

The Relationship between Student Perceptions of Teaching Style and Teachers' Emotional Intelligence and Motivation Learn PAI class XI MAS Al Imron

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Abstract

This research aims to determine whether there is a relationship between students' perceptions of the teacher's teaching style and students' PAI learning motivation and whether there is a relationship between the teacher's emotional intelligence and students' PAI learning motivation and whether there is a joint relationship between students' perceptions of teaching styles and emotional intelligence. teachers with motivation to learn PAI. This type of research is quantitative descriptive correlational. The sample was taken from 20% of the 180 population in all class XI, representing 36 students. The data collection tool uses a questionnaire in the form of a Likert scale. The results of the research show that students' perceptions of teachers' teaching styles and teachers' emotional intelligence have a relationship with students' learning motivation in Grade 11 Islamic Religious Education among MAS AL IMRON students, Kec. Ujung Batu, North Padang Lawas Regency. In testing the research hypothesis, the correlation obtained (1) (2) correlation of X2 with Y = calculated r value is greater than table r value ($0.996 > 0.329$) and signification value is smaller than 0.05 ($0.016 < 0.05$). (3) The correlation of X1 and This is also shown by the correlation value or R of 0.996 which is greater than the r table ($0.996 > 0.329$). This means that the results of data analysis show a relationship between the three variables with a significant level of 95%.

Keywords : *Perception, teacher teaching style, emotional intelligence and learning motivation*

Introduction

Education serves as the basis for the development of human character, and the success of one's life. Improving the quality of human resources is accompanied by the development of critical thinking and problem -solving abilities which are directly influenced by education. In order to improve the quality of human resources, the education undertaken makes a person able to provide understanding and application of various scientific disciplines (Khairani, 2019). This shows that education is able to develop skills in critical thinking in the long term to improve their skills and proficiency in solving problems (Akmalia, Nst, & Siahaan, 2023).

can be achieved by learning through formal and non-formal channels. Teachers are the most important factor in formal education, according to the world of education (Tirtayadi, A., Yulina, Y., & Sudirman, 2017). In the learning process, teachers play a role in every process . A teacher will act as a role model, and role models are also used in the learning process to help students learn (Baehaqi & Murdiono, 2020). This process involves a series of planned and organized activities to impact and support students' internal development. Educational activities are closely tied to the roles of educators and students. One aspect of success in education can be seen from the teaching and learning procedures in the classroom, especially in the way teachers educate (Kristiawan & Rahmat, 2018). The teaching methods of each teacher can give a different

impression to students. Instilling knowledge, leading, modifying, or improving students' abilities to achieve the goals of the learning process are examples of teacher teaching styles (Lestari, 2018). The methodology or approach a teacher chooses to teach is known as their teaching style. The learning styles of students and teachers are usually very closely correlated (Andreyeni, Har, & Sari, 2020).

A teacher must change the way they teach to create a fun learning environment that will help students retain and understand the subject. Regarding variations, what is meant are differences in communication, variations in the teacher's posture and voice, variations in the contact of the student's gaze with movement, variations in their level of attention, and variations in the way their senses are diverted. Hendra claims in his book that three qualities - interest, attention, and motivation - must be present to carry out the task of the learning process (Surya, 2018). It will be difficult for students to focus on their studies if these three elements are not functioning properly. The teacher holds a key position and is responsible for determining whether the learning process is successfully completed. The position and role of the teacher is still very determining even though the learning process uses varied methods which provide greater choice for the students involved (Nurhasanah & Sobandi, 2016). Forward and backward links exist in quality education. The connection between the two is that having excellent teachers, especially tutors, is essential to providing quality education.

