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Analysis Of Teacher Teaching Styles In The Learning Process In Class Iii Of State Elementary School 12 Sapan

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Abstract

This study aims to analyze teacher teaching styles in the learning process in third-grade elementary schools. Teaching style is a crucial factor influencing learning success, student engagement, and motivation. Teachers are required to select and apply teaching styles appropriate to student characteristics to create an effective and enjoyable learning environment. This study employed a qualitative approach with a descriptive research type. Data collection techniques included observation, interviews, and documentation. Observations were conducted during one meeting in a third-grade class at SDN 12 Sapan. The data obtained were analyzed using data reduction, data presentation, and conclusion-drawing techniques. The results showed that teachers used a variety of teaching styles: democratic, authoritative, and personal modeling. The democratic style was the most dominant, as it increased student engagement and participation in learning. Meanwhile, the authoritative style was used when delivering conceptual material, and the personal modeling style was used in demonstrations to facilitate student understanding of concrete material. Therefore, it can be concluded that the flexible use of a variety of teaching styles has a positive impact on learning effectiveness. This research is expected to contribute to improving teachers' pedagogical competence and the quality of learning in elementary schools.

Keywords: Teaching style, teacher, learning process, grade III, elementary school

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INTRODUCTION

Education is the primary foundation for developing quality human resources. In the formal education system, the learning process in schools is a crucial component that determines the overall success of education. Teachers play a strategic role as the primary implementers responsible for creating an effective, comfortable, and enjoyable learning environment. One factor influencing the quality of learning is the teacher's teaching style. Teaching style is the method used by teachers to convey material to students. Selecting the right teaching style can create an active, creative, and innovative learning environment, thus

increasing student motivation. Conversely, using a monotonous teaching style can lead to boredom and decrease student interest in learning.

Third-grade elementary school students are at a crucial stage of cognitive development, thus requiring an appropriate learning approach. Teachers must be able to adapt their teaching style to student characteristics, learning objectives, and the learning environment. Based on observations, some teachers still tend to use one teaching style predominantly without considering the diverse needs of students. This can hinder the development of students' potential. Therefore, this study was conducted to analyze teacher teaching styles in the learning process in third-grade elementary school.

According to Djamarah (2010), teaching style is the method used by teachers to convey learning material to students so that learning objectives can be achieved effectively. An appropriate teaching style can create a conducive learning environment, increase student participation, and facilitate student understanding. Conversely, an inappropriate teaching style can lead to students becoming passive, unmotivated, and experiencing difficulty understanding the lesson. Similarly, Sanjaya (2013) states that successful learning is largely determined by the teacher's ability to select and implement strategies appropriate to student characteristics. Teachers are not only required to master the material but also to be able to manage learning creatively and innovatively so that students do not become bored and actively participate in the learning process.

However, in practice, some teachers still tend to use monotonous learning methods, such as continuous lectures without actively engaging students. This results in less effective learning interactions, resulting in students being passive and less likely to participate. According to Uno (2012), effective learning should actively engage students, both physically and mentally. Student activeness in learning is one indicator of a successful learning process. Active students tend to understand the material more easily and achieve more optimal learning outcomes. Therefore, teachers need to apply a variety of teaching styles tailored to students' needs to create engaging and meaningful learning.

Based on this description, it can be concluded that a teacher's teaching style plays a crucial role in determining the quality of learning. Therefore, direct observation is necessary to determine the teacher's teaching style and students' responses to it during the learning process. Therefore, this study focuses on analyzing teacher teaching styles in third-grade elementary school.

METHOD

Research Method

This study employed a qualitative approach with a descriptive research design. A qualitative approach was selected because the study aimed to understand and describe the naturally occurring phenomenon of teachers' teaching styles during the learning process. According to Sugiyono (2021), qualitative research is conducted to investigate phenomena in their natural settings, where the researcher serves as the primary instrument for data collection and interpretation.

Research Participants and Setting

The study was conducted at SDN 12 Sapan, located in Sawahlunto, West Sumatra Province, Indonesia. The participants consisted of one third-grade classroom teacher and third-grade students. Participants were selected using purposive sampling based on specific criteria. The classroom teacher had more than five years of teaching experience and was considered capable of applying various teaching styles in classroom instruction. Third grade was selected because it represents a transitional stage in which students begin developing

more independent thinking skills while still requiring diverse instructional strategies to support their learning.

Data Collection Techniques

Data were collected through observation, interviews, and documentation. Observation served as the primary data collection technique. Direct and systematic classroom observations were conducted during one learning session to examine the teacher's instructional practices. A structured observation checklist was used to record the teacher's teaching behaviors, classroom management, teacher–student interactions, instructional methods, learning strategies, and the use of instructional media.

Semi-structured interviews were conducted with the classroom teacher and several students to obtain supporting information regarding their perceptions, experiences, and views of the learning process. This interview format allowed participants to provide detailed and comprehensive responses while maintaining consistency across interviews.

