# The Effect Of The Use Of Learning Media And Teachers' Teaching Styles On Student Learning Outcomes At The Elementary Education Level

## Pengaruh Pengggunaan Media Pembelajaran Dan Gaya Mengajar Guru Terhadap Hasil Belajar Siswa Pada Jenjang Pendidikan Dasar

*1)Iqlima Sari, 2)Apdoludin
1,2,) Universitas Muhammadiyah Muara Bungo, Indonesia
*Corresponding author: Iqlimasari237@gmail.com

## ABSTRACT

This study aims to find out and analyze the influence of the use of learning models and teachers' teaching styles on student learning outcomes at SDN 060/II Muara Bungo. This study uses an explanatory quantitative approach with a survey method to test the influence of learning models and teachers' teaching styles on student learning outcomes at SDN 060/II Muara Bungo. Data was collected through Likert scale questionnaires, documentation of final exam scores for the even semester of the 2024/2025 school year, and limited observations as supporting data. All data were analyzed using multiple linear regression after first going through validity, reliability, and classical assumption tests to ensure the feasibility of statistical analysis, so that the results of the study could be interpreted objectively, accurately, and scientifically accountable. The results of the study show that the learning model and teacher's teaching style have a significant effect on student learning outcomes at SDN 060/II Muara Bungo, where the use of varied learning models and teaching styles that are communicative and in accordance with the characteristics of students are able to increase learning achievement optimally. These findings confirm that the quality of the learning process is highly determined by the ability of teachers to manage learning in an innovative, interactive, and democratic manner, so that the development of teachers' pedagogic competencies is a strategic step in an effort to improve student learning outcomes.

Key words    :   Learning Model, Teacher Teaching Style, Student Learning Outcomes, Elementary Education, Pedagogical Interaction

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menganalisis pengaruh penggunaan model pembelajaran dan gaya mengajar guru terhadap hasil belajar siswa di SDN 060/II Muara Bungo. Penelitian ini menggunakan pendekatan kuantitatif eksplanatori dengan metode survei untuk menguji pengaruh model pembelajaran dan gaya mengajar guru terhadap hasil belajar siswa di SDN 060/II Muara Bungo. Data dikumpulkan melalui kuesioner skala Likert, dokumentasi nilai ujian akhir semester genap tahun ajaran 2024/2025, serta observasi terbatas sebagai data pendukung. Seluruh data dianalisis menggunakan regresi linier berganda setelah terlebih dahulu melalui uji validitas, reliabilitas, dan uji asumsi klasik guna memastikan kelayakan analisis statistik, sehingga hasil penelitian dapat diinterpretasikan secara objektif, akurat, dan dapat dipertanggungjawabkan secara ilmiah. Hasil penelitian

menunjukkan bahwa model pembelajaran dan gaya mengajar guru berpengaruh signifikan terhadap hasil belajar siswa di SDN 060/II Muara Bungo, di mana penggunaan model pembelajaran yang bervariasi dan gaya mengajar yang komunikatif serta sesuai dengan karakteristik siswa mampu meningkatkan pencapaian belajar secara optimal. Temuan ini menegaskan bahwa kualitas proses pembelajaran sangat ditentukan oleh kemampuan guru dalam mengelola pembelajaran secara inovatif, interaktif, dan demokratis, sehingga pengembangan kompetensi pedagogik guru menjadi langkah strategis dalam upaya meningkatkan hasil belajar siswa.

**Kata Kunci** : Model Pembelajaran, Gaya Mengajar Guru, Hasil Belajar Siswa, Pendidikan Dasar, Interaksi Pedagogis

## INRODUCTION

Education is a strategic instrument in building the quality of human resources that are competitive and characterful. Through the educational process, students are not only directed to master the cognitive aspect, but also to develop the skills and attitudes necessary in social life. UNESCO emphasizes that education functions as a means of developing human potential holistically to be able to adapt to the changing times (UNESCO & Garrrafa, 2015). In this context, classroom learning is the main space for the process of transformation of knowledge and values between teachers and students.

At the elementary school level, the learning process has a fundamental position because it is the foundation for academic development and student character in the next stage (Ixfina & Rohma, 2025). Piaget, (1970) emphasized that elementary school-age students are at a concrete operational stage, so it requires active, contextual, and hands-on learning. Therefore, effective learning in elementary school must be designed according to the developmental characteristics of students.