Teachers who often provide meaningful activities as a basis for students to participate in teaching and learning activities and intervene in the learning process. In the learning process, the role of the teacher is very determining. It is very important for teachers to prepare their students as best as possible so that they are ready to accept and participate in the learning process. The teacher's ability to engage students' attention and arouse their enthusiasm for learning is essential for effective teaching and learning activities (Zuliamiranti & Fauziah, 2017). This requires the use of teachers' unique teaching skills, which use instructional variety. The goal of diversity is to combat student boredom during the teaching and learning interaction process so that students consistently demonstrate conscientiousness, excitement, and active engagement. Boredom and disinterest in learning activities among students is caused by a lack of variety in holding skills in the learning process (Akmalia, 2021). Circumstances like this, it is hoped that student boredom and teacher boredom can be overcome through the learning process. In addition to helping students avoid boredom, using different teaching methods will help them pay attention, encourage good study habits, and give them opportunities to learn according to their developmental stage and talents. Curriculum implementation and a pleasant teacher teaching style are very much needed in the learning process.

Teaching style is a factor that can help students become more enthusiastic or motivated to learn. Students become more motivated to learn as a result of their ideas or drive to achieve desired outcomes (Tirtayadi, A., Yulina, Y., & Sudirman, 2017). In essence, a teacher's teaching style is a method of conveying information from the teacher to the students. Students can effectively absorb knowledge depending on their learning preferences. It is best for teachers to know students' learning styles so that choosing a teaching approach will be simpler. Based on this, the author concludes that education, teachers, and teaching styles are very closely related, and that education, teachers, and teaching styles are one unit where a person can receive education, teaching, and training carried out by educating children so that it is not easy. bored and easily understand what the teacher has taught.

The way a teacher applies their lessons is reflected in their teaching style using the procedures or tactics that educators use to effectively impart knowledge to their students, whether it is curricular or psychological in nature. Teaching style is a very important consideration because it will help students achieve their learning goals. This goal will be met if

each student masters the information covered in the class session. Weak learning implementation methods used by teachers in schools is one of the problems affecting the world of education today. The learning process that has taken place so far has not succeeded in developing students' thinking abilities (Amidi, & Zahid, 2016) . Teachers in all subjects must work to help children develop their knowledge, abilities, beliefs, and attitudes because these four personality components make up each student's unique personality, especially at the elementary school level. The initial encounters serve as the basis for personality development. In order to prepare students to gain experience at a higher level, especially in the teaching and learning process, teachers must equip them with adequate basic skills and competencies.

There is a teacher who uses group formation to teach creatively to make the class fun. However, some instructors choose to use a boring, tedious, and irrational teaching style so that students will accept their lessons as difficult. Students' perceptions of the teacher's teaching style can then be positive or negative. It is hoped that students' ability to observe the teacher's effective teaching methods can increase students' learning motivation (Harisuddin, 2019) . On the other hand, students who have a negative perception of the teacher's teaching style due to the teacher's monotonous, unoriginal and boring teaching methods will not pay attention to the teacher and will look for other activities that are more enjoyable than listening to what the teacher says. the teacher has to say.

Teachers have a responsibility to improve educational standards. A teacher must be able to adapt learning to students' developmental stages in order to facilitate learning. Students are able to show their perseverance in learning to obtain learning mastery through the teacher's teaching approach. Although throughout the teaching and learning process, teachers' teaching styles vary, they all work towards the same goal, namely to impart knowledge, shape students' attitudes, and develop their professional skills. Students must participate in the teaching and learning process as well as the teacher for it to be effective.

A teacher who has emotional intelligence is someone who is able to recognize moral principles, modify rules in a way that is supported by feelings that encourage creativity, and modify situations in a way that is adapted to the needs of the learning process. The abundance of thoughts, feelings, passions, or mental states that have a tendency to act is what is known as emotion (Daniel, 2022:23). High intelligence is a prerequisite for high-quality resources. At first, people thought that intellectual intelligence would play an important role in a person's life and that those who had high intellectual intelligence would also have good academic achievements. They ignore the fact that humans have other potential that is just as important as intellectual capacity beyond being a guarantee that getting a job will be easier and the future will be brighter (Natsir, Primarni, 2020: 109) .

