

ENHANCING STUDENTS' LEARNING INTEREST: THE ROLE OF TEACHER'S TEACHING STYLE AND PARENTAL SUPPORT AT SD NEGERI WADUNGASRI WARU SIDOARJO

Shinta Maulidia Safitri¹, Didit Darmawan²

Universitas Sunan Giri Prodi Pendidikan Agama Islam, Surabaya, Indonesia

maulidiashinta12@gmail.com¹, dr.diditdarmawan@gmail.com²

Abstract : This study aims to identify the impact of teachers' teaching styles, parental support, and self-confidence on students' interest in learning. This study focuses on the effect of teacher teaching style, parental support, and self-confidence on student interest in learning at SD Negeri Wadungasri, Waru, Sidoarjo. This research is quantitative research. By involving 103 respondents as a research sample, the sampling technique used was a census. The data collection method used a questionnaire, and data analysis was carried out through a statistical approach. The results showed that the teacher's teaching style, parental support, and self-confidence had a significant effect on student interest in learning at SD Negeri Wadungasri, Waru, Sidoarjo. The findings make an important contribution to the understanding of the factors that influence students' interest in learning at the primary school level. Teachers' teaching style, persistence of parental support, and students' level of self-confidence have a meaningful role in shaping and maintaining students' interest in learning in an educational environment.

Keywords: Learning Interest; Teaching Style; Parental Support; Self-Confidence; Teachers; Students

INTRODUCTION

Education is a process that cannot be separated from the roles played by educators and students. The close relationship between the two forms the basis for creating effective and meaningful teaching and learning activities. On the other hand, students also have an important role in the learning process, namely being actively involved, being responsible for their personal learning, and applying the knowledge they have acquired (Darmadi, 2015; Titu, 2015).

The success of teaching and learning activities does not only depend on the ability of educators to deliver material, but also on the involvement and motivation of students (Zaifullah et al., 2021). Good interaction between educators and students creates a positive learning environment, enabling the exchange of ideas and experiences that enrich each party's understanding. In addition, the role of technology in education is also increasingly important, providing opportunities for innovation in teaching and learning methods (Purwanti et al., 2014). The importance of synergy between educators and students in educational activities is also reflected in the formation of character and positive attitudes (Lembong et al., 2015). Educators serve as role models and mentors, assisting students not only in achieving academic success but also in the development of social, critical, and creative skills. Thus, teaching and learning activities are not just a process of transferring knowledge, but also the formation of a holistic personality (Fahmi, 2022). With awareness of the important role of educators and students, education becomes a joint effort to create a generation of quality, able to adapt to change, and have a positive contribution to society (Roza, 2020). Through close collaboration between educators and students, a strong foundation is formed to achieve

broader educational goals, such as character building, improving skills, and empowering individuals to achieve their maximum potential in life.

Success in the learning process is not only influenced by intellectual ability alone, but is also closely related to the level of interest and motivation of students (Salirawati, 2012). Interest which refers to a strong desire to be involved in a learning activity has a significant impact on learning effectiveness. In this context, interest is not just a tendency to like or dislike material, but also includes a deep desire to understand, explore and master a particular topic (Kurniawan, 2021). The importance of interest in learning creates an internal drive that spurs students to undertake learning challenges with enthusiasm and perseverance. When someone has a strong interest in a field, the learning process is no longer just a chore, but rather an intellectual adventure that motivates exploration and discovery. Deep interest also encourages students to overcome obstacles and difficulties in learning, because the desire to achieve better understanding is the main driver. When interest is combined with contextual and applied learning, students tend to see relevance and value in the information they learn. This creates a deeper connection between the knowledge gained and everyday life, encouraging the application of concepts in real situations (Rijal, 2015).