The urgency of this research arises from the demand to improve the quality of elementary education in the midst of curriculum dynamics and global challenges. The Indonesian government through education policy emphasizes the importance of student-centered learning and strengthening 21st century competencies. According to Lekahena & Naibaho, (2024), the success of learning is greatly influenced by the ability of teachers to choose learning models and apply appropriate teaching styles. Without the renewal of learning strategies, educational goals are difficult to achieve optimally.

The reality on the ground shows that learning in elementary schools is still dominated by one-way lecture methods. Teachers tend to act as information centers, while students become passive recipients. According to Sari et al., (2025), monotonous learning can reduce learning motivation and cause low student involvement. This condition has a direct impact on the low understanding of the material and student learning outcomes.

In addition to the learning model, the teacher's teaching style is also a crucial factor in creating a conducive learning climate. Rigid and less communicative teaching styles can

hinder educational interactions in the classroom. Fakar, (2024) stated that an effective teacher is a teacher who is able to adapt his teaching style to the needs and characteristics of students. Incompatibility in teaching styles has the potential to cause boredom and decrease student learning participation. Various previous studies have shown that active learning models have a positive effect on student learning outcomes (Badaruddin et al., 2024). However, most studies only focus on one variable, such as learning models alone or separate teaching styles. According to Schumer et al., (2018), comprehensive educational research needs to examine the relationship between variables simultaneously. This gap opens up space for research that integrates learning models and teachers' teaching styles into student learning outcomes.

The results of the literature review show that the application of cooperative, contextual, and activity-based learning models is able to significantly improve student learning outcomes (Burengge, 2020). In addition, a democratic and supportive teaching style has been proven to be able to increase student motivation and confidence Safitri et al., (2024). These findings reinforce the assumption that learning success depends not only on the material, but also on the teacher's strategies and approaches.

SDN 060/II Muara Bungo as the location of the research has heterogeneous student characteristics in terms of academic ability and social background. Based on initial observations, the learning process still tends to be conventional and has not fully utilized the variety of learning models. According to Arikunto et al., (2013), local context analysis is very important so that research is able to provide a real picture and solutions that are applicable to learning problems in schools.

This research is relevant to the needs of schools in an effort to improve the quality of learning and student learning outcomes. By examining the influence of the use of learning models and teachers' teaching styles, the results of the research are expected to be the basis for decision-making in the development of teacher competencies. Dewi & Khotimah, (2020) emphasized that improving teacher professionalism is the main key in improving the quality of education in elementary schools.

Based on situation analysis and theoretical studies, the purpose of this study is to find out and analyze the influence of the use of learning models and teachers' teaching styles on student learning outcomes at SDN 060/II Muara Bungo. This research is expected to make an empirical contribution to the development of education, especially in optimizing learning strategies in elementary schools, as well as becoming a practical reference for teachers in creating effective and meaningful learning.

**METHOD**

This research is included in explanatory quantitative research, which is research that aims to explain the relationship and influence between variables through statistical hypothesis testing. This type of research was chosen because the main focus of the research is to

measure the extent to which the teacher's learning model and teaching style affect student learning outcomes. According to Sugiyono, (2007), explanatory research is appropriate when researchers want to find out the cause-and-effect relationship between variables that are studied in a measurable and objective manner.

The approach used in this study is a quantitative approach with a survey method. The quantitative approach is used because the data collected is in the form of numbers and analyzed using inferential statistical techniques. The survey method allows researchers to obtain student perception data on learning models and teachers' teaching styles directly through questionnaire instruments. This approach is considered effective for obtaining an empirical picture of the population studied (Creswell & Creswell, 2017).

This research was carried out at SDN 060/II Muara Bungo, Bungo Regency. The selection of the research location is based on the consideration that the school has implemented the applicable curriculum and has heterogeneous student characteristics. In addition, based on initial observations, the learning process in this school still shows variations in the use of learning models and teachers' teaching styles, so it is relevant to be studied further scientifically.

