' academic and non-academic success. Good and strategic interaction between teachers and students can create an inclusive learning environment and motivate students to actively participate in learning².

¹ Sutikno Sutikno, Mudofir Mudofir, and Andi Arif Rifa'i, "Implementation of Character Education: The Role of Teachers in Fostering a Hard-Working Attitude in Students," *Al-Ishlah Jurnal Pendidikan* 17, no. 3 (2025), <https://doi.org/10.35445/alishlah.v17i3.7213>; Andhika Pramudya et al., "Pengaruh Pengelolaan Kelas Terhadap Motivasi Keaktifan Belajar Siswa Di Sekolah SMA Negeri 22 Surabaya," *Pijar Jurnal Pendidikan Dan Pengajaran* 3, no. 1 (2024): 89–97, <https://doi.org/10.58540/pijar.v3i1.692>.

² Hengki Hengki and Ratna Ratna, "Discourse Analysis Study: Establishing Good Rapport Through Teacher Talk in Indonesian Higher Education Classrooms," *International Journal for Multidisciplinary Research* 6, no. 6 (2024), <https://doi.org/10.36948/ijfmr.2024.v06i06.26464>; Rinchu Tampubolon and Yuni Mariani Manik, "The Importance of Understanding Student Character to Support Quality Education," *Journal of Applied Educational Study* 1, no. 2 (2025): 8–11, <https://doi.org/10.64460/jaes.v1i2.57>.

Each teacher has a unique teaching style, which is a combination of attitudes, behaviors, strategies, and methods used to deliver content and manage the class. These teaching styles are diverse, ranging from teacher-focused authoritative to more student-centered facilitation. Many studies have shown that teachers' teaching styles are strongly correlated with various psychological variables of students. For example, Chen et al. found that teachers' ways of speaking and interacting can affect students' feelings, such as their anxiety and enjoyment of learning, which in turn impacts their class participation³. However, much previous research has tended to focus on external assessments of teaching styles, and paid less attention to students' perspectives on those styles. This is in line with the findings described by Nagamine, which show that students' perspectives can provide valuable insights in evaluating and improving teachers' teaching practices⁴. As such, it is important to explore how students define and interpret the teaching style applied, which focuses not only on academic outcomes, but also on their overall learning experience.

Learning motivation is a crucial aspect of teacher-student interaction, which can be influenced by the way teachers communicate and build a learning environment. Research shows that learning motivation involves both intrinsic and extrinsic drives that encourage students to actively engage in the academic process⁵. Teaching styles that students perceive as supportive, inspiring, and relevant can increase their sense of autonomy and competence, ultimately positively impacting their intrinsic motivation. On the other hand, teaching styles that are perceived as monotonous or oppressive tend to lower student motivation. Haerens et al. show that teaching that is controlling, is associated with loss of motivation and frustration, which can lead to student apathy⁶.

Although the relationship between teaching style and learning motivation has been widely discussed, there is a significant research gap, namely a lack of understanding of how students' subjectivity mediates the relationship. Research by Anggraeni et al. shows that teachers' teaching styles affect students'

³ Gaowei Chen et al., "The Link Between Student-perceived Teacher Talk and Student Enjoyment, Anxiety and Discursive Engagement in the Classroom," *British Educational Research Journal* 46, no. 3 (2020): 631–52, <https://doi.org/10.1002/berj.3600>.

⁴ Toshinobu Nagamine, "Building Teacher Agency Through Collaborative Lesson Planning: Student Teachers' Evaluative Perspectives," *Studies in English Language and Education* 12, no. 2 (2025): 542–59, <https://doi.org/10.24815/siele.v12i2.42271>.

⁵ David A Cook and Anthony R Artino Jr, "Motivation to Learn: An Overview of Contemporary Theories," *Medical Education* 50, no. 10 (2016): 997–1014.

⁶ Leen Haerens et al., "Do Perceived Autonomy-Supportive and Controlling Teaching Relate to Physical Education Students' Motivational Experiences Through Unique Pathways? Distinguishing Between the Bright and Dark Side of Motivation," *Psychology of Sport and Exercise* 16 (2015): 26–36, <https://doi.org/10.1016/j.psychsport.2014.08.013>.

learning motivation, especially in the context of students' perspectives on the actions and teaching methods used by teachers⁷. As revealed by Yohana et al., students' perceptions of teacher discipline can affect their motivation and interest in learning⁸. Thus, a phenomenological approach that focuses on students' meanings can help fill existing research gaps and provide a deeper understanding of these dynamics.