It is true that intelligence is measured by a person's IQ, which is derived from academic performance. For students and educators, successful learning is a very important component. Every student and teacher wants to see their students succeed academically. because student achievement is a measure of how well students and teachers have carried out the teaching and learning process. If students excel academically, then the teaching and learning process is considered successful; However, when students perform poorly, the teaching and learning methods used by teachers are considered less successful.

The extent to which a person is able to develop emotions and thoughts and express them through attitudes and behavior is the main determinant of their emotional intelligence. "Emotional intelligence" is a phrase coined by Jack Mayer and Peter Salovey, arguing that emotional intelligence is the ability to understand feelings and their meaning, to understand and generate sentiments to aid the mind, and to regulate feelings in depth to support emotional and intellectual development (Stein and Howard). Emotional intelligence functions to support and

direct thoughts and curiosity, making us think about how to prevent bad behavior and how to overcome obstacles to achieve what we need (Khairani, 2019) .

The teacher's job is to motivate students to learn so that they can complete the required tasks and demonstrate the desired behavior. Teachers must be inventive and creative when utilizing rewards to encourage students to try to achieve intended goals. Students who lack the desire to take part in educational activities are often seen during teaching and learning activities. The main factor causing students' lack of enthusiasm for learning is lethargy. It is the responsibility of everyone in society to motivate students, not just teachers. A teacher is the first person a child needs to be enthusiastic about learning since school. Students will be motivated to participate in educational activities thanks to this. Apart from that, the purpose of motivation is to increase enthusiasm, happiness and excitement (Zakiyyah, Suswandari, & Khayati, 2022) .

The problem that occurs in the field is that there are students who do not have motivation when studying. Students who cannot motivate themselves need a teacher who can motivate them. The figure of a teacher is expected to arouse enthusiasm for learning, but there are teachers who cannot motivate their students. This makes teachers forget their duties as educators who should educate with motivation and burning enthusiasm, not with a thousand words of silence and indifference. Reduced interest, student attitudes, and students' physical characteristics are elements that make students feel less motivated to learn. Family environment, social environment, and educational environment are further influences. By building a fun learning environment, utilizing a variety of teaching strategies, and utilizing real learning materials, teachers can increase students' drive to learn.

The students of MAS Al Imron Kec. Ujung Batu, North Padang Lawas Regency, in terms of perceiving teachers' teaching styles. Teachers who are not fun, monotonous and boring are teachers who do not have emotional intelligence. Teachers should be able to motivate their students with their intelligence. However, as the author explained above, in achieving learning, sometimes whether students are motivated to do something or not depends a lot on cognitive processes in the form of perception. The ability to perceive the perceptions of one student and another is not the same even though they are both from the same school or from the same class. That's why, according to the author's observations, this problem needs to be raised as research, whether there is a relationship between students' perceptions of teaching styles and teachers' emotional intelligence with students' learning motivation.

During the researcher's observation of the school, the researcher found several teachers who lacked attention and did not care about their students in the teaching and learning process, such as teachers who still taught using the lecture method, which made the atmosphere of teaching and learning activities boring, then gave assignments in class and then left. Apart from that, in the researcher's observations of the students, there were still some students who did not pay enough attention to the teacher when explaining. When teaching and learning took place, some students were busy playing with their classmates and some remained silent when the teacher asked several questions during the teaching and learning process.

Method

This research uses descriptive correlation analysis as part of the correlational descriptive quantitative research methodology . Free el variables from this research are students' perceptions of teaching style (X_1) , teacher emotional intelligence (X_2) and the dependent variable is student learning motivation (Y) which was conducted at MAS Al Imron Kec. Ujung

Batu, North Padang Lawas Regency . The population in this study was all 180 class XI students . The representative sample is 36 students from class XI .

Several data collection techniques used were observation, interviews, questionnaires, and documentation (Arikunto, 2016) . The instrument used in this research was in the form of a questionnaire. Hypothesis testing in this research uses the *product moment formula*, which is used to determine whether or not there is a significant relationship between students' perceptions of the teacher's teaching style and learning motivation and students' Islamic religious education learning outcomes.