In an effort to create sustainable interest, educators have an important role in designing interesting learning experiences and building connections between learning material and students' individual interests. In addition, learning that is inclusive and considers various learning styles can help spark the interest of students from various backgrounds. Thus, the interest that is embedded in learning activities not only influences academic achievement, but also shapes attitudes towards learning throughout life (Bahar & Sham 2022). Encouraging a strong interest in learning is the key to building intrinsic motivation, creativity and curiosity which are not only relevant in the context of formal education, but also essential in preparing individuals to face dynamic challenges in the future (Irwasyah & Perkasa, 2022).

The teacher's teaching style is an important aspect in the dynamics of teaching and learning activities (Sari, 2020). Marbun (2019) believes that teaching style includes the approaches, methods and strategies used by educators to deliver learning material to students. A good teaching style does not only take into account the successful transfer of knowledge, but also considers the diversity of students' learning styles, learning objectives, and a supportive learning environment (Akhiruddin et al., 2019). Effective education requires more than just the transfer of knowledge; it involves recognizing and appreciating the uniqueness of each learner. By adopting flexible and diverse teaching styles, educators create a dynamic learning environment, facilitate deep understanding, and stimulate students' interest (Rifai, 2018). An effective teaching style is not just about conveying information, but also about stimulating students' intrinsic motivation. Educators who are able to create emotional connections with students can inspire curiosity, enthusiasm for learning, and responsibility for learning (Muna, 2019; Mahyudi, 2012). Therefore, using a teaching style that is relevant to the students' context, such as using concrete examples from everyday life or relating the material to their personal interests, can generate enthusiasm and a sense of ownership towards learning (Purwaningsih, 2019).

The role of educators as managers and facilitators of learning is becoming increasingly crucial. Educators are not only transmitters of information, but also guides who help students discover their potential and talents (Akmal et al., 2015). By providing a variety of learning options and approaches, educators enable students to develop their skills and interests. Awareness of diversity not only enriches the learning process, but also forms the basis for

inclusivity in education. Educators who are able to adapt their teaching styles to meet the needs of diverse students contribute to creating a friendly learning environment, respecting differences, and empowering each individual (David Wijaya, 2019). Thus, educators not only prepare students for academic challenges, but also equip them with social skills and deep understanding, preparing future generations to contribute to an increasingly complex society (Wahid & Hamimi, 2021).

Parents have a crucial role in students' lives, being responsible not only for the child's physical survival, but also for their educational development. The relationship between parents and children creates an important basis in forming students' interest in learning and academic success. Parents' responsibilities are not only limited to providing material support, but also involve deeper aspects, such as helping to form children's interest in learning. Parents, as children's first mentors, have the opportunity to stimulate interest in learning by setting an example and providing positive support (Nurhasanah & Indrajid, 2021). When parents show real interest in learning, children tend to imitate and adopt the same attitudes (Supriyanto, 2015). Therefore, a home atmosphere that promotes discussion, exploration and joint learning can greatly contribute to the growth of a strong interest in learning. Apart from that, parents also have a role in helping identify children's special interests and providing access to resources that support the development of these interests (Dini, 2022). Active support in providing books, learning tools, or introducing relevant extracurricular activities can enrich children's interest in learning (Nur & Nugraha, 2023). Apart from that, parental involvement in children's education also involves understanding the child's learning style (Christie, 2022). By recognizing differences in the way children process information and respond to learning, parents can choose appropriate teaching strategies and support children's learning interests. Giving children the freedom to explore various topics and supporting their interests is an important step in forming a sustainable interest in learning (Abidin, 2021).

Thus, the statement that parents are the closest people in a student's life who are responsible for the child's survival and education not only includes the basic responsibility of providing physical needs, but also includes a very important role in building the foundation of a positive and sustainable interest in learning. Close collaboration between parents and schools in creating a learning environment that supports and stimulates children's interests is the key to achieving comprehensive educational success (Sukomardojo, 2023).

Research on the influence of teachers' teaching styles and parental support on students' interest in learning is very important in increasing the effectiveness of the education system. Through careful and continuous research, it can create a strong scientific foundation for the development of more effective educational policies and teaching practices, ensuring that every learner has an equal opportunity to develop a sustainable interest in learning and achieve his or her maximum potential in life.

