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THE INFLUENCE OF TEACHER TEACHING STYLE, LEARNING ENVIRONMENT AND INTEREST IN LEARNING ON STUDENTS' MOTIVATION AND LEARNING OUTCOMES

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Abstract

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Learning outcomes are a crucial aspect of any learning process. Various factors, both internal and external, can affect student learning outcomes. This study aims to analyse the effect of teacher teaching style, learning environment, and interest in learning on motivation and learning outcomes of students in grades X, XI, and XII at SMA Negeri 1 Barumon and SMA Negeri 1 Sosa. The research was conducted from February to June 2023 with a descriptive quantitative approach. The data collection techniques used included questionnaires and documentation. A total of 90 students were selected as respondents through *simple random sampling* technique. Data analysis was conducted using variance-based *Structural Equation Modeling* (SEM) with the help of SmartPLS 3.0 software. The results showed that directly, the teacher's teaching style, learning environment, and learning interest affect learning outcomes through the mediating role of learning motivation. However, learning motivation does not have a direct effect on learning outcomes. Learning environment and learning interest were shown to influence learning outcomes through increasing learning motivation. This finding indicates that the right teacher teaching style that suits students' needs, a conducive learning environment, and high interest in learning can increase learning motivation, which in turn has a positive impact on student learning outcomes. The implications of this study emphasise the importance of improving the quality of teachers' teaching styles, creating a supportive learning environment, and developing students' interest in learning as strategies to encourage motivation and achieve optimal learning outcomes.

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INTRODUCTION

A developed country is marked, among others, by its high quality of human resources. The quality of human resources is not obtained instantly, but through a continuous educational process from birth to the end of life. This continuous process is called education. The success of a nation in the field of education is the main indicator in distinguishing between developed and developing countries. Education is a fundamental key in producing superior and competitive human resources, so that they can compete globally (Setyorini, 2021).

Education has a very strategic role in improving the quality of human resources and supporting the achievement of the ideals of the Indonesian nation in realising the welfare that is expected together. Law No. 20/2003 on the National Education System states that the purpose of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Education not only functions as a means of transferring knowledge, but also as a vehicle for the formation of character and a complete personality in students.

One of the strategic efforts in improving human resource potential is through improving the quality of education. The progress of a country is highly dependent on the quality of its human resources (Alawiyah, 2020). Therefore, education plays a crucial role in driving the nation's progress. The low awareness of teachers in developing their own potential has a significant impact on student learning outcomes. In this context, it is not the subject matter that is boring, but the way of delivery by teachers that is less interesting, thus reducing students' interest in learning.

Interesting and interactive learning delivery is believed to be able to arouse students' enthusiasm for learning (Anwar, 2020). However, in practice, many teachers are still not optimal in carrying out their professional roles. This is reflected in classroom conditions that show a lack of student attention, a noisy atmosphere, and a low level of student involvement in completing tasks. This phenomenon indicates the need to improve teachers' pedagogic competence and professionalism in the learning process.

The sense of boredom and boredom experienced by students has an impact on reducing their motivation and learning outcomes. This condition is in line with the survey results from The Third International Mathematics and Science Study - Report (TIMSS-R) which shows that the learning outcomes of students in Indonesia are still at a low level. Based on data from the World Population Review, Indonesia ranks 54th out of 78 countries in learning outcomes (<https://worldpopulationreview.com>).

Learner learning outcomes are influenced by various factors which can generally be classified into two, namely internal factors and external factors. Internal factors include aspects that come from within learners, such as ability, interest, talent and motivation. Meanwhile, external factors include things that come from outside the learners, including discipline, teacher teaching style, learning environment, social, cultural and political conditions, and the quality of interaction between teachers and learners (Nasrah, 2020).

Of these various factors, the teacher's teaching style, learning environment, learning interest, and learning motivation are the main focus in this study. This is based on the assumption that

the main key to the success of the teaching-learning process lies in the role of the teacher in delivering learning materials effectively and interestingly.

The teacher's teaching style reflects the personality of each individual educator. This personality tends to be difficult to change because it has been formed since birth. Atma (2021) states that the teacher's teaching style greatly influences student motivation and learning outcomes. Teachers who present subject matter in an interesting way can arouse students' enthusiasm and motivation to learn, which in turn has a positive impact on their learning outcomes. The same thing was also conveyed by Cahaya (2020) who asserted that the teacher's teaching style affects student learning motivation, because the use of a good teaching style will make students feel happy, interested, and actively involved in the learning process. Thus, the teacher's teaching style is one of the important factors that can improve students' motivation and learning outcomes.