This study aims to analyze and describe in depth students' interpretation of various dimensions of teachers' teaching styles and their relationship with student learning motivation. The results of this study are expected to provide theoretical contributions in the realm of educational psychology and practical benefits in the form of recommendations for the most effective teaching strategies in increasing student learning motivation, which is very relevant for the educational context in Indonesia.

METHOD

This study uses a qualitative approach with phenomenological methods to understand how students feel and interpret the teacher's teaching style and its relationship to their learning motivation⁹. With this method, researchers can dig deeper into the students' experiences, resulting in a richer understanding of how they respond to teachers' teaching methods in the learning process.

The data in this study was collected through a Focus Group Discussion (FGD) involving 20 12th grade students of MA Kalifa Nusantara. This method was chosen because it allows students to share their experiences and opinions in a comfortable and open atmosphere¹⁰. FGD participants are selected based on specific criteria to ensure that the data collected is relevant. The criteria include the 10 best students from grade 12 Science and the 10 best students from grade 12 Social Studies based on the school report card ranking. The purpose of this selection is to present diverse perspectives of students in understanding teachers' teaching styles and how it affects their learning motivation.

⁷ Dewi A Anggraeni et al., "Strategi Gaya Mengajar Guru Asistensi Mengajar Berbasis Perspektif Konstruksi Realitas Sosial Di SMA Negeri 9 Malang," *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial* 2, no. 7 (2022): 656–66, <https://doi.org/10.17977/um063v2i7p656-666>.

⁸ Arzety Yohana et al., "Persepsi Siswa Tentang Kedisiplinan Guru Di Sekolah Menengah Atas Negeri 1 Rao Kabupaten Pasaman," *Jurnal Family Education* 4, no. 1 (2024): 16–22, <https://doi.org/10.24036/jfe.v4i1.154>.

⁹ Brian E Neubauer, Catherine T Witkop, and Lara Varpio, "How Phenomenology Can Help Us Learn from the Experiences of Others," *Perspectives on Medical Education* 8 (2019): 90–97.

¹⁰ Marham Jupri Hadi and Muh Junaidi, "Changes and Challenges of Participating in Focus Group Discussion," in *Ninth International Conference on Language and Arts (ICLA 2020)* (Atlantis Press, 2021), 145–49.

This study uses a qualitative analysis method based on the steps developed by ¹¹ which consists of three main stages. First, data reduction, which is the process of filtering and analyzing transcripts of FGD results to find the themes that are most relevant to students' meaning. This stage aims to make the data more focused on important aspects related to the research. Second, the presentation of data, where the themes that have been found are arranged in the form of a structured narrative to produce a clear and easy-to-understand picture. Third, drawing conclusions, which is the process of synthesis of data that has been analyzed to answer research questions. At this stage, an in-depth interpretation is carried out that not only describes the data, but also reveals the meaning contained in it. The results of the interpretation will be explained in detail in the research findings section. The main themes that emerged from the discussion with the FGD participants will be used as a basis for understanding how teachers' teaching styles affect students' motivation to learn

The validity of the research data was rigorously tested using triangulation, a method described by Luthfiyani & Murhayati ¹². Triangulation involves comparing and cross-checking the data obtained from the interviews, observations, and document analysis to ensure consistency and accuracy. By employing this technique, the study ensured that the data was not only reliable but also comprehensive, reflecting a more holistic view of the application of *ihسان* in the workplace. The use of multiple data sources helps in minimizing biases and increasing the credibility of the findings.

RESULT AND DISCUSSION

The Meaning of Teaching Style for Students

Teaching style is the teacher's way of delivering teaching materials and interacting with students, reflecting the teacher's behavior, attitude, and actions in the learning process which includes various techniques used by teachers to convey information and includes how teachers manage interactions between students and teachers and between students. Teaching style includes the approach and methods used by teachers to deliver material, interact with students, and create a conducive classroom atmosphere. This style includes not only information delivery techniques, but also how teachers manage interactions between teachers and students as well as between students themselves ¹³.

¹¹ A Michael Huberman and Matthew B Miles, "Data Management and Analysis Methods.," 1994.

¹² Putri Wahidah Luthfiyani and Sri Murhayati, "Strategi Memastikan Keabsahan Data Dalam Penelitian Kualitatif" 8 (2024): 45315–28.

¹³ Moch Dicky Riza and Endah Alamsari Andayani, "Analysis of the Influence of Teaching Style on Student Learning Interest : Literature Review" 3, no. 01 (2025): 42–49.