METHOD

This research uses a quantitative research design with a survey approach. This approach allows collecting data regarding certain variables from a population sample to then be analyzed statistically (Mardikaningsih & Darmawan, 2013). The population of this research was all 103 students in class VI at SD Negeri Wadungasri Waru Sidoarjo. The research sample will be selected by census to ensure better representation.

The main variables in this research consist of two independent variables and one dependent variable. Here's the explanation:

1. The teacher's teaching style (X.1) will be measured using a questionnaire designed to assess the approaches, methods and strategies used by teachers in the learning process. According to Rahmat and Jannatin (2018), teaching style is a characteristic of habits, preferences that are important in relation to students, even teaching style is more than a habit and a special way of behavior or conversation of the teacher (Rahmat & Jannatin, 2018). According to Subarno (2019), teaching style indicators include: teacher's appearance or attitude, classroom management, use of methods and learning media.
2. Parental support (X.2) will be measured through a questionnaire that assesses the level of parental involvement, material support and communication in the child's education. Parental Attention (X2) is a form of parental involvement such as support and attention in their children's education. Indicators consist of parents' knowledge of children's development at school, parents' involvement in learning activities at home, parents' availability of time to guide children's learning, and communication between parents and children regarding learning progress (Lembong et al., 2015).
3. Student learning interest (Y) as a dependent variable that pays attention to the tendencies or interests that students have in the learning process. Indicators for measuring students' interest in learning briefly can include things such as active participation, search for additional information, interest in topics or subject matter, intrinsic motivation, involvement in extracurricular activities (Andayani & Darmawan, 2004).

Data will be collected using a questionnaire that has been prepared and validated previously. The questionnaire will include questions related to the teacher's teaching style, parental support, and student learning interests. First, permission will be obtained from the school and the student's parents. Next, questionnaires will be distributed to selected students. Instructions will be provided to ensure completion of the questionnaire correctly and honestly. Data will be collected over a certain period of time. The collected data will be analyzed using statistical methods, such as regression analysis, to determine the extent to which teachers' teaching styles and parental support influence students' interest in learning. The use of statistical software will support accurate data analysis.

RESULTS AND DISCUSSION

The data collection process at SD Negeri Wadungasri Waru Sidoarjo involved the participation of 79 students who responded well to the questionnaire. However, it should be noted that there were 24 students who did not provide adequate responses to the statements in the questionnaire so their data was not processed further in the analysis.

The number of students who do not respond well is relevant to maintaining the integrity and validity of research results. Although this non-responding group was not included in the analysis, understanding the variability in student response is important to ensure reliable and representative results of the student population at SD Negeri Wadungasri Waru Sidoarjo.

The validity test was carried out on two independent factors, namely the teacher's teaching style and parental support and one dependent factor was student interest in learning. The SPSS analysis results show that not a single statement was deleted because all corrected total item correlation values exceeded 0.3. In addition, research findings show that the Cronbach's Alpha value for all variables exceeds 0.6. The teacher's teaching style factor scored 0.761; parental support factor scored 0.811; and the student interest in learning factor

received a score of 0.745. Thus, it can be concluded that all variables are considered to have a high level of reliability as measuring tools.

Table 1
t Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.398	2.489		5.785	.000
	X1	3.733	.478	.625	7.817	.000
	X2	1.782	.499	.286	3.573	.001

Based on the information in Table 2, a significant value was obtained for the teacher's teaching style of 0.000. Likewise, the parent support variable for students at SD Negeri Wadungasri Waru Sidoarjo shows a significant value of 0.001. With a significance of this magnitude, it can be interpreted that the teacher's teaching style and parental support have a partially significant role in forming students' interest in learning at SD Negeri Wadungasri Waru Sidoarjo. This is caused by a significant value of <0.05. If you look at the coefficient of each independent variable, it can be seen that between the teacher's teaching style and parental support, the teacher's teaching style has a greater value, namely 3.733, compared to the parent support coefficient of 1.782. This indicates that the teacher's teaching style has a more dominant influence in shaping students' interest in learning compared to parental support.

