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The Influence of a Teacher's Classical Teaching Style on Student Learning Engagement in Grade V Elementary School Classes

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Abstract

Active learning is one of the important aspects in learning Christian Religious Education (PAK). Students are not only expected to listen to the teacher's explanation, but also to be involved in learning activities, such as doing assignments, asking questions, expressing opinions, and seeking information. In this case, the classical teaching style places the teacher as the center of material delivery so that student involvement needs attention. This study aims to determine the influence of teachers' classical teaching style on student learning activity in PAK learning in grade V of SDN 4 Palangka and measure the magnitude of this influence. This study uses a quantitative approach with a non-experimental design. Respondents of the research were students in grade V of SDN 4 Palangka. Data were collected through a Likert scale questionnaire and documentation. Furthermore, data were analyzed using descriptive statistics, residual normality test, simple linear regression, t-test, and determination coefficient with the help of IBM SPSS Statistics 27. The results showed that the teacher's classical teaching style obtained an average score of 3.88 per item, while the student's learning activity obtained an average score of 3.86 per item. Both variables are included in the high category. The results of the t-test showed a calculated t-value of 5.871 with a significance value of less than 0.001. These results show that the teacher's classical teaching style has a positive and significant statistical influence on student learning activity. Meanwhile, the determination coefficient value (R Square) of 0.552 shows that the regression model is able to explain 55.2% of the variation in student learning activity scores. The remaining 44.8% cannot be explained by this research model. Thus, there is a positive and significant predictive relationship between teachers' classical teaching styles and students' learning activity in PAK learning in grade V of SDN 4 Palangka.

Keywords Activeness of Learning, Christian Religious Education, Classical Teaching Style, Grade V Students.

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INTRODUCTION

Education is an important part of the formation of quality human resources who are able to be competitive in facing the demands of the times, and can contribute to advancing the nation and state. The learning activities carried out are not only limited to the delivery of knowledge from educators to students, but also include the formation of attitudes, values, and competencies needed in daily life (Purbarini 2024). In the context of learning carried out in

schools, student activity is an important indicator of the success of a learning process.

This reflects the direct involvement of students in understanding the material and the formation of independent learning. Without optimal activeness, learning goals are difficult to achieve optimally even though the material that has been delivered is arranged in such a way by the teacher. Therefore, understanding and analyzing student learning activity is important in an effort to improve the quality of education at each level.

Student learning activity can be understood as a condition where students are fully involved in every stage of learning both physically, emotionally, and mentally. Physical and mental involvement means that the behavior of doing and thinking is a series that cannot be separated from their involvement in answering, asking questions, writing, reading, discussing, and paying attention to the teacher's explanations (Sardiman 2021). Thus, student learning activity cannot be seen as an additional element in the learning process but also an important part of creating a meaningful and quality learning experience (Hafid 2025).

However, in practice, there is still a one-way learning process, where the teacher plays a more dominant role in explaining the material while the students themselves only listen without being actively involved in learning. This condition shows that the teacher's approach and teaching style have an important role in shaping student activity. The classical teaching style is a learning pattern characterized by the teacher's dominance in delivering material, the use of the lecture method, and the lack of two-way interaction between teachers and students. If applied without a variety of interesting learning methods and media, it is suspected that it has the potential to cause students to become less active in terms of asking, answering, discussing and expressing their opinions.

According to Wafa Khairinnisa et al (Khairinnisa, Nurhasanah, and Maksum 2024b) It is said that there is a significant relationship between the teacher's teaching style and student activeness where an interactive teaching style can increase student participation in learning. A PAK learning activity that is carried out is expected to encourage students to actively ask questions, discuss, give opinions when the teacher asks questions, and be able to connect the material with daily life. In PAK learning, student activity is an important part because the purpose of PAK learning is not just an activity that emphasizes aspects of knowledge, but also plays a role in the formation of students' attitudes, values, morals and spirituality.

