

Analysis of the Effectiveness of Educational Methods Applied by Teachers in Attracting Students' Learning Interest

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Article Information:

Received : 28-08-2025

Revised : 21-09-2025

Accepted : 14-10-2025

Keywords: *Effectiveness, Educational Methods, Teachers, Learning Interest, Learning Strategies*

Abstract

Every educational process requires supporting elements to achieve its learning objectives, one of which is the role of teachers. Teachers play a crucial role in shaping students' interest and enthusiasm for learning. A creative teacher is required to possess sensitivity, initiative, and the ability to create new teaching methods, accompanied by strong leadership and a high sense of responsibility as an educator. The main problems addressed in this study are to identify the methods used by teachers to attract students' learning interest and to analyze the effectiveness of teachers in developing learning resources at SD Negeri Buket Meutuah.

This study employed a qualitative descriptive approach with a phenomenological method. Data were collected through observation, interviews, and documentation. The findings indicate that creative teaching methods and the appropriate use of learning resources significantly influence students' learning interest and academic achievement. Teachers' teaching skills, supported by the application of basic learning principles, have proven effective in creating an enjoyable, professional, and productive learning atmosphere. Thus, the teacher's role as a facilitator is a key determinant in achieving optimal learning outcomes. The research also reveals that the use of active learning methods such as group discussions, contextual approaches, and interactive learning media has a positive effect on enhancing students' learning motivation. Teachers who are able to adapt their methods to the characteristics of their students tend to be more successful in creating an engaging learning environment, increasing classroom participation, fostering enthusiasm during lessons, and receiving positive feedback from students regarding the teaching methods used.

INTRODUCTION

Education can be defined as a conscious and systematic effort carried out intentionally to encourage, assist, and guide individuals in developing their full potential and transforming themselves from one level of quality to another. Through education, humans can grow and develop naturally and completely so that they are able to fulfill their duties as human beings.

In the educational process, various elements are needed to achieve learning objectives. One of the most essential human components in the teaching and learning

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process is the teacher, who plays a critical role in shaping potential human resources for development. Therefore, teachers are required to take an active role and position themselves as professional educators (Nata, 2016).

It must be honestly acknowledged that Islamic Religious Education (IRE) has not yet received adequate professional recognition, especially in public schools. Moreover, IRE is not included in the subjects tested in the National Final Examination, and its existence often receives less attention (Ramayulis, 1998). In principle, teachers are only responsible for implementing the teaching and learning process. However, they are also accountable for achieving competence through their instructional methods. Islamic Religious Education within the Islamic education system aims not only to transfer religious knowledge but also to cultivate deep understanding and practical application of religious teachings in society. Consequently, Islamic education contributes to the development of personality and moral integrity in achieving the desired educational goals.

In practice, learning tends to be material-oriented while neglecting learning objectives. Lesson delivery is often based on the teacher's knowledge rather than students' needs. Teaching methods and strategies are monotonous and one directional, without optimizing diverse learning resources to reach individual learners. The use of media and technology remains conventional and has not been fully integrated into the learning process, while assessment often focuses solely on outcomes rather than processes (Mulyasa, 2007).

Creating effective learning is not an easy task for most teachers, even for those with decades of teaching experience. This is because learning effectiveness is a complex process influenced by students' conditions, the learning environment, and the teacher's competence (Slameto, 2020). Effective teachers are active, maintain agility and interest, and ensure efficient classroom management. Classes and lessons must start and end punctually. Cognitive skill development can be achieved through responsive and strategic actions. Small class sizes, practical approaches, and academic orientation have all been shown to enhance achievement (Gagne, 2022).

A learning process that is not systematically designed cannot yield maximum results. Conversely, successful learning implementation depends on the extent to which lessons are well designed and planned (Sugiyono, 2009). However, not all teachers have the opportunity or capacity to do so, possibly due to additional workloads outside teaching

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duties, lack of sufficient knowledge to design lessons systematically, or overconfidence that mastery of content alone is sufficient without proper lesson design.