Results

Hypothesis 1 Relationship between Student Perceptions of Teachers' Teaching Styles (X1) and Student Learning Motivation (Y)

Table 1. Test hypothesis X₁ above Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,871 ^a	,758	,751	5,467

a. Predictors: (Constant), teacher's teaching style

Based on the results of the t test calculation using a significance level of $\alpha = 0.05$ with $n = 36$, it is obtained that $t_{table} = (\alpha /2;nk-1 = t (0.025;33) = 2.042$. If $t_{count} > t_{table}$, namely $t_{10.34} > t_{2.042}$, then it can be concluded that there is a relationship between student perceptions regarding the teacher's teaching style and student learning motivation and this can also be seen from the significance value, namely $0.000 < 0.05$, , then H_0 rejected and H_1 accepted. .

Hypothesis 2: Relationship between teacher emotional intelligence (X2) and student learning motivation (Y)

Table 2. Test hypothesis X₁ above Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,996 ^a	,991	,991	1,037

a. Predictors: (Constant), emotional intelligence gur

Based on the results of the t test calculation using a significance level of $\alpha = 0.05$ with $n = 36$, it is obtained that $t_{table} = (\alpha /2;nk-1 = t (0.025;33) = 2.042$. If $t_{count} > t_{table}$, namely $t_{61.77} > t_{2.042}$, then it can be concluded that there is a relationship between teacher emotional intelligence and student learning motivation, and this can also be seen from the significance value, namely $0.000 < 0.05$, then H_0 is rejected and H_2 accepted.

The Relationship between Student Perceptions of Teachers' Teaching Styles (X1) and Teachers' Emotional Intelligence (X2) with Students' Learning Motivation (Y)

Table 3. Test the hypothesis X₁, X₂, above Y

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4171,175	2	2085,588	9,892	,000 ^b
	Residual	33,575	33	1,017		
	Total	4204,750	35			

a. Dependent Variable: student learning motivation
 b. Predictors: (Constant), teacher emotional intelligence, teacher teaching style

Based on the results of calculating the F value using a formula or decision making
 $df (N2) = nk = 36 - 3 = 33$
 $df (N1) = K - 1 = 3 - 1 = 2$

$F = (K; nk) = F (2; 33) = 3.28$, the calculated value of the output from hypothesis testing is known to be the calculated F value of $9.892 > F$ table 3.28, and the significance value for the relationship X_1 and X_2 simultaneously or together with Y obtains a significance value of $0.000 < 0.05$, then H_0 is rejected and H_3 is accepted. It can be concluded that the third hypothesis is accepted, which means there is a relationship between X_1 and X_2 simultaneously with Y.

Table 4. Correlation X_1, X_2 , up Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,996 ^a	,992	,992	1,009
a. Predictors: (Constant), teacher emotional intelligence, teacher teaching style				

Based on the output from simultaneous correlation testing, the degree of relationship between students' perceptions of the teacher's teaching style and emotional intelligence and student learning motivation in the high category is obtained, seen from the model summary table with a value of 0.996, which means it is in the high category (0.81 to 0.100).

Discussion

Based on the results of data analysis, it is known that there is a relationship between students' perceptions of the teacher's teaching style and students' learning motivation, seen from the calculated r value which is greater than the r table, namely ($0.871 > 0.329$) and the signification value is smaller than 0.05 ($0.000 < 0, 05$) which means that if the tendency of the teacher's teaching style is higher, the higher the student's learning motivation will be. The results of the analysis that have been presented show that the relationship between students' perceptions of the teacher's teaching style and students' learning motivation has a very strong relationship with a confidence level of 95%. The strong relationship between variables shows that the theory that has been presented with the research results is in accordance, therefore it can be said that the teacher's teaching style has a great influence on student learning motivation. Teachers who have an interesting teaching style and master the school situation will have an influence on students' learning motivation (Sigala, 2016) . Teachers who teach with the style and character of students will be easily accepted by all students, because every student wants a teacher with character or a fun way of teaching. In this way, students' learning motivation will grow and they will participate in the learning process with enthusiasm.

