Student Perceived Teaching Style Analysis

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Abstract. This research is entitled Analysis of Student Perceived Teaching Style at SMK Muhammadiyah 1 Moyudan Yogyakarta. The formulation of the problem in this research is how students perceive the teaching style of educators at SMK Muhammadiyah 1 Moyudan Yogyakarta. The method used is descriptive quantitative. Students' perceptions of the teaching style of educators as research variables. The teaching style perceived by the students is related to the classical teaching style, personalized teaching style, interactional teaching style, and technological teaching style. The population in this study were students in the 2021/2022 academic year at SMK Muhammadiyah 1 Moyudan, totaling 662. The sample selection was taken using a proportional stratified random sampling technique. The data collection technique used a questionnaire instrument regarding students' perceptions of teaching styles. The results of the study show that the level of students' perceptions of the teaching style of educators is as follows, 1) classical teaching style with an average of 46%. 2) Personalized teaching style with an average of 49%, 3) interactional teaching style with an average of 47%, and 4) technological teaching style with an average of 58%.

Keywords: Teaching style · Student Perceptions · Student Perceived

1 Introduction

Education plays an important role in the progress of the nation. Education in Indonesia is carried out with Pancasila as the basic ideological foundation. This is because education also affects the quality of a nation. In Indonesia itself, education is arguably still far from quality, this can be seen from research from the World Bank in 2018, the Indonesian Human Resources index is ranked 87 out of 157 countries in the world. Based on the value of the Human Capital Index (HCI), Indonesia has a value of 0.53%, lagging behind several Southeast Asian countries.

Thus, it is necessary to improve the quality of education in Indonesia. This is in order to create quality human resources, individuals need to be educated and formed consciously and planned to develop individual potential optimally. As stated in the National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, and

noble character., as well as the skills needed by himself, the nation's community, and the State.

Education includes teaching special skills and also something that cannot be seen but is deeper, namely the provision of knowledge, judgment, and wisdom [1]. In Indonesia, according to the National Education System Law No. 20 of 2003, there are formal education levels consisting of basic education, secondary education, and higher education. Vocational high schools (SMK) as one part of formal education in Indonesia are an important part of the academic development of adolescents as students. Because education in SMK has many skill programs. Existing skill programs, generally adjust the skill programs needed in the world of work. Vocational high school youth (SMK) or its equivalent is generally in the age range between 16–18 years.

Talking about education and students, cannot be separated from learning. According to Degeng [2] learning is an effort to teach students. Learning is an interactive process between students and educators with learning resources in a learning environment. The learning process is a process where there is the interaction between educators and students. And in this case, it is intended that there will be changes in students, from those who have not been educated to become educated, to those who have not been able to become capable. Educators (teachers) in the learning process need to see the physical and mental readiness of students. So according to Kousky's opinion [3] psychological support for students must be integrated into the education system. Indonesia, itself implements the national education system, where this system provides students with academic knowledge, sharpens cognitive skills, and fosters positive attitudes to students [4].

However, according to the opinion of Montanesa & Firman which states that education in Indonesia is believed to be still very conservative, not updated, and far from being innovative [4]. Thus, in order to make education in line with the expected education system, school institutions, especially educators, need to race in providing effective learning facilities by providing learning facilities for all students in order to develop their potential optimally and be able to obtain satisfactory learning outcomes. Effective teaching and learning conditions can be seen in the interest and attention of students in learning.

Students' perceptions of the teaching competence of educators, especially in terms of teaching styles, greatly affect the success of learning. Although basically, the teaching and learning process is the behavior of students while they are learning [5]. However, the teaching style and way of delivering material by interesting educators and a pleasant learning atmosphere are expected to spur students to be active in learning. Likewise, the opinion of several students at SMK Muhammadiyah 1 Moyudan, stated that when educators delivered the material with a pleasant learning atmosphere, it spurred students to pay attention to the material presented by the educator.

Based on the results of interviews with Guidance and Counseling teachers, it was stated that at SMK Muhammadiyah 1 Moyudan itself facilitating the learning process was quite good. Starting from the facilities and infrastructure, it can be seen from the availability of various facilities that support the learning process according to the existing majors. However, when viewed from the learning pattern of educators, it is not yet known the tendency of using teaching styles that educators do during the learning process. Thus,

researchers are interested in examining the student perceived teaching style at SMK Muhammadiyah 1 Moyudan Yogyakarta.