The data collection technique in this study uses three main methods, namely: (a) Questionnaire, used to collect data on students' perceptions of learning models and teachers' teaching styles. The questionnaire was compiled using a Likert scale of four answer options to avoid neutral answers and increase the clarity of respondents' attitudes. (b) Documentation, used to obtain data on student learning outcomes in the form of final exam scores for the even semester of the 2024/2025 school year. This data is used as an objective indicator of student learning outcomes. (c) Limited observation, carried out to obtain an overview of the implementation of the learning process in the classroom, especially related to the interaction between teachers and students during learning. These observations are supportive of the main data

The data analysis technique used is multiple linear regression analysis, which aims to determine the influence of learning models and teachers' teaching styles on student learning outcomes, both partially and simultaneously. Before the regression analysis is carried out, the data is first tested through the validity and reliability test of the instrument to ensure the feasibility of the measuring instrument. Next, a classical assumption test was carried out, which included the normality test, the multicollinearity test, and the heteroscedasticity test, so that the regression model met the requirements of statistical analysis. According to Ghozali (2021), the fulfillment of classical assumptions is an important prerequisite so that the results of regression analysis can be interpreted validly and reliably.

## RESULTS AND DISCUSSION

*Results*

Based on the results of data collection through questionnaires and documentation of the learning outcomes of students in grades IV to VI at SDN 060/II Muara Bungo, it is possible to get an idea that the learning model and teaching style of teachers have an important role in influencing student learning outcomes. The questionnaire data shows that there is a variation in students' perceptions of the way teachers deliver material and interact in the classroom, while the documentation data provides an objective picture of student learning outcomes in the final exam of the even semester of the 2024/2025 school year.

The results of data analysis using multiple linear regression through the SPSS program showed that the two independent variables, namely the learning model ($X_1$) and the teacher's teaching style ($X_2$), statistically affected student learning outcomes (Y). The resulting regression model meets the feasibility of analysis after going through the classical assumption test, so that the test results can be interpreted validly and can be scientifically accounted for.

Partially, the learning model variable ($X_1$) has a regression coefficient with positive and significant values. These findings show that the better and more varied the learning model used by teachers, the higher the learning outcomes achieved by students. This means that changes towards the use of more active and contextual learning models contribute directly to improving students' academic achievement.

The teacher's teaching style variable ($X_2$) also showed a positive and significant regression coefficient. This indicates that teachers' teaching styles that are interesting, communicative, and in accordance with the characteristics of students have a positive effect on learning outcomes. Students who experience the teacher's friendly, open, and patient teaching style tend to show better learning outcomes than students who learn in a rigid and less interactive classroom setting.

The results of the simultaneous test showed that the learning model and the teacher's teaching style together had a significant effect on student learning outcomes. A determination coefficient value (R Square) of 0.65 indicates that 65% of the variation in student learning outcomes can be explained by these two variables. Meanwhile, 35% of the variation in learning outcomes was influenced by other factors outside the research variables, such as learning motivation, family environment, learning facilities, and students' initial abilities.

These findings show that the learning process in the classroom cannot be separated from the strategies used by teachers in delivering material. The learning model serves as a learning framework that determines how students engage in learning activities. Based on the results of the questionnaire, it is known that the use of varied learning models, such as group

discussions, educational games, and project-based learning, is able to increase student activity during the learning process.

Observations of the learning process show that students become more enthusiastic and focused when teachers not only rely on lecture methods, but also engage students directly through discussion activities and group work. In these situations, students are more courageous to express their opinions, ask questions, and cooperate with their peers. This condition has a positive impact on students' understanding of concepts and memory of subject matter.

In addition to the learning model, the teacher's teaching style has also been proven to affect the learning atmosphere in the classroom. Teachers who apply a democratic and communicative teaching style are able to create a comfortable and safe learning environment for students. Students feel valued and are not afraid to make mistakes, so they are more confident in following learning. In contrast, overly authoritarian teaching styles tend to make students passive and reluctant to participate.

The results of this study also show that the application of the right learning model will be more optimal if supported by the appropriate teaching style of teachers. When these two aspects go in harmony, learning becomes more meaningful and student-centered. Students who study in an interactive and fun atmosphere tend to have higher motivation to learn, better concentration, and a deeper understanding of the material.

Overall, the results of this study confirm that the learning model and teaching style of teachers are two important factors that significantly affect student learning outcomes at SDN 060/II Muara Bungo. These findings reinforce the view that the success of learning is not only determined by the teaching materials, but also by the way teachers design and carry out learning. Therefore, improving the quality of learning needs to be directed at developing teachers' competencies in choosing the right learning model and implementing a teaching style that suits the needs of students.