Based on the results of data analysis, it is known that there is a relationship between teacher emotional intelligence and Islamic Religious Education students' learning motivation seen from the calculated value greater than the r table, namely ($0.996 > 0.329$) and the signification value smaller than 0.05 ($0.000 < 0.05$) which means that if the tendency of the teacher's emotional intelligence is higher, the higher the student's learning motivation will be. The results of the analysis presented show that the relationship between teacher emotional intelligence and student learning motivation has a very strong relationship with a confidence level of 95%. The strong relationship between variables shows that the theory that has been presented with the research results is in accordance, therefore it can be said that teacher emotional intelligence is very influential on student learning motivation. Teachers' emotional intelligence is very influential when studying and the learning process (Saptono, 2016) . A

teacher who has emotional intelligence definitely has a level of ability to master the class, conveying the material as well as possible. Motivation to learn in students must be grown. Students' motivation to learn must continue to be developed so that students can focus on learning and master the learning material well in order to obtain satisfactory learning results. (Hidayati, Rahmi, & Yasri, 2022). A teacher should have high emotional intelligence by providing awareness and importance of learning goals that are useful for students. Students who have intelligent teachers can easily motivate students during the learning process.

Data analysis used product moment correlation and obtained a score of 996, which can be classified in the high category. This is proven by the distribution of questionnaires given by students. The results of this research show that there is a positive relationship between each variable, which is that if the tendency of the teacher's teaching style and the teacher's emotional intelligence is higher, the higher the student's learning motivation will be. The results of the analysis that have been presented show that the relationship between students' perceptions of the teacher's teaching style and the teacher's emotional intelligence and students' learning motivation has a very strong relationship with a confidence level of 95%. A strong relationship between variables shows that the theory that has been presented with the research results is in accordance, therefore it can be said that an attractive teacher teaching style is controlled by a teacher who has high emotional intelligence. These two variables greatly influence student learning motivation. As an educator, teachers are required to have very broad knowledge and be able to impart the knowledge they have to students. Teachers who always hone their skills can increase the teacher's emotional intelligence which influences the teacher's teaching style which can increase student learning motivation.

Emotional intelligence is very necessary for a teacher to be able to control himself, have moral control, have good will and be able to empathize or be able to read students' feelings and be sensitive to students' needs and problems so that he has a commendable and constructive character. The teacher's emotional intelligence has an influence on the learning implemented by the teacher (Samseptiany, Baedowi, & Arisyanto, 2022). Teachers who have good emotional intelligence tend to be better able to deal with the classroom atmosphere and are able to create effective learning alternatives. A teacher who has good competence will bring good student perceptions about the teacher. This significant correlation can be interpreted as meaning that the higher the teacher's teaching style and the teacher's emotional intelligence, the higher the learning motivation, while the lower the teacher's teaching style and the teacher's emotional intelligence, the lower the student's learning motivation in Islamic religious education subjects.

Conclusion

There is a relationship between students' perceptions of the teacher's teaching style and students' learning motivation in Islamic religious education. This relationship is shown by the calculated r value being greater than the table r value ($0.871 > 0.329$) and the significance value being smaller than 0.05 ($0.000 < 0.05$). There is a relationship between teacher emotional intelligence and motivation to learn Islamic religious education, this relationship is shown by the calculated r value being greater than the r table value ($0.996 > 0.329$) and the significance value being smaller than 0.05 ($0.016 < 0.05$). There is a relationship between students' perceptions of teachers' teaching styles and teachers' emotional intelligence with Islamic religious education students' learning motivation, this relationship is shown by the calculated F value being greater than F table ($9.892 > 3.28$) and the significance value being smaller than 0.05 ($0.000 < 0.05$). This is also shown by the correlation value or R of 0.996 which is greater than

the r table ($0.996 > 0.329$). This means that the results of data analysis show a relationship between the three variables with a significant level of 95%.

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