



THE INFLUENCE OF TEACHERS' TEACHING METHODS ON STUDENTS' INTEREST IN LEARNING AT THE ENSINO SECUNDÁRIO FILIAL IN LAGA

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ABSTRACT

The government of Timor Leste has taken several policies to meet this challenge, one of the policies taken by the government is to establish Filial (branch) schools, where the orientation of education leads to the formation of students who are ready and able to compete among others who continue their education at the secondary level. However, information obtained at Ensino Secundario Filial de Laga shows that students who choose science majors are more than those who choose social studies majors. The purpose of this study is to determine and analyze the effect of the teacher's teaching method on student interest in learning at Ensino Secundario Filial de Laga Respondents in this study were 51 students of Class XI IPA. In this study, the authors used simple linear regression analysis by distributing a questionnaire consisting of 30 items for independent and dependent variables. The results showed that the correlation coefficient value (r -count) = 0.621 with a strong category, the value of t -count = 5.547 > t -table = 1.676 so that H_a is accepted and rejected H_o , meaning that there is an influence between the teacher's teaching method on learning interest. For the simple linear regression line equation $Y = 31.235 + .544X$. Meanwhile, the coefficient of determination (R^2) = 0.386 or 38.6% means that 38.6% shows that the teacher's teaching method can determine the rise and fall of interest in learning.

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INTRODUCTION

The era of increasing globalization followed by technological developments, causes a high level of human needs, this must be balanced by the increasing factors of meeting these needs, in this case, the main factor that is the biggest source of all factors of meeting needs is the education sector. Thus, the education sector meets these challenges so that it can follow civilization as stated in the objectives of national education.

Thus, students are expected to be able to participate in meeting human needs in this global era, so that they can keep up with the times as stated in Article 59 of the RDTL Constitution. The challenge for a secondary school, both main and Filial (branch), is to be able to form students who, in addition to attending education, can also master and be able to compete with science to become someone knowledgeable and well-informed.

Learning and teaching are two concepts that cannot be separated. Learning refers to what a person does as a subject who receives lessons while teaching refers to what the teacher must do as a teacher. Thus, the presence of teachers in the teaching and learning process has a very important role. Teachers are an important factor in education. According to Nasution (1982), teachers communicate knowledge with students, so students need to have good knowledge about the knowledge that has been conveyed. However, to convey knowledge to students, of course, choose a teaching method that should follow the character of the material.

The teaching method is a method used by teachers in delivering subject matter because it has a strong relationship with learners or students when participating in lessons. Thus, teaching methods as a tool to create a learning and teaching process. In teaching and learning activities, teachers do not have to stick to using one method, but teachers should use a variety of methods so that the course of teaching is not boring but attracts the attention and interest of students to follow the lesson.

Based on observations made by the author at the research site, show that most teachers have understood and mastered the material they will teach because they have a teaching background, especially teachers from the science department so that they can make students like the material they have been teaching. Meanwhile, social studies teachers mostly follow the field but do not have a teacher background. So,

students or students choose majors according to their wishes even though the selection of majors begins when they enter class X. Therefore, every year students who choose science majors are more than students who choose social studies majors.

LITERATURE REVIEW

Teaching Methods

In the teaching and learning process, a teacher certainly needs a method, and its use varies according to the objectives to be achieved. A teacher will not be able to carry out his duties if he does not master any of the teaching methods formulated by psychologists and education experts, (Djamarah, 2005: 72).

One of the efforts that teachers never leave is to understand the position of the method as one of the components that take part in success, for the success of teaching and learning activities. Such a frame of mind is not a strange thing, but real; it is thought by a teacher. From the results of the analysis carried out, an understanding of the position of the method as an extrinsic motivation tool, as a teaching strategy, and to an end was born.

Surakhmad, W. in Muhammad, H. A. (1987) suggests five kinds of factors that influence the use of teaching methods, namely (a) objectives of various types and functions; (b) students of various maturity levels; (c) situations that vary in their circumstances; (d) facilities that vary in quality and quantity; and (e) the teacher's personality and different professional abilities.