The regression model resulting from this study, $Y = 14.398 + 3.733X1 + 1.782X2$, provides an overview of how teacher teaching style variables (X1) and parental support (X2) contribute to students' level of interest in learning (Y). By detailing the coefficient parameters, we can interpret the relative influence of each variable on students' learning interest. Intercept (14.398) Y value (students' interest in learning) when both variables X1 and X2 have a value of zero. In this context, if the teacher's teaching style and parental support do not contribute (zero value), then the predicted student interest in learning will be around 14.398. This can be considered a baseline or initial level of interest in learning. The X1 coefficient (3.733) shows the extent to which changes in the teacher's teaching style (variable X1) have an impact on changes in students' learning interest. If the teacher's teaching style value increases by one unit, then student interest in learning can be expected to increase by around 3,733 units, assuming constant parental support. The X2 coefficient (1.782) shows the extent to which changes in parental support (variable X2) have an impact on changes in students' interest in learning. If the value of parental support increases by one unit, then student interest in learning can be expected to increase by around 1,782 units, assuming the teacher's teaching style is constant.

Table 2
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2980.689	2	1490.345	82.062	.000 ^b
	Residual	1380.248	76	18.161		
	Total	4360.937	78			

Based on what is seen in Table 2, the F test results show that the calculated F value reached 82.062, with a significance level of 0.000. Since this probability value is lower than 0.05, it can be concluded that the regression equation has a high level of significance. This means that this analysis shows that the variables of teacher teaching style and parental support together have a significant influence on students' interest in learning at SD Negeri Wadungasri Waru Sidoarjo. This illustrates that factors such as teacher teaching style and parental support have an important role in influencing students' interest in learning at SD Negeri Wadungasri Waru Sidoarjo simultaneously.

Table 3
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.683	.675	4.26159

Analysis using the coefficient of determination aims to measure the extent to which variability in students' learning interest can be explained by the variables observed in the research, namely teacher teaching style and parental support. The R value (0.827) shows the strength and direction of the relationship between the independent variables (teacher teaching style and parental support) with the dependent variable (students' interest in learning). A high R value, close to 1, indicates a close and positive relationship between these variables. The R Square value (0.683) reflects the proportion of variability in students' learning interest that can be explained by a combination of teacher teaching styles and parental support. In this case, around 68.3% of the variation in students' learning interest can be attributed to the factors observed in the study. The Adjusted R Squared value (0.675) is the same as R Square, but corrected for the number of independent variables. Lower values of R Square indicate a degree of caution in interpreting explained variation, given the complexity of the model with more variables.

The findings of this in-depth research confirm that teachers' teaching styles have a very significant role in shaping and influencing students' interest in learning. These findings support previous research conducted by Sari (2020); Rifai (2018); Purwaningsih (2019); Muna (2019); Mahyudi (2012) provides strong confirmation of the very significant role of teachers' teaching styles in shaping and influencing students' interest in learning. Teaching style is not just a method of delivering material, but also includes the teacher's approach, strategies and interactions with students in the classroom. The teacher's teaching style creates a learning framework that becomes the basis for developing students' interest in learning (Hutomo et al., 2012). In addition, a teaching style that is responsive to the diversity of student learning styles can provide a more inclusive learning experience (Darmawan, 2007). When students feel involved and have an interesting learning experience, their interest in learning can grow positively. On the other hand, an approach that is monotonous or less suited to students' needs can be detrimental to their interest in learning. A teacher's teaching style is not only a technical element in the educational process, but also a psychological and social foundation that shapes students' character, motivation and interest in learning (Syafaa, 2008). Teachers, in their role as learning facilitators, have the power to open the door to access to the world of knowledge and guide students towards deeper and more sustainable understanding (Sutarjo, 2007).