Documentation was used to complement and validate the findings obtained through observations and interviews. Relevant documents, including the class schedule and photographs of classroom activities, were collected as triangulation data to enhance the credibility of the research findings.

Research Instruments

The primary research instrument was the researcher, who functioned as the human instrument throughout the study. Supporting instruments included (1) a structured observation checklist containing indicators of teaching styles, (2) a semi-structured interview guide, and (3) a camera or audio recorder for documentation purposes. The observation checklist was developed based on the teaching style frameworks proposed by Grasha and Hasibuan and Moedjiono, covering classroom management, instructional delivery methods, teacher–student interaction, and teachers' responsiveness to students' learning needs.

Data Analysis

Data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three stages: data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting, organizing, and focusing the observation, interview, and documentation data relevant to the research objectives. The reduced data were then presented in the form of descriptive narratives to facilitate interpretation. Finally, conclusions were drawn and continuously verified throughout the analysis to ensure that the findings accurately reflected the collected data. The trustworthiness of the data was established through methodological triangulation by comparing and cross-checking information obtained from observations, interviews, and documentation.

RESULT AND DISCUSSION

Based on observations conducted during one learning session in grade III, it was found that teachers employed several different teaching styles according to the context and learning needs. The following presents the detailed observation findings.

Based on observations conducted during one learning session in grade III at Sapan 12 Public Elementary School, teachers employed several teaching styles tailored to the learning needs. The most dominant teaching style was the democratic (student-centered) style, which was evident when teachers provided opportunities for students to discuss, ask questions, and express their opinions during the learning process. Teachers also actively guided the discussions and provided feedback to students.

Furthermore, teachers employed an authoritative (teacher-directed) teaching style when explaining new concepts or material. In this situation, teachers provided direct

explanations, guided students, and provided instructions to ensure successful achievement of learning objectives.

Teachers also employed a personal modeling or demonstration teaching style when demonstrating the steps for completing assignments or using learning tools. Through these demonstrations, students more easily grasped the material because they received direct examples from the teacher.

Discussion of Teaching Styles Found

First, the democratic (student-centered) teaching style was the most dominant style employed by third-grade teachers during the observed learning process. The teacher often acted as a facilitator, encouraging students to actively discuss, ask questions, and express their opinions.

This finding aligns with Dewey's (in Sagala, 2018) opinion, which states that effective learning involves students actively in the process of constructing knowledge. Observations showed that when the teacher adopted a democratic style, student participation levels increased significantly. Students appeared more enthusiastic, more willing to ask questions, and more actively responded to the teacher's questions compared to when the teacher used a more directive teaching style.

During the observations, researchers noted that in one learning session on the elements of geometric shapes, the teacher used a small group discussion method (2–3 students). The teacher circulated around the class, monitoring the discussion, asking questions, and occasionally providing feedback to encourage students to think critically. The classroom atmosphere appeared lively and dynamic, with many students actively exchanging ideas. This finding aligns with research by Khairinnisa, Nurhasanah, and Maksum (2024), which showed that teacher teaching style has a significant relationship with elementary school students' learning engagement. The more teachers implement learning that actively engages students, the higher their participation in the learning process.

Based on interviews, teachers stated that the use of group discussions aims to encourage students to be more active in expressing their opinions and asking questions. They also explained that this method was chosen because third-grade students tend to understand material more easily when directly involved in learning activities.

Second, based on observations, teachers use an authoritative (teacher-directed) teaching style when explaining new material and providing instructions to students. At this stage, the teacher speaks more at the front of the class, while students listen and take notes.

Using this style helps teachers convey concepts systematically, so students gain an initial understanding of the material. However, if used for too long, some students begin to lose focus and become less active in learning. This aligns with Sanjaya's (2019) opinion, which states that direct instruction is effective for conveying basic concepts, but it still needs to be combined with other methods to maintain student engagement.

Third, the personal model (demonstration) teaching style, based on observations, involves teachers applying the personal model teaching style through demonstrations when explaining how to solve problems or use learning tools. After the teacher provides an example, students are asked to practice the steps demonstrated.

The use of a demonstration style makes it easier for students to understand the material because they can see the example firsthand before trying it themselves. This finding aligns with Piaget's theory, which states that elementary school students are at the concrete operational stage, making it easier to understand concepts through real-life experiences and direct examples.

Factors Influencing Teaching Style Selection

Based on interviews and observations, several factors influence teachers' choice of teaching style, including: (1) characteristics of the subject matter—conceptual material

tends to encourage teachers to use an authoritative style, while material that requires exploration encourages a democratic style; (2) student conditions and characteristics—the level of student readiness to learn, ability, and activeness influence the choice of teaching style; (3) available time—time constraints sometimes encourage teachers to choose the fastest lecture method; (4) availability of facilities and infrastructure—the availability of learning media encourages teachers to use a more varied style. Interviews with third-grade teachers revealed that they recognize the importance of varying teaching styles. They stated that they strive to adapt their teaching methods to students' needs and the demands of a busy curriculum. This demonstrates a strong sense of professional awareness, although its implementation still needs improvement.