Such assumptions often affect teachers' confidence, leading some to teach without lesson plans (RPP), syllabi, or teaching contracts, and without adequate learning resources (Arikunto, 2008). Consequently, learning tends to rely on direct instruction, primarily lectures, which are often poorly controlled in terms of time management and content delivery.

Students' performance is often assumed to depend on innate abilities. However, studies have revealed otherwise background factors such as family education, economy, and social status play a more significant role (Whiterington, 1978). Interestingly, many high-achieving students come from low- or middle-income families. Their circumstances serve as motivation to improve their future lives.

An effective learning environment is a vital factor in supporting students' academic achievement. Educational institutions play the main role in creating such an environment. In schools, the key figures include the principal, teachers, and students. The principal's role is often indirect such as through policy making and defining the school's vision and mission while teachers play a direct role by interacting with students. The way teachers deliver material, facilitate understanding, and engage students is essential for achieving effective learning (Suyanto & Asep Jidan, 2013).

Teaching effectiveness is highly dependent on the selection of appropriate teaching methods that align with learning objectives (Sanajaya, 2016). Experienced teachers generally agree that selecting suitable teaching methods is critical for successful classroom instruction. To facilitate student competence, teachers must choose methods and media that correspond to the learning material.

Teachers hold a pivotal role in educational success. Their personality and attention strongly influence students' motivation to achieve (Winkel, 1996). Since each student exhibits different forms of attention, teachers need to understand these variations to effectively capture students' interest. The ability to manage attention is central to the educational process. Professional and competent teachers are capable of creating effective learning environments and improving learning outcomes. By providing appropriate attention, teachers can foster students' academic growth.

Teachers must develop a positive self image to gain students' trust and respect. This image is shaped by intrinsic motivation and the process of becoming an educator

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driven by a sense of vocation, love for children, and passion for knowledge (Hamka, 2011). Teachers with a positive self concept tend to act wisely, confidently, and responsibly toward students' development. They can manage emotions, facilitate learning, and continuously enhance their knowledge and sensitivity. Mastery of subject matter is also essential as it directly impacts student performance. Effective learning is active learning, in which students act as thinkers, explorers, and problem solvers. Such an environment can only be created by teachers who possess professionalism and a strong positive self-image.

Teacher effectiveness not only lies in selecting appropriate methods for different subjects but also in utilizing media and learning resources to support student learning. Students, as beneficiaries of the teaching process, must maintain high aspirations and motivation to achieve their goals. They must recognize the purpose of their learning and understand their responsibilities in shaping their future (Skinner, 1997).

Based on preliminary observations conducted at SD Negeri Buket Meutuah, it was found that the school applies specific educational methods to foster active student participation. These methods are highly beneficial for learners' development. SD Negeri Buket Meutuah, located in Buket Meutuah Village, Langsa City District, accepts students from various nearby villages who meet the school's enrollment requirements.

However, the teaching methods applied by teachers were found to be suboptimal, as evidenced by low student participation in class. Many students were passive, unenthusiastic, and bored due to monotonous and uninteractive instruction. The lack of innovation in media and student engagement hindered effective learning. Therefore, teachers need to enhance their competence in selecting and applying varied and engaging methods that align with students' characteristics (Huda & Erihdiana, 2021).

Students' motivation to learn varies some are genuinely interested, while others attend primarily to socialize. This poses a challenge for teachers to create effective learning environments. A lack of learning motivation often stems from students' insufficient preparedness. Hence, teachers must actively foster learning interest through emotional and academic encouragement, supportive approaches, engaging methods, and inclusive, enjoyable learning environments (Chaplin, 2004). In doing so, students are encouraged to learn not out of obligation but out of curiosity and intrinsic motivation derived from positive learning experiences.

Based on the above discussion, it can be concluded that teachers play a vital role in creating effective learning that attracts students' interest. Various challenges, such as low

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student participation, limited motivation, and inadequate teaching strategies, highlight the need for further research. Therefore, this study seeks to explore teachers' efforts in enhancing student achievement through the application of effective educational methods. This inquiry is presented in the form of a thesis entitled "*An Analysis of the Effectiveness of Educational Methods Applied by Teachers in Attracting Students' Learning Interest.*"

METHOD

This study employed a qualitative research approach, as it requires a deep and comprehensive understanding of the object being studied. The main objective was to find answers to the research problems, obtain data, analyze it, and draw conclusions within specific situational and contextual conditions (Moleong, 2020).