2 Methods

This study was designed using quantitative descriptive analysis. The research was conducted at SMK Muhammadiyah 1 Moyudan in the academic year 2021/2022 with a population of 662 students. Samples were taken using proportional stratified random sampling. This is because sampling from the population is done randomly by determining the proportion at each class level in the population. The reason for using this technique is that researchers have the assumption that the teaching style felt by students will vary depending on the experience and intensity of the individual meeting with educators at school. To determine the sample size, the researcher refers to the table proposed by Krejcie - Morgan (1970) so from 662 students obtained a total sample of 242 or 36.5% of the student population,

The study uses one scale, namely the student perceived teaching style. This study focused on students' perceptions of the teaching style of educators which includes classical teaching styles, interactional teaching styles, personalized teaching styles, and technological teaching styles. Based on the validity test, from the 60 statement items, there were 19 invalid statement items. This includes 8 *unfavorable items* and 11 favorite items.

3 Finding and Discussion

Teaching style according to Shaari et al., [6] is the way someone teaches based on the nature, habits, tendencies, or even habits used to convey information and skills in the classroom. This is in line with the opinion of Hasibuan & Moedjiono [7] who defines teaching style as the act of educators in the context of the teaching and learning process that aims to overcome student boredom, so that in the learning process students always show perseverance, enthusiasm, and play an active role in the learning process. Learning. Meanwhile, according to Suparman [8] the teaching style of the educator is an absolute requirement for the effectiveness of a teaching and learning process. The teaching style itself can be in the form of behavior, attitudes, and actions in the learning process. The teaching style of the educator also reflects the way in which the teaching is carried out.

Students as one component of learning, of course, their perceptions play an important role in the delivery of learning materials. In this study, vocational high school (SMK) or equivalent students were generally in the age range of 16–18 years. In accordance with the theory of child and adolescent development, it can be seen that this period is a transition period in which the level of emotional stability of children has not reached maturity and is followed by hormonal changes that often trigger curiosity and excessive emotions [9]. So in the learning process, students need to control their emotions well, so that students can make good decisions during the learning process. In line with that, Paus and Steinberg (2009) argue that adolescents will make wise decisions when they are emotionally calm, and will make unwise decisions when they are emotionally unstable [10]. Perception itself is colored by one's life experiences, which will color how one

exercises control over one's actions [11]. Positive perceptions will make individuals feel comfortable, prosperous, and satisfied so that they can function optimally [11]. So, hope in the learning process of students can bring up positive perceptions of the teaching style that educators appear so that students can develop their potential optimally.

Based on the distribution of the questionnaire, the student's perception data were obtained from filling out research instruments consisting of 41 statement items with a *Likert scale* that had been through validity and reliability tests. The scale of students' perceptions of the teaching style of educators has a maximum empirical score of 142, a minimum empirical score of 79, a mean of 105.2, and a standard deviation of 9.9. The data that has been processed with descriptive statistics are then grouped based on intervals and scores, which are obtained. The category of students' perceptions of the teaching style of educators as a whole is divided into 4 categories, namely very good, good, quite good, and not good.

Based on the calculations that have been done, students have a perception of the teaching style of educators in the very good category as many as 16 students with a percentage of 7%, and perceptions of the teaching style of educators in the good category as many as 86 students with a percentage of 35%, perceptions of teaching styles educators in the fairly good category as many as 131 students with a percentage of 54%, and perceptions of the teaching style of educators in the poor category as many as 9 students with a percentage of 4%.

It can be concluded that the subjects in this study have a tendency to perceive the teaching style of educators as a whole in the fairly good category of the 242 students who are the sample. The following will describe the results of the research on the teaching styles of educators in each indicator:

3.1   The Classical Teaching Style

The classical teaching style is a teaching style where educators still dominate the class without giving students the opportunity to be active it will hinder the development of students in the learning process. In this study, the total number of questions about students' perceptions of the teaching style of educators with classical teaching styles is 8 statement items.

The subjects in this study had a perception of the classical teaching style in the very high category as many as 17 students with a percentage of 7%, in the high category as many as 112 students with a percentage of 46%, in the medium category as many as 99 students with a percentage of 41%, and perceptions of on the teaching style of educators in the low category as many as 14 students with a percentage of 6%. Based on the mean (M) obtained is 21.81 which is found in the $21.81 \leq X < 25.81$ which is in the interval $21.81 \leq X < 25.81$ which means it is in the good category with a percentage of 46%.

Based on the results obtained, it was identified that students felt bored with the lecture method. This is also the same as the findings in research by Titin Widyaningtyas [12] that students feel bored with the lecture method because the method will make it difficult for students to understand the lesson. However, unlike the research by Widyaningtyas, the students in this study also felt that the lecture method made them understand more about the material presented. This can be motivated because the majority of students are passive, so educators need to intervene in the learning process. According to Anwar

et al., [13] which states that the classical teaching style is not entirely to blame, when class conditions require an educator to do so, namely class conditions where the majority of students are passive.

