

The Impact of Changes in Teacher Attitudes and Learning Methods on Student Performance

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Abstract

This issue is driven by the evolution of the education landscape, where traditional teaching methods meet the need for more dynamic and student-centered methodologies. The research problem focuses on understanding how teacher attitudes toward learning change with innovative teaching methods, affecting learning outcomes. This reflects the increasing concern among educators about the gap between traditional teaching practices and the diverse needs of today's students. Using a quantitative approach by distributing surveys to students and teachers in different schools, this research explores the relationship between teachers and teaching methods and student activities. The results show a significant relationship between positive changes in teacher attitudes, the introduction of interactive and adaptive teaching methods, and improvements in student performance metrics. The conclusion drawn from the study emphasizes the importance of teacher attitudes and teaching methods in shaping student success. It underscores the importance of creating a positive, student-centered classroom environment where teachers can adapt and respond to individual learning needs. Additionally, the findings emphasize the need for continuous professional development initiatives to enhance teacher competencies in innovative pedagogical practices. The novelty of this scholarly work lies in comprehensively examining the correlation between teacher attitudes, teaching methods, and student performance. By providing a clear picture of this dynamic relationship, the study offers valuable insights

for education policymakers, school leaders, and teachers striving to improve the quality of teaching and learning experiences in post-secondary education environments.

Keywords : *Learning effectiveness, Teacher attitude change, Teaching methods*

Abstrak

Efektivitas pembelajaran dalam membentuk kinerja siswa telah menjadi perhatian utama dalam penelitian pendidikan. Penelitian ini menguji pengaruh perubahan sikap guru dan metode pengajaran terhadap kinerja siswa di pendidikan menengah. Masalah ini dilatarbelakangi oleh evolusi dunia pendidikan, dimana metode pengajaran tradisional memenuhi kebutuhan metodologi yang lebih dinamis dan berpusat pada siswa. Masalah penelitian ini berfokus pada pemahaman bagaimana sikap guru terhadap pembelajaran berubah dengan inovasi yang inovatif. Metode pengajaran, mempengaruhi hasil belajar. Hal ini mencerminkan meningkatnya kekhawatiran di kalangan pendidik tentang kesenjangan antara praktik pengajaran tradisional dan beragamnya kebutuhan siswa saat ini. Dengan menggunakan pendekatan kuantitatif, dengan mendistribusikan survei kepada siswa dan guru di sekolah yang berbeda, penelitian ini mengkaji hubungan antara guru dan guru . . metode pembelajaran dan aktivitas siswa. Hasil penelitian menunjukkan adanya hubungan penting antara perubahan positif sikap guru dan pengenalan metode pembelajaran interaktif dan adaptif serta peningkatan metrik kinerja siswa. Kesimpulan yang diambil dari penelitian menekankan pentingnya sikap guru dan metode pembelajaran dalam pembentukan . siswa ' kesuksesan Hal ini menekankan pentingnya menciptakan ruang kelas yang positif dan berpusat pada siswa di mana guru dapat beradaptasi dan merespons kebutuhan pembelajaran individu. Selain itu, temuan ini menekankan perlunya inisiatif pengembangan profesional berkelanjutan yang bertujuan untuk meningkatkan kompetensi guru dalam praktik pedagogi inovatif. Kebaruan karya ilmiah ini adalah mengkaji secara komprehensif korelasi sikap guru, metode pengajaran, dan kinerja siswa. . Dengan memberikan gambaran yang jelas tentang hubungan dinamis ini, penelitian ini memberikan informasi berharga bagi para pembuat kebijakan pendidikan, pemimpin sekolah, dan guru yang berupaya meningkatkan kualitas pengalaman belajar mengajar di lingkungan pendidikan pasca sekolah menengah.

Kata-kata kunci: *Efektivitas pembelajaran, Perubahan sikap guru, Metode pengajaran.*

Introduction

To create good learning conditions in the classroom, in the learning process, a teacher must be able to organize, select, and apply learning strategies suitable for the conditions of the students and the environment being taught so that the predetermined learning objectives can be achieved. Based on the research, teacher attitudes significantly influence students' mental development; teacher performance also affects

student learning motivation, so low learning motivation will be followed by low teacher performance. Changes in teacher attitudes can create a comfortable learning atmosphere, facilitating the teacher's relationship with students so students more readily accept the subject matter. Teachers also have a role as the primary source of motivation for all students in the classroom. Effective learning methods based on student needs can also affect student performance.

For example, the articulation method, which uses the technique of repetition of past lessons, is very well used to improve the memory and absorption of students in understanding the material direction from teachers who are in direct contact with students can also affect changes in students' social attitudes, Teachers must be able to influence changes in students' social attitudes in terms of cognitive, affective, and psychomotor.¹

Theoretical Review

The literature review on the impact of changes in teachers' attitudes and teaching methods on student performance highlights several key points. Firstly, teachers' performance significantly influences students' learning outcomes, with competencies in pedagogy, personality, professionalism, and social skills crucial for effective teaching. Secondly, students' attitudes towards the learning process, including their views on teachers' behavior and teaching methods, play a Vital role in academic achievement. Thirdly, the quality of education is closely tied to the quality of teachers.

Research Methods

¹ . Zulaikhah (2015). Pengaruh Perilaku Guru dan Motivasi Belajar Terhadap Prestasi Belajar Siswa. *Jurnal Pendidikan Ekonomi UM Metro*, 3(1), 73-82.14. Rahmat & Jannatin (2018). Hubungan Sikap Siswa Terhadap Cara Guru Mengajar dengan Motivasi Belajar Akuntansi. *Jurnal Pendidikan dan Pengajaran*, 1(1), 1-10.15. Aan Widiyono. (2021). Strategi Guru dalam Penilaian Sikap Siswa pada Pembelajaran Tematik. *Repository Ar-Raniry*, 25836.