Supporting data on student learning activity was obtained through observations carried out during two meetings at the time of data collection. Based on the results of observations of 30 students, in the first meeting there were 8 students who asked questions to the teacher when they did not understand the material, while in the second meeting there were 7 students. Meanwhile, the number of students who expressed their opinions was 6 people at both meetings. The number of students who did assignments according to the teacher's instructions amounted to 22 people in the first meeting and increased to 24 people at the second meeting. The results of these observations showed that student involvement in learning varied according to the activities carried out. Students who did assignments were seen more than students who asked questions to the teacher or expressed their opinions.

PAK learning in grades V and VI is taught by the same teacher. This condition is one of the relevant contexts to examine teachers' classical teaching styles and their relationship with student learning activity, especially in grade V. Based on these phenomena and supporting data, researchers are interested in conducting research on the influence of teachers' classical teaching styles on students' learning activity in PAK learning in grade V at SD Negeri 4 Palangka.On that basis, more in-depth research is needed on the influence of teachers' classical teaching styles on student activity so that more effective learning solutions can be found and in accordance with the characteristics of elementary school students (Hidayat 2026).

Several previous studies have also shown that teachers' teaching styles are related to student activity. However, there are still some limitations that later become gaps in this study. Arifka and Sudrajat also conducted a study conducted at Pakem District Junior High School found that classical teaching style had a correlation of 0.481 with a significance of 0.000 on learning motivation and contributed an influence of 23.1%. This data shows that this teaching style still has a real impact even though it is classified as an old approach (Arifka 2024). Similar symptoms also appear in national literacy achievements, where the results Programs for International Student Assessment (PISA) 2022 recorded that Indonesian students' science scores were only 383. This score shows that Indonesia is far behind the average of OECD countries which reaches 485 (Maula and Harahap 2024). This gap is often associated with the learning pattern used in the classroom which is still dominated by one-way lectures.

Research conducted by Wafa Khairinnisa et al (Khairinnisa, Nurhasanah, and Maksum 2024) with the title "The Relationship between Teachers' Teaching Styles and Students' Learning Activity in Mathematics Learning in Grade V of Elementary School" it is said that there is a significant relationship between teachers' teaching styles and student involvement, but this study focuses more on mathematics subjects. In addition, research conducted by Arabela et al. (AZ 2025) with the title "The Impact of Teachers' Teaching Styles on Students' Learning Activity on PPKn Learning" it is said that there is a relationship between teaching style and student involvement. This study was carried out on PPKn subjects and did not discuss classical teaching styles and elementary school levels specifically.

The novelty in this study is that it focuses on the classical teaching style of teachers on the activeness of students in learning Christian Religious Education (PAK) in elementary schools, especially grade V at SDN 4 Palangka. In the previous research, it focused more on general subjects such as PPKn, PJOK, Mathematics and others and is still limited to the field of Christian Religious Education. Therefore, this research is expected to contribute to enriching the study of classical teaching styles and student activity, especially in the context of learning Christian Religious Education in elementary schools. Thus, based on the description that has been presented, the researcher is interested in conducting a research entitled "The Influence of Teachers' Classical Teaching Style on Student Activity in PAK Class V Learning at SDN 4 Palangka".

METHODS

This study uses a quantitative approach that aims to find out and test the influence of teachers' classical teaching style on students' activeness in learning Christian Religious Education through numerical data and analyzed with statistical procedures. The quantitative approach is an approach used to test a theory through the measurement of research variables using data in the form of numbers, which are then analyzed with statistical techniques so that the relationship and influence between the variables studied can be known (S. Putra et al. 2024)

The variables studied consisted of an independent variable, namely the teacher's classical teaching style (X), and a bound variable, namely student learning activity (Y). The two variables were measured using a questionnaire instrument with a Likert scale to produce quantitative data that could be analyzed using statistical techniques to test the research hypothesis.

The population in this study is all grade V students of SD Negeri 4 Palangka which totals 30 students. All of these students became a population because they have characteristics that are in accordance with the purpose of the research, namely participating in Christian Religious Education learning taught by teachers with a classical teaching style. In this study, because the population is relatively small, the sampling technique used is total sampling, which is all members of the population are used as research samples. According to Arikunto in (Riyanto and Hatmawan 2020) said if a sample is less than 100, it is better to take all and if the number is larger, it can be taken 10-15% or depending on the ability of the researcher and the breadth of the observation area of each subject. The data that has been collected from the questionnaire is then analyzed in stages, starting from descriptive analysis, analysis prerequisites, to correlation tests.