In addition to teaching style, the learning environment also plays a significant role. Teachers need to note that the achievement of learning outcomes and motivation does not only depend on teaching methods, but also on external factors such as a conducive learning environment. Damanik (2019) emphasises that the learning environment is one of the important external drivers in improving student learning outcomes and motivation. An unsupportive learning environment can lead to a decrease in learning outcomes, while a conducive environment will actually encourage increased student achievement (Setyorini, 2021). Therefore, a good learning environment is one of the determining factors for the success of the educational process.

On the other hand, intrinsic factors such as interest in learning cannot be ignored. Efforts to improve learning outcomes and motivation will not be effective if only focussed on one of the factors. Once the teaching style and learning environment are improved, increasing students' interest in learning becomes the next important element. High learning interest can trigger learning motivation and have a positive impact on learning outcomes. Pratama (2021) stated that feelings of pleasure, interest, and active involvement in learning are manifestations of student learning interest. Meanwhile, Ningsih et al. (2019) revealed that high learning interest has a direct influence on improving learning outcomes. Therefore, the combination of teaching style, learning environment, and learning interest has an important role in improving students' motivation and learning outcomes.

Various studies have revealed the relationship between teacher teaching style, learning environment, and interest in learning with student motivation and learning outcomes. However, studies that comprehensively analyse the influence of these three variables on motivation and learning outcomes are still relatively limited. Atma (2021) suggests that there is a significant relationship between teacher teaching style, learning motivation, and student learning achievement. This statement is reinforced by Bilqolam (2022), which shows that teacher teaching style has a significant effect on student learning motivation. In contrast, (Sitorus, 2020) research found that teachers' teaching style has no direct influence on learning outcomes, although learning motivation still plays an important role. Indrawati (2019) also emphasises that student learning outcomes are strongly influenced by the level of motivation and interest in learning. Students who feel happy, interested and engaged in the learning process tend to show improvements in their learning outcomes.

It can be understood that teacher teaching style, learning environment and interest in learning are crucial factors that directly or indirectly influence students' motivation and learning

outcomes. Further study of the relationship between these variables is important for formulating strategies to improve the overall quality of education.

According to Pahriji (2021), students' learning motivation is influenced by the conditions of the learning environment they experience. Research conducted by Nurdianti & Farman (2021) also shows that interest in learning and the learning environment has a significant influence on learning outcomes. In line with these findings, research conducted by Damanik (2019) revealed that there is a significant influence between the learning environment on student learning outcomes. Meanwhile, Sarnoto & Romli, (2019) stated that there is a significant relationship between the learning environment and student learning motivation. Azma (2019) also strengthened previous findings by stating that both the learning environment and interest in learning significantly affect student learning motivation.

The various results of these studies show differences in findings related to the variables studied, especially in terms of the influence of teacher teaching style, learning environment, and learning interest on student motivation and learning outcomes. This difference in findings is the basis for the need to conduct repeat research to strengthen and clarify the relationship between these variables in different contexts.

Although many studies show that students' learning motivation and learning outcomes can be influenced by teachers' teaching style, learning environment, and interest in learning, there are still few studies that comprehensively examine the effect of these three variables on motivation and learning outcomes simultaneously. Atma (2021) found that there is a significant relationship between teacher teaching style, learning motivation, and student learning achievement. It is also known that teacher teaching style has a significant effect on student learning motivation. However, this result is different from Alim's (2019) findings, which show that teacher teaching style does not have a significant effect on learning outcomes, despite having a relationship with learning motivation. Indrawati (2019) added that learning motivation is one of the important factors that influence learning outcomes. When students have high learning motivation - characterised by feelings of enjoyment, interest and active involvement in the learning process - then their learning outcomes tend to improve.

The novelty of this study lies in its approach that combines various variables simultaneously, as well as in its focus on two groups of factors that influence learning outcomes, namely internal factors (from within students) and external factors (from outside students). Most previous studies tend to discuss one of the factors separately, so this study is expected to make a more comprehensive contribution to the understanding of the determinants of student learning outcomes.

METHODS

This type of research is quantitative research with an associative approach that aims to determine the causal relationship between the independent variables (teacher teaching style, learning environment, and learning interest) on the intermediate variable (learning motivation) and the dependent variable (learning outcomes). This research was conducted at SMA Negeri 1 Barumon, with the implementation time span from February to June 2023. The population in this study amounted to 121 students, and through random sampling technique, 90 students were determined as samples consisting of X, XI, and XII grade students from two schools. The data collection technique used was a closed questionnaire with a Likert scale and documentation as

supporting data.