The teaching method is a way that contains standardized procedures for carrying out educational activities, especially, the presentation of subject matter to students, (Muhibbin, 2002). To achieve the description of learning approaches and strategies learning methods are ways used by teachers to create and develop interactions with students in the teaching and learning process, to cause activity and learning processes in students from achieving learning objectives.

One of the teacher's abilities and skills is the method of presenting material/lessons. If the teacher wants to teach the material to students that is good and successful, then the teacher must pay attention to the method or approach that will be taken so that it can achieve the expected goals, where the method used by the teacher is following the material being taught effectively and efficiently to achieve teaching goals.

The expected method or approach can be carried out well if the material to be taught is stimulated first. In other words, to apply a method or approach in teaching Chemistry, previously develop a teaching and learning strategy.

Teachers will more easily determine the most suitable method for the situation and conditions they face if they understand each of these methods, (Djamarah & Zain, 2006). Furthermore, he said that the selection and determination of methods is influenced by several factors, namely:

Students. Students are potential human beings who make education so in schools' teachers are obliged to educate them. In the classroom, teachers will deal with several students with different life backgrounds. Their social status varies. In short, from this physical aspect, there are always differences and similarities in each student. All these student behaviors color the classroom atmosphere. Class dynamics are seen in the number of children in teaching and learning activities. The noise is more pronounced if the number of students in the class is very large. The greater the number of students in the class, the easier it is to be in conflict, and tends to be difficult at school.

Teacher. Each teacher has a different personality and educational background that can affect competence. Thus, to choose a method, teachers must first study the characteristics of the material provided.

Facilities. Facilities are the completeness that supports student learning at school. Whether or not learning facilities are complete will affect the choice of learning methods.

Situation. The learning situation that teachers create is not always the same from day to day. Often teachers want to create a learning situation in nature, that is, outside the classroom.

Objectives. Objectives are the intended goals of each learning activity. Hierarchically, the goals move from low to high, namely instructional goals or learning goals, curriculum or curricular goals, institutional goals, and national education goals.

Any method chosen in teaching and learning activities should pay attention to several principles that underlie the urgency of methods in the teaching and learning process (Moreira, 2011), namely: (1) The principle of motivation and learning objectives; (2) The principle of maturity and individual differences; (3) The principle of

providing opportunities and practical experience; (4) Integration of understanding and experience; (5) Functional principles; (6) The principle of fun.

Learning Interest

According to Winkel (1986), learning is a mental or psychological process that takes place in active interaction of the subject with the environment, and which results in changes in knowledge, understanding, skills, and attitude values that are constant/permanent. Learning is a process of human change, while the process comes from the Latin "processus" which means "walking forward", namely in the form of a sequence of steps or progress that leads to the achievement of a goal. In psychology, the learning process means special ways or steps (manners or operations) by which some changes are caused to achieve certain goals, (Rober, 1988, in Syah, 1998). So, the learning process is the stage of cognitive, affective, and psychomotor behavioral changes that occur in students. These changes are positive in the sense that they are oriented in a more advanced direction than in the previous situation.

According to Wittig in Syah (1998), the learning process takes place in three stages, namely Acquisition (information acquisition stage), at this stage the learner begins to receive information as a stimulus and responds so that he has a new understanding or behavior. This stage is the most basic, if at this stage the student's difficulties are not helped, he will have difficulty dealing with the next stage of storage (storage of information), the new understanding and behavior received by the student will automatically be stored in his memory which is called short-term or long-term memory. Retrieval (regaining information), if a student gets a question about the material he has obtained, he will reactivate the functions of his memory system to answer the question or problem he faces. The retrieval stage is a mental event to reveal the information, understanding, and experience that has been obtained.

Interest plays a very important role in the lives of learners and has a big impact on if and behavior. Students who are interested in learning activities will try harder than less interested students. Meanwhile, Sardiman (1998) argues that interest is defined as a condition that occurs when someone sees the characteristics or meaning of a temporary situation that is associated with their desires or needs. Interest is a tendency within the individual to be interested in an object or to like an object, (Sumari Suryabrata, 1998: 109). Interest is an involuntary concentration of attention that is born with full willingness, and which depends on talent and environment.

Interest can be interpreted as a condition that occurs when a person sees the characteristics or meaning of a temporary situation that is associated with his desires or needs. Therefore, what a person sees will certainly arouse interest, as far as what is seen has a relationship with his interests.