RESULTS AND DISCUSSION

Teachers' Classical Teaching Styles Reviewed from Theory and Problem Background

In the background of the study, it was explained that a teacher-centered teaching style has the potential to make students only recipients of information if the teacher emphasizes too much on the lecture and does not provide space for interaction. However, this is a pedagogical conjecture that needs to be tested based on real learning situations. In this study, the results of the questionnaire showed that the mean classical teaching style was 3.88 with a high category, while observations showed that the teacher was able to organize activities, determine the material, explain systematically, and conclude the lesson. These results show that the classical pattern used in the research class does have a strong direction characteristic from the teacher.

Mohammad Ali's theory as the basis of Chapter II places teachers as the main party who manages and imparts knowledge in the classical teaching style. This main role can provide certainty about the goals and flow of activities, especially for elementary school students who still need examples, instruction, and reinforcement of concepts. However, the benefits of structure cannot be separated from the way teachers provide opportunities for students to process the material. Teachers who are able to explain clearly but rarely provide opportunities

to ask questions can produce an orderly class without ensuring that all students are actively involved.

Patall et al.'s (2024) research, through a meta-analysis of the structure provided by teachers, found that learning structure has a positive relationship with student engagement. The study helps to explain that teacher direction does not have to conflict with active learning. However, structural support needs to be provided through steps that help students understand what needs to be done, why the task is important, and how they can improve the outcome. Thus, structure is not merely a control, but a support for students' ability to participate in learning.

Patzak and Zhang (2025) further concluded that support for student autonomy and the provision of a learning structure should be combined. These recommendations are relevant for PAK learning at SD Negeri 4 Palangka. Teachers can still explain the story of the Good Samaritan in a directed manner, but afterwards students are given the opportunity to choose examples of helping actions, convey reasons, and discuss appropriate decisions. In this way, the classical style still has clarity of direction, while students' activeness develops through opportunities to think and speak.

Student Learning Activity and Unequal Participation

The student learning activity in this study obtained a mean of 3.86 and was included in the high category. However, there were differences in assessments between points, such as Y.18 which was in the low category, and Y.5 and Y.14 were in the medium category. This condition shows that a positive assessment of the learning process cannot be directly translated as the success of all indicators of activity. In the context of class V, a student can complete a task well but has not dared to speak when he feels that he does not understand something.

The theoretical study of activeness according to Sardiman, Sudjana, and Paul B. Diedrich's classification emphasizes that students are engaged through reading, listening, writing, asking questions, discussing, and processing information mentally. The observational findings support the importance of distinguishing these forms of involvement. In the two sessions, the activities of doing assignments and exercises were seen more often than asking questions or expressing opinions. This suggests that the ability to follow instructions has been seen to be better than the courage to express one's thoughts openly.

This difference is a bridge to explain the problems raised in Chapter I. Initial observations illustrate the presence of active students and students who tend to be passive. The results of subsequent observations show that the imbalance can be seen especially when the form of activeness requires verbal initiative or self-reflection. Therefore, the assessment of activeness should not only be done by asking whether students are doing the task, but also whether they understand the reason for an answer, dare to ask for help, and are able to relate the material to personal experiences. (Vargas Madriz, Konishi, and Wong 2024) through meta-analysis, it is explained that teacher support is related to involvement in school, but the strength of the relationship can differ according to the type of support and the dimension of

involvement. This explanation shows that effective support needs to be adjusted to the form of engagement to be grown. If teachers want to increase the courage to ask questions, teachers need to display an attitude that accepts questions and provides time to think. If you want to improve your problem-solving skills, teachers need to provide problems that are appropriate to students' experiences and space to explain their thinking process.

The Meaning of the Positive Relationship between Classical Teaching Style and Active Learning

The regression results that resulted in a coefficient of 1.032, t count 5.871, and a significance of less than 0.001 provided empirical support for the research hypothesis. In a sample of grade V students of SD Negeri 4 Palangka, the classical teaching style score had a positive and statistically significant predictive relationship with the learning activity score. These findings also show that background assumptions about the possible negative impact of one-way learning cannot be automatically applied to all classical teaching practices. The relationship seen in the research class was positive.