Data analysis in this study was carried out in two stages, namely descriptive analysis to determine the general trend of the data, and variance-based Partial Least Square (PLS) model analysis using the SmartPLS 3.0 application. In model testing, there are two types of models tested, namely the outer model and inner model. The outer model is used to test the convergent validity, discriminant validity, and composite reliability of the indicators on each construct.

Meanwhile, the inner model is used to test the relationship between latent variables through analysis of the R-squared, Q-squared values, as well as hypothesis testing through the path coefficient value and its significance. This approach was chosen because it is able to accommodate complex models with a relatively large number of indicators and medium-sized samples.

FINDINGS

After data was collected from 90 respondents through a questionnaire consisting of 41 questions, the next step was to test the validity of each indicator of each research variable. The results of this validity test are presented in detail in Table 1 below:

Table 1

Outer Model Composite Reliability

Variable	<i>Composite Reliability</i>
Teaching Style	0.932
Learning Environment	0.895
Learning Interests	0.914
Learning Motivation	0.938
Learning Outcomes	1.000

Source: SmartPLS 3 Processed Data (2023)

Based on Table 1, it can be seen that the *Composite Reliability* value of all research variables is above 0.70. These results indicate that each variable has met the *Composite Reliability* so it can be concluded that all variables have a good level of reliability. To strengthen this data, you can see the Cronbach alpha value. This can be seen in Table 2 below:

Table 2

Outer Model Cronbach's Alpha

Variable	<i>Cronbach's Alpha</i>
Teaching Style	0.919
Learning Environment	0.868
Learning Interests	0.891
Learning Motivation	0.927
Learning Outcomes	1.000

Source: SmartPLS 3 Processed Data (2023)

Based on Table 2, it can be seen that the Cronbach Alpha value of each research variable is > 0.60. Thus, these results can show that each research variable has met the requirements of the Cronbach Alpha value, so it can be concluded that all variables have a good level of reliability.

Furthermore, hypothesis testing using the inner model, this test can be started by looking at Figure 1 Bootstrapping values as follows:

Figure 1.