As stated by Syaiful (2005) interest has a big influence on learning activities. Students who are interested in a lesson will study it seriously because there is an attraction for them. The learning process will run smoothly if accompanied by interest. Therefore, teachers need to arouse students' interest so that the lessons given are easy to understand. There are several ways that teachers can arouse student interest, namely: (1) arouse the existence of a need; (2) connect with the issue of experience; (3) provide opportunities to get good results; and (4) use various forms of teaching.

Elizabeth B. Hurlock wrote about the function of interest for children's lives as written by Wahid in Gie (2004) as (a) Interest affects the form of intensity of ideals as an example of a child who is interested in sports, his goal is to become an outstanding sportsman, while a child who is interested in his physical health, his goal is to become a doctor; (b) interest as a strong driving force. A child's interest in mastering a lesson can encourage him to study in a group at his friend's place even though it is raining, and (c) achievement is always influenced by type and intensity. A person's interest, even though taught by the same teacher and given lessons between one child to another, gets a different amount of knowledge.

METHOD

This research was conducted at Ensino Secundário Geral Filial de Laga, Postu Administratif Laga, Munisipiu Baucau. The sample in this study were students of class XI IPA as many as 51 people. In every research, of course, choose the use of a questionnaire method which is made systematically following the research problem obtained from respondents.

The analysis model used in this study is a simple linear regression analysis technique. To determine the effect between teaching methods and interest in learning, then use the formula: $y = a + bx$. To calculate the correlation between teaching methods and interest in learning using the Pearson product-moment to formula with the help of SPSS for Windows. To calculate the size of the contribution of the contribution using the formula of the coefficient of Determination/size of

contribution (KP).

RESULT AND DISCUSSIONS

Result

Simple linear regression analysis is used to determine the relationship and influence of one independent variable (Teacher Teaching Method) on one dependent variable (Learning Interest). Simple linear regression analysis in this study to determine the relationship model between the independent variable Teacher Teaching Method (X) on Learning Interest (Y). The following are the results and model of the relationship between the independent variable and the dependent variable based on the results of the analysis using SPSS software version 21.0 for Windows.

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	31.235	6.378	
Mentode Mengajar Guru	.544	.098	.621

a. Dependent Variable: Minat Belajar Siswa

Table 1: Regression Test

Based on the above analysis, the regression line equation for the simple linear regression line equation in the Coefficients table above can be said that: $Y = 31.235 + 0.544X$.

The interpretation of the regression line coefficient shows that if the learning interest variable is constant, it is 31,237. If the teacher's teaching method variable is increased by one unit, the learning interest variable can have a positive impact of = 0.544. Meanwhile, the test of the coefficient of influence of the teacher's teaching method variable (X) and the learning interest variable (Y) at Ensino Secundário Público Filial Laga shows that if the variance results of the variables used in this study obtained the F-count probability value greater than the level of significance of 0.05 (=5%), then the H_a regression for the teacher's teaching method variable is accepted, meaning that the independent variable of the teacher's teaching method

(X), simultaneously has a significant influence on the dependent variable, namely learning interest.

To determine the significant effect of the independent variable, namely the teacher's teaching method (X) on the dependent variable of interest in learning (Y) at Ensino Secundário Público Filial Laga, for the t-test, namely by comparing the probability of t-count with the level of significance (0.000). Clearly can be seen in the table below:

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	31.235	6.378		4.897	.000
1 Mentode Mengajar Guru	.544	.098	.621	5.547	.000

a. Dependent Variable: Minat Belajar Siswa

Table 2: T-test

The results of the t-test analysis show that at the degree of freedom $df = n - k - 1 = 49$ at a confidence level of 95% or an error rate of 0.05 from the calculation results, the t-count probability value of 5.547 is greater than the t-table = 1.676 at the error level (5%) so that H_0 is rejected, and H_a is accepted. The acceptance of H_a means that the teacher's teaching method has a significant effect on interest in learning at Ensino Secundário Público Filial Laga. So, it can be seen that the t-count value for the teacher's teaching method (X) is 5,547 on the t-table with $df = 49$ and a significant level of 0.05 obtained 0.000, because $t\text{-count} > t\text{-table}$ then H_0 is rejected, and H_a is accepted.