These results do not mean that the more dominant the teacher is in all circumstances, the more active the students are. The classical style instruments in this study also include elements that have the potential to support students' understanding and response, such as real examples, regular explanations, questions, and affirmation of subject matter. Therefore, the positive relationship can be read as a sign that the teacher's direction that is considered good by students goes hand in hand with a relatively active learning experience. However, this study does not separate the influence of each indicator so that it cannot be sure which indicator individually causes the most active changes.

The findings of the study are in line with (Khairinnisa, Nurhasanah, and Maksum 2024) which reports a significant relationship between teachers' teaching styles and the mathematics learning activity of grade V elementary school students. The similarities between the two studies are attention to teaching style and student involvement in basic education. The difference lies in the subject, the form of the teaching style emphasized, and the school context. Therefore, the similarity of results can strengthen the relevance of the topic, but it is not appropriate to assume that the two studies test identical treatment.

In the scope of Christian Religious Education, it was shown that the use of problem-based learning was positively related to the learning activity of PAK in grade VIII students. The approach they studied differed from the classical style because it emphasized more problem-solving activities (C. W. Purba et al. 2024). Nevertheless, both showed that the choice of teaching strategy was related to student involvement. Meanwhile, this study provides additional perspective that teacher-led teaching can also run in the direction of activeness, as long as it does not close the opportunity for interaction.

Previous research that has been written in Chapter II, as well as (Manurung et al. 2024) linked the teaching style of PAK teachers to learning motivation, while the current research focuses more on activeness that is measured through questionnaires and observed in classroom activities. The difference in these bound variables needs to be emphasized so that

the discussion does not confuse motivation, learning outcomes, and activeness. Motivation can be one of the conditions that support activeness, but the two concepts are not the same and are not tested as separate relationships in this research model.

Interpretation of Determination Coefficients and Other Factors Outside the Model

The R Square value of 0.552 indicates that about 55.2% variation in student learning activity scores can be explained by a model that uses the teacher's classical teaching style score as a single predictor. This number answers the formulation of the second problem as well as provides an overview of the magnitude of the statistical relationship found. This value is quite significant for the research context in one class, but it still needs to be interpreted by paying attention to the sample size and non-experimental design.

The 44.8% variation that has not been explained by the model cannot be directly stated as the influence of motivation, family, media, or certain other factors. In CHAPTER II, it is explained that active learning has internal and external factors, such as attention, interests, initial knowledge, teaching methods, social relationships, and the classroom environment. However, this study does not include these factors as independent variables in the regression, so their respective contributions cannot be calculated. This statement is important so that the results of the study do not exceed the limits of the available data.

For further research development, the R Square value also provides a reason to expand the model. For example, follow-up research can measure teacher support, learning motivation, classroom climate, or speaking opportunities as separate variables. This step will help answer not only whether teaching style is related to activeness, but also through what kind of process those relationships are formed. However, the need for follow-up research does not mean that the research results are now weak; rather, clearly recognized limitations make the conclusions more accountable.

Contribution of Observation in Explaining Statistical Results

Teacher observations show that the main strength of teaching lies in classroom management and systematic delivery of material. Meanwhile, student observations show that instruction-guided activity is more common than verbal initiative. This pattern provides a contextual explanation for positive regression outcomes: strong briefing can help many students participate in activities, but it is not necessarily enough to foster the courage to ask questions and opinions evenly.

The relationship between questionnaire and observation can be understood as two complementary points of view. The questionnaire shows the student's overall assessment of the learning experience, while the observation shows a specific event at the two meetings. The positive result of the questionnaire does not invalidate the finding that a particular student is not active, just as a lower observation score does not invalidate the correlation value that has been calculated based on the questionnaire. Each has a different function in explaining learning.

Research by Putri et al. (2026) in elementary schools in Indonesia discusses the importance of teachers' question strategies in building student engagement. Although her

research takes place in English learning, the pedagogical message is relevant to the interpretation of PAK question and answer activities: questions can be used to check understanding or invite students to give reasons for their answers. Teachers can avoid dependence on students who always raise their hands by giving time to think, using paired discussions, and choosing responses in a fair way.