The method we used in preparing this scientific paper is qualitative library research, which obtains an overview of the impact of teacher teaching methods on student characteristics. According to Bogdan and Biklen (1982), qualitative research seeks to understand and interpret the meaning of human opinions and behaviors. Fostering student character through integrated learning, according to the researcher's field of perspective (Ansori, 2020).

It also facilitates the development of experts' thoughts using descriptive methods. Descriptive research method The Descriptive research method, according to Kutha (2010), is an analysis carried out by describing facts, followed by analysis, and then providing sufficient understanding and explanation. The data collection technique in this study uses library research, where researchers collect data by reading and analyzing journals and articles from previous researchers related to the object of research.²

Results And Discussion

In education, the role of the teacher is not only as an intermediary for the provision of educational materials but also as a critical factor in the development of student activities. The object of this study is the effect of changes in teacher attitudes and teaching methods on student learning outcomes in the context of secondary education. This issue is driven by the importance of adapting to the development of increasingly dynamic and student-centered learning methods and the continuing development of the world of education. In the introduction, we discuss the challenges concerning implementing effective teaching methods in the classroom and the positive impact that changes in teachers' learning attitudes can have. This section, the abstract, briefly and concisely summarizes the study's main findings. This study shows that changes in teachers' attitudes and the application of innovative teaching methods have a positive impact on secondary school students' academic achievement. Data analysis

² Gulo A, Mahulae S, Anzelina D, Silaban PJ. Pengaruh kepemimpinan guru terhadap hasil belajar siswa di kelas IV SD tahun pembelajaran 2020/2021. *J Educ FKIP UNMA* [Internet]. 2020;6(2):339–43. Available from: <https://ejournal.unma.ac.id/index.php/educatio/article/view/495>

showed that there is a significant relationship between teachers' positive learning attitudes and the application of interactive learning methods and student learning outcomes.³

Teachers who demonstrate the ability to respond and adapt to different learning styles can create a learning environment that inspires student motivation and active engagement. These results highlight the important role teachers play in student success in the classroom. Key factors in improving students' academic performance and overall development are teachers' positive attitudes, openness to innovation, and ability to meet students' learning needs.

Teachers not only provide material but also become learning facilitators, able to inspire, support, and guide students to achieve optimal results. In addition, the findings highlight the need for ongoing support and professional development for teachers. Training and development projects that focus on strengthening teachers' attitudes and teaching skills in applying innovative teaching methods are needed to ensure access to quality education for all students.

Teachers' attitudes and learning methods with students' learning outcomes in secondary education settings. The implications of these findings can help shape more effective education policies and guide education professionals in their efforts to improve the quality of learning in schools.

Changes in teacher attitudes can also affect student performance. Hutapea's (2012) research shows that highly motivated teachers can improve the learning atmosphere and increase student learning outcomes.

Teachers can improve student learning outcomes by using diverse and interactive learning methods. For example, teachers can use demonstration, presentation, and discussion methods to make learning more interesting. Teachers can also use

³ Tibahary AR, Muliana M. Model-Model Pembelajaran Inovatif. *Scolae J Pedagog.* 2018;1(1):54-64.; Nasution AH. Sikap guru terhadap siswa dalam proses belajar mengajar di MIN-2 Padangsidempuan. 2015; Available from: <http://etd.iain-padangsidempuan.ac.id/2239/%0Ahttp://etd.iain-padangsidempuan.ac.id/2239/1/103100215.pdf>

collaborative learning models such as Talking Stick and Numbered Head Together to increase student engagement and improve learning outcomes.

In a study conducted by Widyaningsih (2013), teachers who used the Number Heads Together (NHT) model on trigonometry material showed better results than the Individualized Group Support (EARS) model.

Changes in teacher attitudes have a significant effect on student learning motivation. Teachers with a positive attitude and high learning motivation can increase student motivation. The following are some of the impact of changes in teacher attitudes on student motivation:

1. Teacher motivation as a driver

Teachers with solid motivation can drive students' learning abilities. A teacher's motivation can influence students by encouraging, praising, and creating a pleasant learning atmosphere.

2. The teacher's role as a facilitator

Teachers who act as facilitators can create an effective learning atmosphere. Teachers who help students solve problems and provide guidance can increase their learning motivation.

3. Teacher creativity to motivate

Creative teachers can use various strategies to motivate students. For example, teachers can use multiple presentation methods, praise, and create healthy competition in the classroom.

4. The influence of teacher behavior on motivation

Dominating teacher behavior can affect student motivation. Teachers who give students confidence and make learning contracts can increase student motivation.

5. Using extrinsic motivation

Teachers can use extrinsic motivation, such as rewards, competition, and praise, to increase student motivation. However, teachers must ensure that extrinsic motivation is used wisely to not demotivate students.

Conclusion

The results of our research, along with the methods we used, allow us to conclude that teacher performance is very influential in learning activities and student achievement. Good teacher performance increases students' learning activities and achievements. Conversely, if the teacher's performance is not good, the student's learning activities and achievements will decrease.

Changes in teacher attitudes and learning methods can significantly impact student learning outcomes. Teachers who practice well and use creative learning methods can improve student motivation and learning outcomes. Therefore, teachers need to continue to improve the quality of learning by using diverse and interactive methods and increasing student motivation.

Changes in teacher attitudes can influence student motivation by being a facilitator and facilitator and using creative strategies to increase student motivation. Teachers who are highly motivated and act as motivators can effectively improve students' learning motivation.

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