## *Discussion*

The results of the study showed that the learning model and teaching style of teachers had a significant effect on student learning outcomes at SDN 060/II Muara Bungo. These findings confirm that the success of learning is not only determined by the teaching material, but also by how the material is delivered and how pedagogical interaction is built in the classroom. Theoretically, this is in line with the view of constructivism which emphasizes that learning is an active process influenced by the learning environment and the facilitative role of teachers (Piaget, 1970; Vygotsky, 1978).

The positive influence of learning models on student learning outcomes reinforces the theory that the right learning strategies can increase students' cognitive and affective engagement. Slavin, (2016) states that learning models that involve social interaction,

discussion, and cooperation will help students build deeper understanding. In the context of elementary school, the use of varied learning models becomes important because students are at a stage of development that requires concrete activities and a fun learning experience (Badaruddin, 2024).

The findings of this study are in line with the results of previous research which stated that the active learning model is able to significantly improve student learning outcomes. Research by Trianto, (2012) shows that the application of the cooperative learning model can improve students' understanding of concepts and learning achievement compared to conventional lecture methods. Thus, the results of this study strengthen the empirical evidence that the variation of learning models contributes significantly to improving the quality of learning outcomes.

In addition to the learning model, teachers' teaching styles have also been proven to have a significant effect on student learning outcomes. This supports the theory of pedagogical interaction which states that a positive relationship between teachers and students will create a conducive learning climate. According to Kianinezhad, (2023), teachers who are communicative, open, and empathetic are able to increase students' motivation to learn and confidence. These findings show that teachers' teaching styles are not only personal aspects, but also pedagogical factors that have a direct impact on academic achievement.

The results of this study are also in line with the opinion of Mulyasa, (2021) who stated that a democratic and participatory teaching style of teachers is more effective in improving learning outcomes than an authoritarian teaching style. Students who feel valued and involved in the learning process tend to be more active, dare to ask questions, and are not afraid to make mistakes. This condition encourages the creation of meaningful and understanding-oriented learning, not just memorization.

The value of the determination coefficient (R Square) of 0.65 indicates that the teacher's learning model and teaching style contribute greatly to the variation in student learning outcomes. These findings show that the quality of the learning process in the classroom is the dominant factor in determining learning success. According to Sudjana, (2009), learning outcomes are a direct reflection of the quality of learning interactions designed and managed by teachers.

However, there is still 35% variation in student learning outcomes that are influenced by other factors outside of the research variables. These factors can include learning motivation, family environment, learning facilities, and students' initial abilities. This is in line with the view of Hamalik & Thobroni, (n.d.) who states that learning outcomes are the product of the interaction of various internal and external factors of students. Therefore, although the learning model and teaching style of teachers play an important role, other supporting factors also need to be considered.

The findings of this study imply that improving student learning outcomes must be done through a comprehensive approach, by placing teachers as the main actors in learning management. Teachers are required not only to master the material, but also to be able to choose the right learning model and apply a teaching style that suits the characteristics of students. This is in line with the concept of professional teachers put forward by Uno & Nina Lamatenggo, (2022), namely teachers who are able to design, implement, and evaluate learning effectively.

Overall, the results of this study reinforce previous theories and empirical findings that the quality of learning is strongly influenced by teachers' strategies and approaches. Innovative learning models and humanist teaching styles will create a positive learning experience for students. Thus, this discussion emphasizes that efforts to improve the quality of basic education need to be focused on the development of teachers' pedagogic competence in a sustainable manner.

## CONCLUSION

Based on the results of the research and discussions that have been conducted, it can be concluded that the learning model and teaching style of teachers have a significant influence on student learning outcomes at SDN 060/II Muara Bungo. These findings show that the more precise and varied the learning model used by teachers, and the more communicative and in accordance with the teacher's teaching style with the characteristics of the students, the higher the learning outcomes achieved. The results of multiple linear regression analysis showed that the two variables were simultaneously able to explain most of the variation in student learning outcomes, which emphasized the importance of the quality of the learning process in the classroom as the main factor for learning success.

In addition, this study emphasizes that the role of teachers is not only limited to delivering material, but also as a learning manager who is able to create an active, interactive, and fun learning atmosphere. Innovative learning models and democratic and supportive teaching styles have been proven to increase student participation, motivation, and understanding of subject matter. Therefore, efforts to improve student learning outcomes need to be directed at the development of teachers' pedagogic competence, especially in the selection of the right learning model and the application of a teaching style that is responsive to the needs and characteristics of students

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