The findings in this research confirm that the role of parents has a significant impact on increasing students' interest in learning. These results confirm those from Mansur's (2020)

study; Hayu et al. (2023); Koesdarwati et al. (2023). Emotional support from parents creates a positive and supportive environment at home, which in turn gives students the confidence and comfort to explore the world of learning. Insani et al. (2023) stated that when students feel emotionally supported, they tend to be more motivated and open to learning experiences. The additional inspiration and motivation provided by parents can be a major motivator for students to pursue their interests with greater zeal. Parents who actively support their children's interest in learning can provide a positive role example and demonstrate the importance of pursuing what they love. Through daily interactions, discussions, and perhaps also involving students in activities relevant to their interests, parents can create an environment at home that stimulates the development of students' interest in learning. This creates a strong foundation for the continued development of interest in learning. When parents are actively involved, they can help identify students' special interests and support their development (Mawadah, 2018). This support creates connectivity between school and home learning experiences, creating a more holistic and relevant learning narrative for students.

CONCLUSION

The results of this research confirm that the teacher's teaching style has a crucial role in shaping students' interest in learning. Teachers are not only information holders but also learning managers who play a role in unlocking students' potential. A teaching style that considers student diversity, creates a dynamic learning environment, and responds flexibly to student needs can make a significant contribution to the formation of a sustainable interest in learning. Other findings in this study provide a strong basis for stating that parental support is a key element that can strengthen students' interest in learning. This support creates a solid foundation for students' academic growth and personal development, ensuring that interest in learning not only develops within the school environment but also takes root in students' daily lives

Thus, collaboration between educators and students is not only a necessity but also a valuable investment in forming students who are not only academically competent but also have a high interest in learning. An emphasis on developing diverse and responsive teaching styles creates a foundation for achieving broader educational goals, including character building, individual empowerment, and preparing students to face the dynamics of life in the future.

REFERENCES

- Abidin, Y., T. Mulyati., & H. Yunansah. (2021). *Pembelajaran Literasi: Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis*. Bumi Aksara.
- Akhiruddin, S., H. Atmowardoyo., & H. Nurhikmah. (2019). Belajar dan Pembelajaran. *Gowa: Cahaya Bintang Cemerlang*, 193-206.
- Akmal, D., D. Darmawan., & A. Wardani. (2015). *Manajemen Pendidikan*. IntiPresindo Pustaka, Bandung.
- Andayani, D. & D. Darmawan. (2004). *Pembelajaran dan Pengajaran*. IntiPresindo Pustaka, Bandung.