Inner Model-Bootstrapping Values

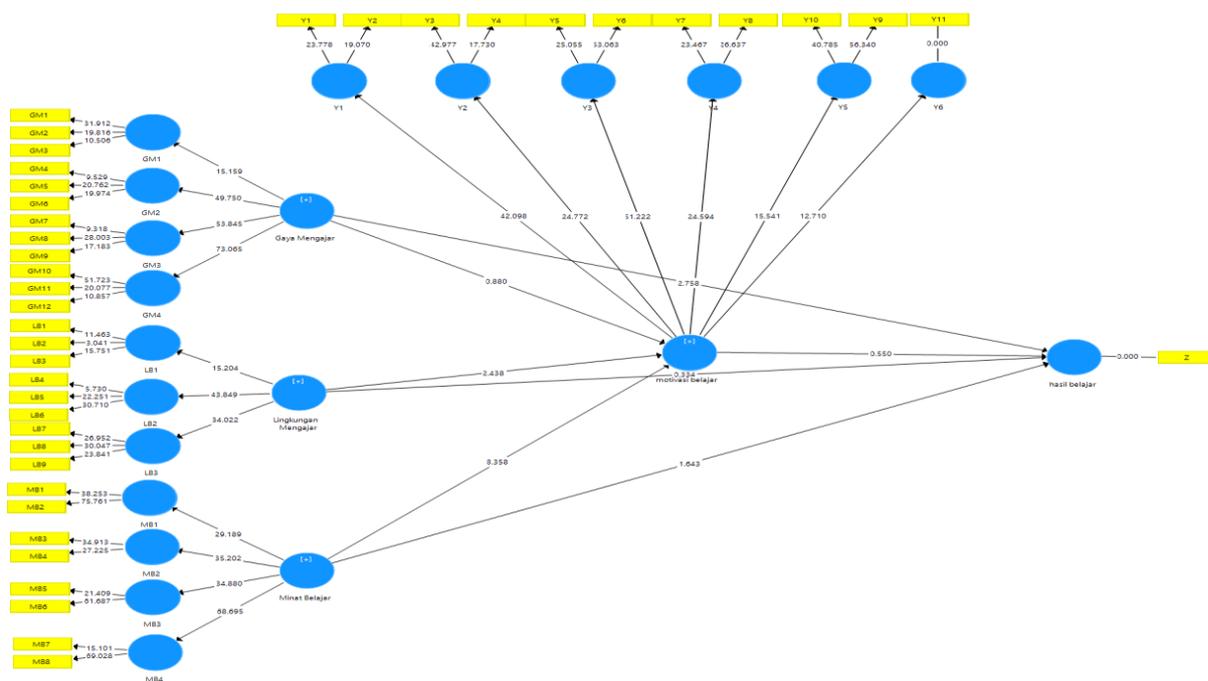


Figure 1 shows the results that can be used to answer the research hypothesis. Hypothesis testing in this study was carried out by looking at the T-Statistics value and the P-Value. The research hypothesis can be declared accepted if the P-Values value < 0.05.

Direct Effect

The results of hypothesis testing can be seen directly in Table 3 below:

Table 3

Direct Hypothesis Test

Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STADEV)	T-Statistic	P-Value
Teaching Style -> Learning Outcomes	0.310	0.303	0.101	3.079	0.002
Learning Environment -> Learning Outcomes	0.077	0.113	0.232	5.186	0.000



Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STADEV)	T-Statistic	P-Value
Learning Interest -> Learning Outcomes	0.327	0.314	0.207	9.521	0.000
Teaching style -> Learning motivation	0.249	0.249	0.021	11.940	0.000
Learning Environment -> Learning Motivation	0.443	0.440	0.036	12.362	0.000
Learning Interest -> Learning Motivation	0.214	0.215	0.016	13.786	0.000

Source: SmartPLS 3 Processed Data (2023)

The Effect of Teacher Teaching Style on Learning Outcomes

The results of the calculation through SmartPLS 3, the variable of teacher teaching style on learning outcomes can be seen based on Table 3. Hypothesis testing directly shows that the variable of teacher teaching style on learning outcomes has a significance level of 0.002 smaller than 0.05 and a t table value < t count ($1.66 < 3.079$). The parameter coefficient value is 0.310. Thus, it can be concluded that the hypothesis is accepted (H1), meaning that the teacher's teaching style has a positive and significant effect on learning outcomes. This implies that the better the student's learning environment, the higher the likelihood of learning outcomes.

The Effect of Learning Environment on Learning Outcomes

Based on SmartPLS 3.0 calculations, the learning environment variable on learning outcomes can be seen in Table 3. Hypothesis testing directly shows that the learning environment variable on learning outcomes has a significance level of 0.000 smaller than 0.05 and a t table value < t count ($1.66 < 5.186$). The parameter coefficient value is 0.077. Thus, it can be concluded that the hypothesis is accepted (H2), meaning that the student learning environment has a positive and significant effect on learning outcomes. This implies that the better the student learning environment, the better the learning outcomes.

The Effect of Learning Interest on Learning Outcomes

From the results of the SmartPLS 3 calculation, it is known that the student learning interest variable on learning outcomes can be seen in Table 3. Direct hypothesis testing shows that the learning interest variable on learning outcomes has a significance level of 0.000 which means it is smaller than 0.05 and the t table value < t count ($1.66 < 9.521$) then the parameter coefficient value is 0.327. It can be concluded that the hypothesis is accepted (H3), meaning that interest in learning has a positive and significant effect on learning outcomes. This implies that the higher the student's interest in learning, the greater the learning outcomes.

The Effect of Teacher Teaching Style on Learning Motivation

The variable of teacher teaching style on learning motivation based on the calculation results shown in Table 3. Direct hypothesis testing shows that the teaching style variable on motivation has a significance level of 0.000 which is smaller than 0.05 and the t table value < t count (1.66

< 11.940), the parameter coefficient value of 0.249. So, it can be concluded that the hypothesis is accepted (H4), meaning that the teacher's teaching style has a positive and significant effect on learning motivation. This implies that the better the teacher's teaching style, the more students' learning motivation will increase.

The Effect of Learning Environment on Learning Motivation

The results of the calculation through SmartPLS 3, the learning environment variable on learning motivation can be seen in Table 3. Direct hypothesis testing shows that the learning environment variable on learning motivation has a significance level of 0.000 smaller than 0.05 and a t table value $< t = (1.66 < 12.362)$, the parameter coefficient value is 0.443. So, it can be concluded that the hypothesis is accepted (H5), meaning that the learning environment has a positive and significant influence on learning motivation. This implies that the better the student's learning environment, the greater the learning motivation.