Based on the results of the calculation, the t-count value = $5.547 > t\text{-table}$ 1.676 is obtained, so H_0 is rejected at a significance level of 95%, or the significant value of the t-test is 0.000 which is smaller than 5% so that H_0 is rejected and H_1 is accepted, so it can be concluded that the variable teacher teaching method (X) affects learning interest (Y). Meanwhile, the coefficient (R) is used to determine the relationship between the independent variable and the dependent variable, if the correlation coefficient (R) is close to 1, the relationship is very strong and unidirectional. If the correlation coefficient (R) is close to (-1) then the relationship is strong and in the opposite direction, while if the correlation coefficient value (R) is 0 then the relationship is weak. The T-test clearly can be described as follows:

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.621 ^a	.386	.373	5.116

a. Predictors: (Constant), Metode Mengajar Guru

b. Dependent Variable: Minat Belajar Siswa

Table 3: Model Summary

From the results of the analysis, the correlation coefficient (R) value of 0.621 was obtained. This value shows a positive influence, and the relationship is strong and unidirectional category, meaning that if there is an increase in the independent variable, namely the teacher's teaching method (X), it will also be followed by an increase in interest in learning at Ensino Secundário Público Filial Laga if the teacher's teaching method is improved, interest in learning will also increase or vice versa. Meanwhile, the coefficient of determination R² of 0.386 or 38.6% means that 38.6% of the teacher's teaching method (X) determines the rise and fall of learning interest at Ensino Secundário Público Filial Laga. Meanwhile, the remaining 61.4% is caused by factors not analyzed in this study, but the teacher's teaching method is quite influential on learning interest.

Discussions

Based on the results of research at Ensino Secundário Público Filial Laga by giving a questionnaire of 15 items regarding teacher teaching methods and 15 items regarding learning interest to 51 respondents. Each of these items analyzed using the SPSS Windows program version 21.0 shows that the teacher's teaching method has a strong relationship with interest in learning, namely 0.621 with a significance level of 0.000 at the 0.05 level.

On the other hand, the teacher's teaching method has a significant effect on interest in learning at Ensino Secundário Público Filial Laga by 38.6% while the remaining 61.4% is influenced by other factors not examined in this study. Meanwhile, the t-test shows that the teacher's teaching method has a significant influence on interest in learning at Ensino Secundário Público Filial Laga. For this reason, it can be explained that students' liking and interest in the field of science are not only influenced by the teacher's teaching method but also influenced by

other factors. For this reason, students' interest in learning is not only influenced by the teacher's teaching method because based on the results of the study, show that the factors that are more influential and dominant on students' interest in learning at Ensino Secundário Geral Filial Laga are other factors that are not examined in this study, such as internal factors and external factors of students where interest is a sense of liking and interest in a thing or activity without anyone telling them to.

Thus, to increase students' interest in learning science, the teacher's teaching method needs to be improved and attention paid to the teacher's teaching method. The teacher's teaching method is a method that will be used by the teacher systematically to deliver subject matter to students as well as material for student assessment of students' liking for the teacher. Teaching is no longer an effort to convey knowledge, but also an effort to create an environmental system that teaches students so that teaching objectives can be achieved optimally.

A good method is the selection is based on consideration of individual differences, learning motivation factors, and stimulating student activities, where the learning processes the teacher must implement and carry out learning activities that need to see and choose a method according to the characteristics of the material, meaning that the selection of methods must look at the material to be taught.

CONCLUSIONS

Based on the results of the study, it is concluded that there is an influence between the teacher's teaching method on student interest in learning at Ensino Secundário Público Filial Laga where the t-count value = 5.547 is greater than the t-table = 1.676, so the alternative hypothesis (H_a) is accepted, and H_0 is rejected. For the simple linear regression line equation $Y = 31.235 + .544X$. The correlation coefficient, namely = 0.621, and the coefficient of determination (R^2) value of 0.386 or 38.6% means that 38.6% shows the teacher's teaching method (X) determines the rise and fall of interest in learning at Ensino Secundário Público Filial Laga.

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