Materials in the form of books and modules make it easier for students to study on their own at home, although students also feel that books and modules do not attract their attention to study. From this, educators need to make variations in the provision of material that attracts the attention of students to learn.

3.2 Personalized Teaching Style

Educators with personalized teaching styles view students as individuals (*personal*), each student is seen as having their own interests, talents, and tendencies. In this study, the total number of students' perception questions about the teaching style of educators with classical teaching styles is 11 statement items. Each statement item has a range of 1 to 4, thus the lowest ideal score is 11 and the highest ideal score is 44.

The results of the calculation show that the perception of personalized teaching style in the very good category is 15 students with a percentage of 6%, the good category is 99 students with a percentage of 41%, and the category is quite good as many as 119 students with a percentage of 49%, and the perception of teaching styles of educators in the poor category as many as 9 students with a percentage of 4%. Based on the mean (M) obtained is 29.76 which is found in the $24.42 \leq X < 29.76$ which means it is included in the fairly good category with a percentage of 49%.

These results indicate that in the learning process educators have helped and guided the development of students. As Ali [14] argues, the role of educators in personalized learning is to guide and assist the development of students through learning experiences. Students also feel that educator's value and understand their personalities and potential. This encourages students to ask questions and explore the information they do not know. As well as research by Khunaini & Sholikhah [15] that the tendency of students who are able to play an active role in the classroom, indicates that educators are able to apply personalized teaching styles to the continuity of teaching and learning activities appropriately by understanding the characteristics that exist in individual students., not only that, educators are good resource persons so that it triggers students to actively ask questions in order to explore information that is not known by students.

3.3 Interactional Teaching Style

In interactional learning, educators and students or fellow students are interdependent, meaning that both of them are the subject of learning and nothing is considered good or bad. Learners learn through dialogical relationships. The content of the lesson is focused on problems related to socio-cultural, especially contemporary ones [14].

The total number of questions about students' perceptions of the teaching style of educators with interactional teaching styles is 11 statement items. Each statement item has a range of 1 to 4, thus the lowest ideal score is 11 and the highest ideal score is 44. The results show that the subjects in this study have a perception of the interactional teaching style in the very good category as many as 10 students with a percentage of 4% In the good category, there were 103 students with a percentage of 42%, in the good category

as many as 113 students with a percentage of 47%, and in the less good category, there were 16 students with a percentage of 7%. Based on the mean (M) obtained is 29.42 which is found in the $24.30 \leq X < 29.42$ which means it is included in the sufficient category with a percentage of 47%.

This can be interpreted that students have a fairly good perception of this teaching style, marked by students feeling that the educator has provided space to convey ideas and opinions that can raise students' motivation in expressing and listening to opinions. As is the case with the opinion of Khunaini & Sholikhah [15] training students to discuss with others or express their opinions orally in front of the class is one of the applications of interactional teaching styles.

3.4 Technological Teaching Style

Educators with a technological teaching style rely more on the various available media sources. In this study, the total number of items on students' perceptions of the teaching style of educators with technological teaching styles was 9 statement items. Each statement item has a range of 1 to 4, thus the lowest ideal score is 9 and the highest ideal score is 36.

The results showed that the subjects in this study had a very good perception of the technological teaching style as many as 14 students with a percentage of 6%, in the good category as many as 78 students with a percentage of 32%, in the fairly good category as many as 140 students with a percentage of 58%, and in the unfavorable category as many as 10 students with a percentage of 4%. Based on the mean (M) obtained is 24.29 which is contained in the $20.14 \leq X < 24.29$ which means it is included in the sufficient category with a percentage of 58%.

Based on the results obtained indicate that in the learning process, educators have used technological devices or media to deliver learning materials. In the learning process, educators also provide opportunities for students to respond to the subject matter with the help of media. But on the other hand, students also complained about the existing facilities that did not support learning activities, such as the unavailability of school Wifi. Research by Ikhsanudin [16] proves that the factors that influence the technological teaching style of an educator are the supporting facilities and infrastructure that allow the educator to apply the technological teaching style. In addition to this, educators must also have the ability to use and utilize the available facilities and infrastructure.

4 Conclusion

The student perceived teaching style at SMK Muhammadiyah 1 Moyudan was overall in the fairly good category including classical teaching style, personalized teaching style, interactional teaching style, and technological teaching style.

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