- Bahar, A. J. & F. M. Sham. (2022). Pendekatan Minat Kepada Pelajar dalam Pengajaran dan Pembelajaran Pendidikan Islam. *e-BANGI*, 19(7), 109-123.
- Christie, C. (2022). Intervensi Tuhan dalam Keterlibatan Orang tua terhadap Gaya Belajar Generasi Pembelajar Mandiri (Homeschooling). *REDOMINATE: Jurnal Teologi dan Pendidikan Kristiani*, 4(1), 12-37.
- Darmadi, H. (2015). Tugas, Peran, Kompetensi, dan Tanggung Jawab Menjadi Guru Profesional. *Edukasi: Jurnal Pendidikan*, 13(2), 161-174.
- Darmawan, D. (2007). *Strategi Belajar*. Metromedia, Surabaya.
- David Wijaya, S. E. (2019). *Manajemen Pendidikan Inklusif Sekolah Dasar*. Prenada Media.
- Dini, J. P. A. U. (2022). Peran Orang Tua dalam Menyediakan Home Literacy Environment (HLE) pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1367-1381.
- Diniaty, A. (2017). Dukungan Orangtua terhadap Minat Belajar Siswa. *Jurnal Al-Taujih*, 3(1), 90-100.
- Fahmi, D. I. (2022). Efektivitas Mendongeng Sebagai Upaya Konstruktif dalam Membentuk Kepribadian Anak. *Pancasona: Pengabdian dalam Cakupan Ilmu Sosial dan Humaniora*, 1(1), 29-40.
- Hayu, W. R. R., R. Purwaningsih., & S. A. Nasution. (2023). Pengaruh Perhatian Orang tua Terhadap Minat Belajar Peserta Didik Kelas V Di SDN Cilember 02. *Innovative: Journal Of Social Science Research*, 3(2), 9494-9504.
- Hutomo, S., D. Akhmal., D. Darmawan., & Y. Yuliana. (2012). *Dasar-Dasar Evaluasi Pendidikan*. Addar Press, Jakarta.
- Insani, S. P., D. Darmiany., I. Nurmawanti., & A. H. Witono. (2023). Kreativitas Guru di Abad 21 dalam Mengatasi Kejenuhan Belajar Matematika Siswa. *Journal of Classroom Action Research*, 5(3), 66-72.
- Irwansyah, M. & Perkasa, M. (2022). *Scientific Approach dalam Pembelajaran Abad 21*. Penerbit NEM.
- Koesdarwati, S. E., N. N. Santi., & F. A. Wiguna. (2023). Pengaruh Dukungan Orang Tua Terhadap Minat Belajar Siswa Sdn Mojoroto 4 Kota Kediri. *Edusaintek: Jurnal Pendidikan, Sains dan Teknologi*, 11(1), 339-350.
- Kurniawan, D. E. (2021). Pengaruh Metode Pembelajaran Daring Terhadap Minat Belajar Mahasiswa di Masa Pandemi Covid-19. *Jurnal Education and Development*, 9(2), 47-51.
- Lembong, D., S. Hutomo., & D. Darmawan. (2015). *Komunikasi Pendidikan*. IntiPresindo Pustaka, Bandung.
- Mahyudi, S. (2012). Peranan Gaya Mengajar Guru Fisika Terhadap Minat Belajar Fisika Siswa Kelas IX MTs Istiqlal Delitua. *Jurnal Pendidikan Fisika*, 1(1), 9-14.
- Mansur, A. (2020). Pengaruh Dukungan Sosial Orang Tua Terhadap Minat Belajar Siswa SD Plus An-Nur Gurah. *Doctoral dissertation*. IAIN Kediri.
- Marbun, P. (2019). Strategi Pembelajaran Transformatif. *Diegesis: Jurnal Teologi*, 4(2), 41-49.
- Mardikaningsih, R. & D. Darmawan. (2013). *Metode Penelitian Kuantitatif*. IntiPresindo Pustaka, Bandung.
- Mawaddah, L. (2018). Well-being Siswa yang Diikuti Banyak Kegiatan Bimbingan Belajar oleh Orang Tuanya. *Proceedings of the ICECRS*, 1(3), v1i3-1374.