Qualitative research methods are used to study natural conditions where the researcher serves as the key instrument. Data collection techniques are conducted through triangulation (combined methods), data analysis is inductive, and the results emphasize meaning rather than generalization (Sugiyono, 2009). The object of qualitative research exists in a natural setting, which is not manipulated by the researcher, so the condition of the object before, during, and after research remains relatively unchanged.

According to Suharsimi Arikunto (2008), descriptive research does not aim to test hypotheses but rather to describe, explain, and interpret variables, phenomena, or conditions as they exist.

There were two primary data sources in this research. The first was *primary data*, obtained directly by the researcher from the main sources. This data included interview transcripts and observation notes from activities conducted at the research site. Informants in this study consisted of the principal and teachers. The principal acted as a central figure who directed and supervised all school activities, while teachers were responsible for imparting knowledge and interacting directly with students both inside and outside the classroom. Therefore, the researcher conducted interviews with both the principal and teachers to explore problems across various aspects of the school environment.

The second source was *secondary data*, which were obtained indirectly. These included previously available materials that the researcher accessed through reading, viewing, or listening such as written documents, reports, letters, and other sources relevant to the research context (Burhan, 2005).

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To gather accurate and relevant data, the researcher employed several data collection techniques, as this is the most strategic stage in research since the primary purpose of research is to obtain data (Rina Suryani Oktari et al., 2022). The techniques used were: a.) Observation : The researcher directly observed the research setting to study behaviors and activities of individuals involved in the school environment. This technique enabled the researcher to obtain factual and contextual information about the implementation of teaching methods and classroom dynamics, b) Interviews : The interview is a meeting between two parties to exchange information and ideas through a question-and-answer process to construct meaning on specific topics (Faninda, 2019). Interviews were conducted with the principal and teachers to gather in-depth information on the strategies used in attracting students' learning interest and on the challenges faced during the learning process, c) Documentation : This technique was used to collect data and information in the form of written records, photographs, and other relevant materials related to the research problem. Documentation served as a complementary method to strengthen the data obtained from observations and interviews (Oktari et al., 2022).

The collected data were then analyzed inductively to identify patterns, themes, and relationships between variables. Through this approach, the researcher was able to provide an in-depth description of teachers' effectiveness in applying educational methods to enhance students' learning interest at SD Negeri Buket Meutuah.

FINDINGS AND DISCUSSION

A. Methods Used by Islamic Religious Education Teachers at SD Negeri Buket Meutuah to Attract Students' Learning Interest

Teachers, as professional educators and facilitators in the learning process, play a critical role in improving the quality of education. Therefore, it is essential for teachers to make continuous efforts to enhance learning effectiveness so that educational objectives can be achieved optimally (Suyanto & Asep Jidan, 2013).

In the effort to improve learning quality in every educational institution, teachers occupy a central position. Based on interviews with several educators, the following findings were obtained regarding teachers' efforts to increase students' interest and academic performance:

1. Providing Motivation; According to the interview with Mrs. Rosmani, S.Pd.I, the principal of SD Negeri Buket Meutuah, motivation is one of the key factors

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determining learning effectiveness. Motivation functions as both a driving and attracting force that directs behavior toward specific goals (Winkel, 1996). Students will engage in learning more seriously when they possess strong motivation. Therefore, teachers must develop the ability to enhance students' learning motivation. Teachers' skill in capturing and sustaining students' attention during the teaching process is the core of effective education.