The Effect of Learning Interest on Learning Motivation

It is known from the results of the calculation of the learning interest variable on learning motivation seen in Table 3 that the direct hypothesis test shows the learning interest variable on learning motivation has a significance value of 0.000 which is smaller than 0.05 and a t table value $< t$ count $(1.66 < 13.768)$, the parameter coefficient value is 0.214. It can be concluded that the hypothesis is accepted (H6), meaning that learning interest has a positive and significant effect on learning motivation. This implies that the higher a student's interest in learning, the more his/her learning motivation will increase.

Indirect Effect

The following are the results of indirect hypothesis testing in Table 4 as follows:

Table 4

Indirect Hypothesis Testing

Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STADEV)	T-Statistic	P-Value
Teaching style -> learning motivation -> learning outcomes	-0.066	-0,061	0.081	0.822	0.546
Learning environment -> learning motivation -> learning outcomes	0.254	0.246	0.106	2.404	0.017
Learning interest -> learning motivation -> learning outcomes	0.723	0.727	0.086	8.452	0.000

Source: SmartPLs 3 Processed Data (2023)

The Effect of Teacher Teaching Style Through Learning Motivation on Learning Outcomes

The results of the calculation via SmartPLS 3 variables of teacher teaching style through motivation to learning outcomes can be seen in Table 4. Indirect hypothesis testing shows that the variable of teacher teaching style through motivation on learning outcomes has a value of 0.546 greater than 0.05 and a t table value $>$ t count ($1.66 > 0.822$) the parameter coefficient value is -0.066. It can be concluded that the hypothesis is rejected (H7), meaning that the teacher's teaching style through learning motivation has no indirect effect on learning outcomes. Then to see the intervening value, it can be compared in both Tables 3 and 4 above in the original sample column, where previously there was an intervening variable in the original sample in direct hypothesis testing the dependent variable still made a positive contribution but after the original sample intervening variable in indirect hypothesis testing it turned negative. This means that the intervening variable has no indirect effect on the learning outcome variable.

The Effect of Learning Environment Through Learning Motivation on Learning Outcomes

The results of the calculation through SmartPLS 3 learning environment variables through motivation to learning outcomes are shown in Table 4. Indirect hypothesis testing shows that the learning environment variable through learning motivation has a significance value of 0.017 smaller than 0.05 and a t table value $<$ t count ($1.66 < 2.404$), the parameter coefficient value is 0.254. So, it can be concluded that the hypothesis is accepted (H8), meaning that there is a positive and significant influence between learning environment variables through motivation on learning outcomes. This implies that the better the learning environment of students through good learning motivation will be able to improve their learning outcomes.

The Effect of Interest in Learning Through Learning Motivation on Learning Outcomes

Based on the results of calculations through SmartPLS 3, the variable of interest in learning through motivation on learning outcomes is shown in Table 4. The indirect hypothesis test shows that the learning interest variable through motivation has a significance value of 0.000 which is smaller than 0.05 and the t table value $<$ t count ($1.66 < 8.425$), the parameter coefficient value is 0.723. So, it can be concluded that the hypothesis is accepted (H9), meaning that there is a positive and significant influence between learning interest variables through learning motivation on learning outcomes. This implies that the higher the student's interest in learning through learning motivation, the higher the student's learning outcomes.

DISCUSSION

The results of this study provide strong evidence that a teacher's teaching style significantly influences student learning outcomes among public high school students in Barumon Sosa District. The better the teaching approach applied by the teacher, the higher the students' academic achievement. This suggests that teachers who are capable of adjusting their instructional strategies to align with the learning styles of students—whether through classical, technology-based, personalized, or interactive teaching—can foster more effective and enjoyable learning environments. A flexible and student-centered approach allows for greater engagement, which translates into improved academic performance. Teachers who collaborate,

reflect on their teaching practices, and adapt their methods to meet learners' needs contribute meaningfully to the development of student potential.

These findings are in line with those of Bilqolam (2022), who emphasized that teaching style is a critical factor in the success of the learning process. Teaching styles that are well-prepared and matched to student characteristics can enhance learning, while poorly aligned styles may hinder achievement. Similarly, Nuraini (2020) noted that a good teaching style enables teachers to align their delivery methods with students' learning preferences, thus increasing comprehension and retention. Anwar (2020) also stressed that teachers must not only act as instructors but also as mentors and facilitators, and this multi-faceted role can only be fulfilled through an intentional and responsive teaching approach. Therefore, the effectiveness of a teaching style lies not merely in the method itself but in the teacher's ability to apply it meaningfully.