Teachers' teaching styles that vary and always adapt to the needs of students can provide a meaningful learning experience for students. In this study, the teaching style of teachers at MA Kalifa Nusantara focuses on the relationship with learning motivation. More than that, this study explores the meaning of teachers' teaching styles as felt directly by students which is a measure of the success of teachers' teaching styles.

The results of interviews and Focus Group Discussions (FGDs) show that students appreciate teachers who have structured, clear, and interactive teaching methods. One student stated that teachers who have varied teaching styles make him feel helped in understanding and accepting the subject matter. "With so much variety in teaching styles, I have become more flexible and able to adapt to new material." This statement indicates that the teacher's teaching style provides space for students to find the best way to learn a material. This is in line with Piaget's theory of constructivism which states that learning occurs through a process of assimilation and accommodation, where students are active in building their own understanding ¹⁴. The learning experience with various teaching styles of teachers makes students appreciate the importance of diversity in teaching methods. Students feel more motivated to actively learn rather than just passively receiving information.

In addition, the use of methods such as project-based learning or collaborative learning is a plus that students recognize. One student said, "Project-based and collaborative learning allowed me to develop a deeper understanding of applying theory into real practice." Supportive learning facilities, according to students, play a big role in increasing motivation to learn. The collective approach in carrying out learning activities such as projects and collaborative, is in line with Bandura's theory (1986) which states that individuals learn through observation and interaction with others. In the context of education, students can learn more effectively through discussions and group work ¹⁵.

One of the changes found in this study is the increase in students' intrinsic motivation to diligently follow lessons. One student shared a reflection, "There is a sense of satisfaction and pride when I manage to understand something with my own efforts. This makes me want to learn even more without having to wait for external encouragement such as a gift or good

¹⁴ Ermis Suryana, Marni Prasyur Aprina, and Kasinyo Harto, "Teori Konstruktivistik Dan Implikasinya Dalam Pembelajaran," *JHIP: Jurnal Ilmiah Ilmu Pendidikan* 5, no. 7 (2022): 2070–80.

¹⁵ Erwin Eka Saputra and Chairan Zibar L Parisu, "The Role Of Social Psychology In Individual Cognitive And Social Development," *Journal of Humanities, Social Sciences, and Education* 1, no. 1 (2025): 44–55.

grades." This statement reflects *self efficacy*, That is self-confidence that the effort made will bear fruit, thereby increasing confidence and perseverance in learning. This self-confidence can be explained through the theory of intrinsic motivation which states that when a person finds deep meaning and purpose in an activity, they tend to do so with mindfulness and dedication ¹⁶.

However, this transformation does not occur equally for all students. Some students admitted that it was difficult to maintain their motivation to learn. One student said: "At first I enjoyed the lessons, but after the afternoon hours, I became lazy again. Maybe because I was tired of playing during school breaks and suddenly got sleepy." This comment shows the importance of maintaining the condition of the body so that when entering the next class the body condition is still good, even if it is possible after a break it can make their mind fresher.

Through the use of this teacher's teaching style, students get the opportunity to interpret the content of the lesson more deeply, either in terms of understanding or their response during the learning process. However, it is important to pay attention to advanced support that can help students maintain good results after studying with a teacher who uses a learning model or method. By understanding the experiences and perspectives of students, the development of teachers' teaching styles can be better tailored to the needs of students.

Teachers' Teaching Styles Relate to Students' Learning Motivation

Based on the results of the Focus Group Discussion (FGD), students revealed that after participating in learning where teachers use various teaching styles, they experienced an increase in learning motivation. Students even reduce time spent on less rewarding activities. One student said, "After the teacher uses an interesting teaching style, my time to play or talk to myself in my class decreases.". The increase in students' motivation to learn reflects a very good change. Many students who previously rarely paid attention to lessons have now begun to focus on learning. This is driven by teachers' habituation in managing a comfortable classroom that is more lively and not monotonous. This refracton is in line with learning theory that emphasizes the importance of repetition to reinforce positive behavior and student motivation ¹⁷. One of the

¹⁶ Linda Dwi Karomah, "Peran Motivasi Anak Dalam Bimbingan Shalat Dhuha Pada Kecerdasan Spiritual (Studi Kasus Di MI NU Qur'ani Karmaini Jekulo Kudus)" (IAIN KUDUS, 2022).