2. **Providing Guidance;** Another important effort identified through an interview with Mrs. Dewi, S.Pd.I, is guidance. Guidance in the educational process refers to assisting students in understanding themselves and their environment, making appropriate decisions, and developing their potential optimally (Hamka, 2011). At SD Negeri Buket Meutuah, teachers provide continuous support to help students deal with personal and academic challenges, fostering self-reliance and emotional well being.
3. **Implementing the Teaching Process Effectively;** Mrs. Rohamah, S.Pd., explained that the learning process represents the core of education. The teacher's ability to design and manage this process determines the success of teaching. The process includes initiating lessons, presenting material, applying appropriate teaching methods, using teaching aids, managing classrooms, and closing lessons effectively (Sanajaya, 2019).
4. **Evaluating Students' Learning Outcomes;** According to Mrs. Syamsiah, S.Pd.I, evaluation is a continuous process used to measure the degree to which students achieve learning objectives. Evaluation is not limited to the end of instruction but occurs throughout the teaching process (Arikunto, 2008). It aims to provide information that helps teachers improve the quality of teaching and adjust future instructional strategies.

In summary, evaluation is an ongoing process that allows teachers to determine the level of teaching progress and identify actions needed to enhance learning outcomes in the future.

B. Teachers' Effectiveness in Applying Educational Methods to Attract Students' Learning Interest at SD Negeri Buket Meutuah

Based on the findings from interviews with Mrs. Rosmani, S.Pd.I, and other teachers, both teachers and students at SD Negeri Buket Meutuah demonstrate distinct effectiveness and innovation in learning activities. Teachers strive to create engaging learning

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environments through diverse methods, such as using visual media, thematic learning, and contextual approaches related to students' daily experiences (Huda & Erihdiana, 2021).

Students, in turn, respond positively by becoming more active in class discussions, asking questions, and participating in group activities. The innovations implemented by teachers not only increase students' interest in learning but also boost their self-confidence and independence. These findings indicate that the effectiveness of teaching methods depends largely on teachers' understanding of students' characteristics and their flexibility in choosing appropriate strategies. Moreover, the support of the school environment and parental involvement play a vital role in the success of these methods (Mabrur, 2023).

Teachers should also utilize available learning resources creatively and economically. For example, teachers and students can use objects found in the classroom or school environment such as used boxes, papers, and toys as instructional materials. With creativity and innovation, these unused items can be transformed into valuable learning resources.

In addition, the surrounding environment can serve as a meaningful learning resource. Students do not need to go far or incur expenses to learn from nature and their surroundings. The large schoolyard of SD Negeri Buket Meutuah, for example, provides ample opportunities to integrate outdoor activities into lessons, making learning more engaging and contextually relevant (Moleong, 2020).

Another important resource that requires optimal management is the school library. Many school libraries are not yet functioning as true learning resource centers but rather serve only as book storage spaces. Ideally, the library should be a central hub for knowledge and information, providing printed, electronic, and audiovisual materials for all learners and educators (Rachman, 1993). It should also promote reading habits and foster students' independent learning.

The concept of a Learning Resource Center transforms libraries from mere book repositories into integrated information environments that include both print and non-print materials, such as recordings, video disks, and even computers connected to the internet (Williams, 1995). In this way, libraries function as centers for education, learning, and research, motivating students to read and use them as primary learning resources.

C. Narrative Evidence of Teaching Effectiveness

Interviews with several teachers at SD Negeri Buket Meutuah revealed that the school's vision, mission, and educational goals have been consistently implemented,

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showing measurable effectiveness in improving learning quality. The evidence can be categorized into the following aspects:

1. Improvement of Students' Motivation; As noted by Mrs. Dewi, S.Pd.I, teachers actively motivate students through personal approaches, rewards, and engaging learning activities. This has directly enhanced students' enthusiasm and desire to excel in their studies.
2. Continuous Guidance and Mentorship; Teachers at SD Negeri Buket Meutuah not only deliver material but also act as mentors who understand each student's personality and learning needs. This approach helps students identify their strengths, overcome difficulties, and develop self confidence, which positively impacts both academic and social performance.
3. Structured Learning Implementation; As explained by Mrs. Rohamah, S.Pd., teachers conduct learning in a well organized manner from lesson openings, material delivery, media utilization, to reflective closing sessions. Such structured planning allows students to understand the material more thoroughly and effectively.
4. Comprehensive and Ongoing Evaluation; According to Mrs. Syamsiah, S.Pd.I, evaluations are conducted not only after lessons but continuously throughout the learning process. These evaluations use multiple instruments to measure comprehension and progress, serving as a foundation for improving instructional strategies in the future.