Another factor that significantly impacts learning outcomes is the learning environment. This research confirms that students perform better when the learning environment is supportive, safe, and resource-rich. A conducive environment encompasses not only physical facilities such as adequate classrooms and learning materials, but also emotional and social elements, including parental support and a motivating peer group. When students feel safe, supported, and encouraged—both at school and at home—they are more likely to be attentive and motivated in their studies.

The importance of the learning environment is widely supported in previous literature. Azma (2019) and Pahriji (2021) highlight that the student's surroundings—family, school, and community—exert a strong influence on their academic engagement. A nurturing environment provides the foundation upon which motivation and achievement are built. Likewise, Prantauwati (2021) emphasized the interconnectedness of family, school, and peer environments in shaping students' academic behavior. Hence, cooperation between parents, teachers, and communities is crucial in creating holistic support systems for learners.

In addition to teaching style and environment, students' interest in learning plays a pivotal role in determining academic success. The study demonstrates a clear link between interest and learning outcomes. When students experience joy, focus, and involvement in the learning process, they are more likely to persist in challenging tasks and achieve better results. This aligns with Sirait's (2016) view that genuine interest sustains motivation and concentration, enabling deeper learning. Interest nurtures intrinsic motivation, making learners more resilient and willing to engage.

Hudayani (2020) and Laras (2019) further confirm that students with a high level of interest are more self-driven, curious, and consistent in their academic efforts. Harefa (2023) describes interest as an internal driver that leads to active contribution and emotional investment in the learning process. Thus, cultivating interest through relevant, meaningful, and stimulating learning experiences should be a key priority for educators. Interest is not static—it can be influenced by instructional quality and the learning atmosphere. A teacher's sensitivity to student preferences and learning readiness can help foster this crucial element of academic success.

Interestingly, this study also examined indirect relationships through learning motivation. It was found that the teacher's teaching style did not significantly influence learning outcomes

through the mediation of learning motivation. This suggests that while teaching style directly affects learning outcomes, its ability to stimulate motivation strong enough to mediate this relationship may be limited in the context of this study. One possible explanation is the dominance of traditional, lecture-based methods still being practiced, which may not adequately activate students' internal drive. This supports Firman's (2021) findings and contrasts with Atma's (2021) claim that motivational mediation plays a substantial role. Therefore, refining pedagogical practices to not only deliver content effectively but also inspire students could be a potential area for development.

On the other hand, the learning environment was found to indirectly influence learning outcomes through learning motivation. This underscores the importance of both external conditions and internal states in shaping academic performance. When students are placed in a positive, structured, and encouraging environment, their internal motivation to learn increases, which in turn enhances their academic results. These findings corroborate Pratama (2021), Samoiri (2023) and Azma (2019), all of whom acknowledged the dynamic interplay between context, motivation, and achievement.

Similarly, the study affirms that interest in learning indirectly affects learning outcomes through learning motivation. Students who are genuinely interested in a subject are more likely to be motivated, and this motivation serves as a bridge to better learning outcomes. Silfitrah (2020) and Waluya (2019) found that interest and motivation are mutually reinforcing factors that enhance student performance. When students are emotionally engaged in learning, they tend to work harder, persist longer, and experience greater satisfaction in their accomplishments.

In summary, this research highlights the multifaceted nature of learning outcomes. Direct effects from teaching style, learning environment, and interest are evident, but so are the more nuanced, indirect effects mediated by motivation. The interplay of these variables illustrates the complexity of educational success and emphasizes the need for comprehensive, student-centered approaches. For educators, the findings call for continuous reflection on teaching practices, proactive cultivation of learning environments, and deliberate efforts to nurture student interest—all of which converge to support meaningful and lasting learning.

CONCLUSIONS

Based on the results of the study, it can be concluded that the teacher's teaching style, learning environment and interest in learning affect motivation and learning outcomes. Some of these influences are direct and indirect. The implication of this research is that teachers should look at the condition of their students in learning so that teachers can adjust their teaching style to the learning style of students which might increase student motivation and learning outcomes. Then the teacher must also be able to create a conducive learning environment, because if the learning environment is conducive then students can learn calmly and serenely. Finally, the teacher must be able to deliver the subject matter as interesting as possible so that students have interest and motivation to learn which ultimately has an impact on students who have good learning outcomes.

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