¹⁷ Intan Pratiwi, "Teori Behaviorisme Ivan Petrovich Pavlov Dan Implikasinya Dalam Pembelajaran Pendidikan Agama Islam" (IAIN Ponorogo, 2021).

other students added, "when all the students listen to the learning, I feel embarrassed if I don't listen like sleeping."

An increase in student learning motivation is also seen. Previously, many students only participated in learning passively, but after teachers implemented a more interactive and fun teaching style, they reported more active engagement. One student confessed, "I became more enthusiastic about learning because the way of teaching is easier to understand and fun." This teaching style also instills a love for the material being studied, helps students understand concepts more deeply, and improves learning habits consistently. Interest in lessons increased. "When I was studying, I now feel more focused because the teacher taught in a way that made me really understand the meaning of each material," said another student. An effective teaching approach not only conveys the material theoretically but also provides a meaningful learning experience, in line with the intrinsic motivation theory that a deep understanding of a material will increase students' dedication and engagement in learning ¹⁸.

In addition, many students have started to manage their time more wisely due to their motivating teaching style. One of the students said, "I used to play games after school, but now I prefer to take a break so that I don't get sleepy when studying at night." A teaching style that builds intrinsic motivation encourages students to be more aware of the importance of using time productively. Time management theory in education emphasizes that effective use of time can form a more disciplined and responsible character ¹⁹. The right teaching style helps students develop more positive habits in their daily lives.

In addition to improving academic understanding, an effective teaching style also encourages students to further develop positive social behaviors. Based on the FGD, students reported that they became more frequent in reading the material before learning began, doing practice questions independently in the packet book, frequent questions and answers or *Sharing* material to fellow friends. "Now I read more often the material that has been studied or that will be studied." In the context of teaching styles, students not only passively receive the material but also see firsthand how the teacher interacts and provides real examples in daily life. When teachers apply methods that prioritize social values such as reflective discussion, *role-playing*, or project-based learning students find it easier to understand and internalize the

¹⁸ Karomah, "Peran Motivasi Anak Dalam Bimbingan Shalat Dhuha Pada Kecerdasan Spiritual (Studi Kasus Di MI NU Qur'ani Karmaini Jekulo Kudus)."

¹⁹ Hilma Wahidaty, "Manajemen Waktu: Dari Teori Menuju Kesadaran Diri Peserta Didik," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1880–89.

importance of good behavior. Bandura's theory of social learning explains that social behavior is learned through observation and interaction with the environment ²⁰. Thus, the right teaching style not only increases learning motivation but also shapes students' character in their social lives.

In classroom learning, students learn from teachers and peers about how to think critically, communicate well, and show a positive attitude in the learning process. Furthermore, habit formation theory also explains how repetitive behaviors in a supportive environment can become strong habits ²¹. Teaching styles that provide positive stimulation such as interactive, reflective, and experiential-based approaches help students develop consistent and sustainable learning habits. Thus, an effective teaching style not only increases students' intrinsic motivation but also creates an environment that supports the formation of strong learning habits, so that they are more active and engaged in the learning process.

An effective teaching style not only enhances academic understanding but also encourages students' intrinsic motivation in various aspects of learning, including social behavior. Increased motivation through social behavior can be explained through social learning theory and habituation theory, which emphasize the importance of observation, imitation, and repetition in forming positive learning attitudes and habits ²². The educational implications of these findings demonstrate the importance of integrating character- and motivation-oriented teaching methods into the school curriculum. With this approach, students not only become more active in understanding the material but also build discipline, responsibility, and sustainable and meaningful learning habits.

Teaching Style Facilitates Students' Learning Comfort

The teaching style at MA Kalifa Nusantara is designed to create a learning environment that supports togetherness among students. This approach plays an important role in forming positive academic habits. One of the students revealed that "I felt less enthusiastic about studying at home because it was done by myself, while in class, the schedule was organized and my friends participated in learning, so my motivation increased." This shows

²⁰ Deri Firmansyah and Dadang Saepuloh, "Social Learning Theory: Cognitive and Behavioral Approaches," *Jurnal Ilmiah Pendidikan Holistik (JIPH)* 1, no. 3 (2022): 297–324.

²¹ Herlina Gantini and Endang Fauziati, "Penanaman Karakter Siswa Sekolah Dasar Melalui Pembiasaan Harian Dalam Perspektif Behaviorisme," *Jurnal Papeda* 3, no. 2 (2021).