These findings demonstrate that the school's vision and mission are not merely theoretical but are operationalized through teachers' daily practices. The effectiveness of these strategies is evident from students' behavioral improvements, enthusiasm, and academic progress. SD Negeri Buket Meutuah has successfully built a learning culture that is adaptive, student-centered, and holistic, emphasizing cognitive, emotional, and social growth.

The effectiveness of teaching methods implemented by teachers significantly contributes to improving students' learning motivation and academic quality. This is inseparable from teachers' awareness and commitment to their roles as educators, mentors, and motivators (Surya, 2022). Teachers at SD Negeri Buket Meutuah demonstrate an understanding of students' needs and characteristics by combining conventional and modern learning approaches.

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Their strategies include the use of visual media, contextual methods, and thematic learning approaches that are both engaging and relevant to students' daily lives. These efforts have successfully increased active student participation in class, including group discussions, questioning, and sharing opinions. Motivation also plays a vital role; teachers' encouragement and emotional support have fostered students' confidence and enthusiasm for continuous learning.

The study also found that SD Negeri Buket Meutuah possesses adequate infrastructure, such as classrooms, a library, and prayer facilities. However, the management of learning resources, particularly the library, needs further improvement to function optimally as a learning hub. Utilizing the environment and recycled materials as educational media reflects teachers' creativity and the school's commitment to resource based learning.

Overall, the research shows that the school's educational vision and mission have been successfully realized in daily teaching practices. Teachers have managed to transform these ideals into real pedagogical actions that enhance students' motivation, academic performance, and moral development. The findings reaffirm that educational success is not solely determined by curriculum design but by teachers' creativity, professionalism, and dedication (Saputra, 2020).

Thus, it can be concluded that SD Negeri Buket Meutuah has developed an adaptive and innovative educational ecosystem centered on students' holistic needs. The effectiveness of teachers' methods has been proven not only in academic outcomes but also in shaping students' positive attitudes, learning independence, and social responsibility.

CONCLUSION

The Islamic Religious Education teachers at SD Negeri Buket Meutuah, East Langsa District, have implemented various teaching methods to attract students' interest in learning. These methods include:

1. Lecture and Question-Answer Method; Teachers deliver material directly while involving students through interactive questioning to ensure comprehension.
2. Storytelling Method; This method uses moral and inspirational stories from the lives of prophets and companions to convey religious and ethical values engagingly and meaningfully.

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3. Demonstration and Practice Method; Teachers encourage students to directly practice religious activities such as ablution and prayer to enhance their understanding through concrete experience.
4. Audio Visual Learning Media; Teachers use Islamic animation videos and educational songs to attract students' attention and improve retention of learning material.
5. Contextual and Learning Through Play Approach; Teachers relate lesson materials to daily life situations and incorporate educational games into classroom activities to make learning more enjoyable and meaningful.

The effectiveness of these methods in increasing students' learning motivation and achievement at SD Negeri Buket Meutuah has been well demonstrated. The results show that the implemented strategies have significantly improved several indicators of learning success:

1. Increased Student Activeness.

Students became more engaged in classroom interactions, asking and answering questions, and participating in discussions.

2. Better Understanding of Learning Material.

Students found it easier to grasp lesson content because the methods were tailored to their developmental level and learning styles.

3. Higher Enthusiasm and Attendance.

Students demonstrated high enthusiasm and consistent attendance during Islamic Religious Education classes.

4. Application of Religious Values in Daily Life.

The applied teaching methods effectively encouraged students to practice religious values such as praying before studying, being honest, and maintaining cleanliness in their daily routines.

Therefore, it can be concluded that the Islamic Religious Education teachers at SD Negeri Buket Meutuah have successfully employed varied, creative, and student-centered teaching methods that are well aligned with students' characteristics and learning needs. These methods have been proven effective not only in attracting students' interest in learning but also in improving comprehension, fostering enthusiasm, and strengthening the application of Islamic values in their everyday lives.

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