Specifically, in the material Luke 10:25–37 the teacher could ask why the character in the story chose to help someone in need and what similar actions the students could take at school. In the Galatians 6:2 material, the teacher could ask students to share real-life examples of helping one another, and then explain why the action reflected the message of the verse. Simple questions like these allow students to relate stories and concepts to personal decisions. The practice is in keeping with the purpose of the PAK which seeks to develop knowledge as well as attitudes and actions based on Christian values.

Implications of Research Results for Christian Religious Education Learning

A key implication of the study is the need to combine clarity of learning structure with more equitable opportunities for student participation. Classical teaching styles can continue to be used when teachers must introduce the content of the teaching material, organize activities, or affirm the main message. However, after such explanations, teachers need to ensure that students do not stop at listening or copying. Students should have the opportunity to ask questions, discuss difficulties, give examples from experiences, and express conclusions in their own language.

Teachers can develop learning through simple stages and can be done without special technology. At the beginning of learning, the teacher conveys the purpose and relates the material to the child's experience. When the explanation takes place, the teacher inserts a spark question whose answer is not just one word. After that, students are given time to think on their own or discuss with their partner before responding in front of the class. At the end of the lesson, the teacher can invite students to write down one thing they have understood and one thing they still want to ask. This stage maintains the classical flow, but provides a wider space for student activities.

Special attention needs to be paid to students who have not been seen participating. Teachers can observe changes in behavior in more than two meetings, record the types of engagement that arise, and provide reasonable mentoring without embarrassing students in front of their peers. In this way, learning success is not only measured by orderly classes and completed assignments, but also by students' increased opportunities to understand, convey ideas, and apply PAK teachings.

Damayanti and Susanti (2026) discuss learning involvement as an important part of learning Christian Religious Education in elementary schools. The study supports the idea that PAK learning activities should provide experiences that allow students to relate the content of lessons to the development of attitudes and character. However, this study itself did not test long-term character changes. Therefore, suggestions about developing loving and helping attitudes are positioned as learning implications, not as impacts that have been directly proven

through research.

Research Limitations

The results of the study need to be read with some limitations. First, the main data came from 30 students in a class at one school. The use of all members of the class population made the results describe the respondents studied, but it did not automatically apply to all elementary school students. Second, the research design was non-experimental so that the regression coefficient could not be interpreted as evidence of causation that had been isolated from all other factors.

CONCLUSION

Based on the results of data analysis and discussion on the influence of teachers' classical teaching styles on students' learning activity in PAK class V learning of SD Negeri 4 Palangka, it can be concluded that 1) There is a positive and significant influence of teachers' classical teaching style on student learning activity in PAK class V learning at SD Negeri 4 Palangka. The results of simple linear regression analysis showed a regression coefficient of 1.032 with a significance value of < 0.001. Because the significance value is smaller than 0.05, H_0 is rejected and H_1 is accepted. Thus, the teacher's classical teaching style affects student learning activity. This means that the better the application of the teacher's classical teaching style, the more students' learning activity tends to increase. The teacher's classical teaching style has a positive and significant effect on the learning activity of students in PAK learning class V at SD Negeri 4 Palangka. 2) The teacher's classical teaching style contributed 55.2% to the variation in student learning activity in PAK class V learning at SD Negeri 4 Palangka. This is shown by the value of the determination coefficient (R Square) of 0.552. This value shows that 55.2% of the variation in student learning activity can be explained by the teacher's classical teaching style, while the remaining 44.8% is related to other factors outside the variables studied. Thus, the teacher's classical teaching style is one of the factors that contribute to student learning activity, but it is not the only factor that determines student learning activity.

For future researchers, the study could be extended to more than one school with a larger number of respondents, using a separate instrument test sample, and including other variables such as learning motivation, media use, teacher-student relationships, classroom climate, or peer support. Longitudinal, quasi-experimental, or mixed methods can also be used to obtain a stronger explanation of the mechanisms that link teaching style to student activity.

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