²² B A Habsy et al., "Memahami Teori Belajar Perilaku (Behaviorisme Dan Teori Belajar Sosial Bandura Serta Contoh Penerapannya)," *Asian Journal of Early Childhood and Elementary Education* 1, no. 2 (2023): 223–39.

that collective learning methods can encourage students to be more disciplined in learning. An organized structure also helps them understand the importance of time management, especially in managing study schedules more effectively.

In education, the theory of time management put forward by Wahidaty highlights the importance of using time effectively to form character and self-discipline²³. A structured teaching style helps students understand the importance of valuing time and using it wisely in the learning process. In addition, support from peers not only creates a comfortable learning environment, but also increases students' enthusiasm in participating in learning. Factors such as an interactive classroom environment, shared learning habits, group discussions, motivational materials, and an adaptive teacher approach contribute to making the learning experience more engaging, enjoyable, and meaningful for students.

Students feel that the learning atmosphere at school is very supportive of their comfort in understanding lessons. They enjoy activities such as group discussions and interactive learning with friends, which create a sense of community and increase motivation to learn. One student revealed that "studying at school feels more fun because all my friends are participating, so the enthusiasm for learning increases," said one student. This atmosphere is different from studying at home, which is often done individually or only with family. In a crowded and interactive classroom, students feel positive energy and support that makes them more comfortable understanding the subject matter. This shows that the social environment has an important role in influencing students' motivation to learn. Learning motivation theory states that a supportive environment can increase student participation and engagement in learning²⁴. A conducive classroom atmosphere creates an environment that helps students feel more motivated and comfortable in learning.

In addition to a comfortable learning environment, new habits implemented during learning also play a role in increasing student engagement. Activities such as interactive discussions, group work, and self-reflection become part of the daily routine that make students more active in learning. This habit not only fills their time with rewarding activities, but it also helps to form a more critical and flexible mindset. According to habituation theory (*habit formation theory*), habits that are done consistently can encourage positive learning

²³ Wahidaty, "Manajemen Waktu: Dari Teori Menuju Kesadaran Diri Peserta Didik."

²⁴ Sufi Alawiyah, Syukri Ghozali, and Suwarsito Suwarsito, "Pengaruh Lingkungan Dan Motivasi Belajar Terhadap Prestasi Belajar," *Jurnal Studi Guru Dan Pembelajaran* 2, no. 2 (2019): 134–38.

behaviors and increase the effectiveness of the learning process ²⁵. When learning methods are routinely carried out in a supportive environment, these habits become an integral part of students' academic lives, even after the learning process is over.

Shared activities in learning, such as educational games and group assignments, help create a comfortable and enjoyable learning atmosphere. These activities strengthen social connections between students, build a sense of community, and encourage positive interactions during learning. According to social interaction theory, group activities can strengthen relationships between individuals and increase their participation in learning ²⁶. This experience shows that peer support plays an important role in improving learning comfort. When students feel supported, they are more excited and more active in following the learning process.

Learning materials that are engaging and relevant to daily life can increase students' motivation to study more seriously. When material is delivered in an interactive and fun way, students find it easier to understand and apply it in their lives. According to the theory of intrinsic motivation, individuals will be more enthusiastic about learning if they feel interested and see the benefits of what they are learning ²⁷. Therefore, materials that are able to arouse students' interest play an important role in increasing their involvement in the learning process. The more relevant and engaging the material provided, the higher the motivation of students to actively participate in learning.

The success of teaching methods in creating a comfortable learning atmosphere can be explained through various educational and psychological theories. Learning motivation theory shows that a conducive environment and engaging material play an important role in increasing student participation ²⁸. Comfortable classrooms, structured learning habits, fun group activities, inspiring materials, and the presence of competent teachers all contribute to building a learning environment that supports students to be more focused and motivated in learning.

In addition, according to the social learning theory put forward by Bandura, students can develop academic learning and behavior skills through

²⁵ Akrim Akrim, "An Investigation Of Islamic Students' Learning Habits," *Al-Isblab: Jurnal Pendidikan* 13, no. 3 (2021): 2301–8.

²⁶ Saidang Saidang and Suparman Suparman, "Pola Pembentukan Solidaritas Sosial Dalam Kelompok Sosial Antara Pelajar," *Edumaspul: Jurnal Pendidikan* 3, no. 2 (2019): 122–26.

²⁷ D Dwi Cahyono, M K Hamda, and E D Prahastiwi, "Pemikiran Abraham Maslow Tentang Motivasi Dalam Belajar. Tajdid: Jurnal Pemikiran Keislaman Dan Kemanusiaan, 6 (1), 39," 2022.