Implications for Learning Effectiveness

The results of this study indicate that varying teaching styles has positive implications for learning effectiveness. Students demonstrated higher engagement when teachers used a combination of teaching styles appropriate to their needs. Student understanding also appeared to improve in sessions where teachers combined demonstrations with group discussions compared to sessions that used only lectures. These results support research by Maulani et al. (2023), which states that varying teacher teaching styles is crucial in elementary school learning because it can increase student attention, motivation, and engagement during the learning process.

These findings support Slavin's (2019) view that no single teaching style is most effective for all situations. Effective teachers are those who are able to identify student learning needs and flexibly use a variety of teaching styles accordingly. Therefore, developing teachers' skills in a variety of teaching styles is essential to improving the quality of education in elementary schools.

The findings of this study also demonstrate similarities with research by Khairinnisa et al. (2024), which found that varying teacher teaching styles is associated with increased student learning engagement. However, this study provides a more detailed picture of the learning conditions in class III through the results of direct observations so that it can show how teachers combine several teaching styles in one learning process.

Analysis of the Relationship between Teaching Style and Student Learning Motivation

A teacher's teaching style is closely related to students' level of learning motivation. Observations show that when teachers use a democratic teaching style, students demonstrate a higher level of learning interest. This is indicated by students' active participation in asking questions, answering questions, and participating in group discussions.

According to Sardiman (2014), learning motivation is a crucial factor in encouraging students to be active in the learning process. A teaching style that provides opportunities for students to participate directly can increase intrinsic motivation. In this context, a democratic style is an effective approach because it provides space for students to express their opinions and think independently.

Conversely, overly dominant authoritative styles can decrease student learning motivation. This is evident in some students who begin to lose focus when teachers use the lecture method for too long. Therefore, teachers need to combine various teaching styles to maintain student learning motivation.

Advantages and Disadvantages of Each Teaching Style

Each teaching style has its own advantages and disadvantages. Therefore, teachers need to understand the characteristics of each style to use it appropriately. The democratic style has the advantage of increasing student engagement and creativity. However, this style also has disadvantages, namely requiring more time and good classroom management to maintain a focused discussion.

The authoritative style has the advantage of delivering material quickly and in a structured manner. This style is very effective when introducing new concepts. However, if used excessively, it can lead to students becoming passive and lacking critical thinking. Meanwhile, the personal modeling or demonstration style is very effective in helping students understand concrete concepts. The advantage is that students can learn through direct examples. However, this style also has limitations if it is not accompanied by active student participation. Thus, no single teaching style is best for all situations. Teachers need to combine various teaching styles according to learning needs.

Relevance of Research Results to Learning Theory

The results of this study indicate alignment with various learning theories proposed by experts. The dominant use of a democratic style aligns with constructivism theory, which emphasizes that students construct knowledge through experience and interaction. According to Slavin (2019), effective learning is learning that actively engages students in the learning process. This is also evident in the research findings, which show that students are more active and enthusiastic when teachers use a student-centered approach.

Furthermore, the use of a demonstration style aligns with Piaget's learning theory, which states that elementary school-aged children are in the concrete operational stage. At this stage, students more easily understand concepts through concrete examples and direct experience. Therefore, the results of this study reinforce the theory that a variety of teaching styles is crucial for creating effective and meaningful learning. This finding is further supported by research by Firdaus and Nurdyansyah (2022), who found that teacher teaching style positively influences elementary school students' learning motivation. Teachers who are able to adapt their teaching style to students' needs tend to produce more effective learning.

The implications of this research suggest that elementary school teachers need to be able to flexibly apply various teaching styles according to student characteristics and learning objectives. These findings can also be used as evaluation material for schools in developing programs to improve teachers' pedagogical competence through training and professional development activities.

CONCLUSION

Based on the research results and discussion outlined above, the following conclusions can be drawn. First, third-grade elementary school teachers apply a variety of teaching styles in the learning process: democratic (student-centered), authoritative (teacher-directed), and personal modeling (demonstration). Of these three styles, democratic is the most dominant because it encourages student activeness and participation in learning. Second, the use of a variety of teaching styles has been shown to have a positive impact on the learning process, particularly in increasing student motivation, activeness, and enthusiasm. Students tend to understand material more easily when teachers flexibly combine various teaching styles according to the learning situation and conditions. Third, the choice of teaching style is influenced by several factors, including the characteristics of the subject matter, the students' conditions and abilities, time availability, and facilities and infrastructure that support the learning process. Teachers who are able to adapt their teaching style to these factors will more easily create effective and meaningful learning. Thus, it can be concluded that a variety of teaching styles is a crucial aspect in improving the quality of learning in elementary schools and needs to be continuously developed by teachers as part of their pedagogical competence.

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