- Muna, D. N. (2019). *Pengaruh Gaya Mengajar Guru Terhadap Minat Belajar Siswa Pada Mata Pelajaran Matematika di SDN Cerih 01 Kecamatan Jatinegara Kabupaten Tegal*. Skripsi, IAIN Purwokerto.
- Nisa, A. (2017). Pengaruh Perhatian Orang Tua dan Minat Belajar Siswa Terhadap Prestasi Belajar Ilmu Pengetahuan Sosial. *Faktor: Jurnal Ilmiah Kependidikan*, 2(1), 1-9.
- Nur, N. & M. S. Nugraha. (2023). Implementasi Model Pembelajaran STEAM Dalam Meningkatkan Kreativitas Peserta Didik Di RA Al-Manshuriyah Kota Sukabumi. *Jurnal Arjuna: Publikasi Ilmu Pendidikan, Bahasa dan Matematika*, 1(5), 73-93.
- Nurhasanah, A. & R. E. Indrajit. (2021). *Parenting 4.0: Mengenali Pribadi dan Potensi Anak Generasi Multiple Intelligences*. Penerbit Andi.
- Purwaningsih, W. (2019). *Hubungan Gaya Mengajar Pendidik PAI Dengan Minat Belajar Peserta Didik SMAN 1 Purbolinggo*. Skripsi, IAIN Metro.
- Purwanti, S., T. Palambeta., D. Darmawan., & S. Arifin. (2014). Hubungan Metode Pembelajaran dan Motivasi Belajar Siswa. *Jurnal Ilmu Pendidikan*, 8(1), 37-46.
- Rahmat, H. & M. Jannatin. (2018). Hubungan Gaya Mengajar Guru dengan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Inggris. *El Midad*, 10(2), 98-111.
- Rifai, A. (2018). *Pengaruh Keterampilan Mengajar Guru Aqidah Akhlak terhadap Minat Belajar Siswa Kelas XI di Madrasah Aliyah Negeri 5 Sleman-Yogyakarta*. Skripsi, Universitas Islam Indonesia Yogyakarta.
- Rijal, F. (2015). Peningkatan Hasil Belajar Siswa Melalui Pendekatan Contextual Teaching and Learning Pada Konsep Tumbuhan Hijau di Kelas V MIN Tungkob Aceh Besar. *PIONIR: Jurnal Pendidikan*, 4(2), 1-20.
- Roza, P. (2020). Digital Citizenship: Menyiapkan Generasi Milenial Menjadi Warga Negara Demokratis di Abad Digital. *Jurnal Sositologi*, 19(2), 190-202.
- Salirawati, D. (2012). Percaya Diri, Keingintahuan, dan Berjiwa Wirausaha: Tiga Karakter Penting Bagi Peserta Didik. *Jurnal Pendidikan Karakter*, 3(2).
- Sari, D. P. (2020). *Pengaruh Gaya Mengajar Guru Terhadap Minat Belajar Matematika Peserta Didik Di Madrasah Tsanawiyah atau Sederajat Se-Kecamatan Geragai*. Skripsi, UIN Sulthan Thaha Saifuddin Jambi.
- Subarno, A. (2019). Pengaruh Gaya Mengajar Guru dan Perhatian Orang Tua terhadap Motivasi Belajar Siswa di SMK Batik 1 Surakarta. *JIKAP (Jurnal Informasi Dan Komunikasi Administrasi Perkantoran)*, 3(4), 31-39.
- Sukomardojo, T. (2023). Mewujudkan Pendidikan Untuk Semua: Studi Implementasi Pendidikan Inklusif di Indonesia. *Jurnal Birokrasi & Pemerintahan Daerah Volume*, 5(2), 205-214.
- Supriyanto, D. (2015). Perkembangan Nilai Agama dan Moral Anak dan Pendidikan Keagamaan Orangtua. *MODELING: Jurnal Program Studi PGMI*, 2(2), 66-75.
- Sutarjo, M., D. Darmawan & Y. I. Sari. (2007). *Evaluasi Pendidikan*. Spektrum Nusa Press, Jakarta.
- Syifaâ, R. (2008). Psikologi Humanistik dan Aplikasinya Dalam Pendidikan. *El-Tarbawi*, 1(1), 99-114.
- Titu, M. A. (2015). *Penerapan Model Pembelajaran Project Based Learning (Pjbl) Untuk Meningkatkan Kreativitas Siswa Pada Materi Konsep Masalah Ekonomi*. In Prosiding Seminar Nasional (Vol. 9, pp. 176-186).

- Wahid, L. A. & T. Hamami. (2021). Tantangan Pengembangan Kurikulum Pendidikan Islam dan Strategi Pengembangannya dalam Menghadapi Tuntutan Kompetensi Masa Depan. *J-PAI: Jurnal Pendidikan Agama Islam*, 8(1), 1-10.
- Zaifullah, Z., H. Cikka., & M. I. Kahar. (2021). Strategi Guru dalam Meningkatkan Interaksi dan Minat Belajar Terhadap Keberhasilan Peserta Didik dalam Menghadapi Pembelajaran Tatap Muka di Masa Pandemi Covid 19. *Guru Tua: Jurnal Pendidikan dan Pembelajaran*, 4(2), 9-18.
-



This work is licensed under a
Creative Commons Attribution-ShareAlike 4.0 International License