²⁸ Nita Tifani Manullang, "Pengaruh Kinerja Guru Dan Lingkungan Sekolah Terhadap Motivasi Belajar Siswa Sdk Penabur Bandarlampung," *Jurnal Manajemen Magister Darmajaya* 2, no. 02 (2016): 159–72.

observation and interaction with the surrounding environment²⁹. By seeing and interacting with others, they can learn effectively and apply knowledge in their daily lives. In the context of classroom learning, students learn from their teachers and peers on how to understand the material well and apply effective learning strategies. The role models provided by teachers play a key role in this process, with interactive approaches and teaching methods encouraging students' active participation.

Habit *formation theory* explains that new habits applied in the learning process can strengthen students' learning patterns. If the learning method is carried out regularly in a supportive environment, then the habit will become an important part of their academic life, even after they have finished the learning process.

The success of teaching approaches in facilitating learning comfort has important implications for character education and student development. First, it shows that interactive and supportive learning methods can create a supportive environment and motivate students to learn comfortably and seriously.

Second, the results of this study show that teaching methods need to be combined with character education in the school curriculum. By creating a supportive learning environment as well as setting a positive example, schools can help students build good attitudes and behaviors, which will be useful to them in their daily lives.

Third, the success of this teaching method shows that schools can play an effective role as agents of social change. An interactive and supportive approach to learning not only helps students understand the material better, but also creates a comfortable learning environment. With a positive atmosphere, students feel more motivated and excited to actively participate in learning activities.

The teacher's teaching style at MA Kalifa Nusantara helps create a comfortable learning environment for students. This is supported by a conducive classroom atmosphere, good study habits, fun collaborative activities, motivating materials, and the role of competent teachers. All of these factors encourage students to study more comfortably and passionately. The success of this method can be explained through learning motivation theory, social learning theory, and habituation theory. These three theories emphasize the importance of a supportive environment, positive role models, and good study

²⁹ Rahmat Tullah, "Penerapan Teori Sosial Albert Bandura Dalam Proses Belajar," *Jurnal At-Tarbiyyah: Jurnal Ilmu Pendidikan Islam* 6, no. 1 (2020): 48–55.

routines in helping students understand the material and develop their character³⁰. The educational implications of these findings show the importance of integrating teaching methods with character education in the school curriculum, as well as the important role of schools as agents of social change.

Thus, an effective teaching approach plays an important role in shaping students' academic and social character and increasing their involvement in the learning process. Interactive and supportive learning methods create a comfortable environment, so that students feel more enthusiastic and confident in understanding the material.

CONCLUSION

This study uses a qualitative phenomenological approach to analyze and describe the subjective meaning of grade 12 students of MA Kalifa Nusantara on the teacher's teaching style and its relationship with learning motivation. The results of the study show that students interpret teaching style not only as a way of delivering material, but also as a way for teachers to interact and manage the classroom. For students, the teaching style is considered successful if it meets the criteria of structured, clear, and interactive. This interpretation is in line with the finding that variety and non-monotony in teaching styles are crucial, as they have been shown to increase students' intrinsic motivation. This increase in motivation can be seen from the reduction of unuseful activities, increased active participation, and the emergence of self-efficacy or students' self-confidence to successfully understand the lesson with their own efforts.

The relationship between effective teaching styles and student learning motivation extends to forming positive behaviors and habits. Students report that a motivating teaching style encourages them to be wiser in time management, such as choosing breaks over playing games to be better prepared for the evening's study. In addition, teaching approaches that involve reflective discussions and experiential learning help students develop good social behavior and proactive habits, such as reading material before the lesson begins. In essence, the right teaching style serves as a catalyst that instills a love of the material and consistent learning habits.

Overall, this study confirms that an effective teaching style creates a comfortable learning environment, which plays an important role in improving student morale and discipline. A conducive classroom atmosphere, supported by fun collaborative activities and peer support, collectively boosts students'

³⁰ Radif Khotamir Rusli and M A Kholik, "Teori Belajar Dalam Psikologi Pendidikan," *Jurnal Sosial Humaniora* 4, no. 2 (2013).

enthusiasm for learning, which they find difficult to achieve when studying alone at home. As a practical implication, this study suggests the need to integrate character- and motivation-oriented teaching methods into the school curriculum. Thus, the teacher's teaching style not only functions as a means of imparting knowledge, but also as a key agent in shaping discipline, responsibility, and sustainable student learning habits.

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