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**SOLUTIONS OF ISLAMIC LESSON LEARNING IN INTEREST  
PROBLEM BY USING VARIETY OF TEACHING STYLE**

SRI HERLINA<sup>1</sup>

<sup>1</sup>SEKOLAH DASAR NEGERI 03 PONTIANAK TIMUR

<sup>1</sup>sriherlina779@gmail.com

**Abstract**

This study is based on indications that the level of interest in learning students towards Islamic Religious Education (PAI) subjects is still low before getting action. Then after it is known that the low interest in learning, then researchers offer solutions with the concept of Teaching Style Variations. Researchers use Class Action Research (PTK) with quantitative approach. As for the data collection techniques in this study, researchers used three techniques, namely observation, questionnaire and documentation. Observations used by researchers are observation sheets related to Variations in Teaching Style. Based on the results of the data analysis, it can be concluded that, The Interest of Learning Grade II Students in Islamic Religious Education Subjects (PAI) before getting action (Through Variations in Teaching Style) is still low, which is 29.75%. But once they get a Variety of Teaching Styles or actions in the first cycle the student's interest level gets better, even the change in the student's increases cyclically, which is 60.25%. Or their interest increase by 30.5%. This shows that with the implementation of Teaching Style Variations are useful to increase the interest in learning. Keywords: s; Variations of Teaching Style; Islamic Education, SDN 03 Pontianak Timur.

**INTRODUCTION**

Teacher is a professional position that carries out a mission of devotion in realizing the quality of Human Resources (HR) and even as worship that may be of higher value than other positions.

It was discovered by various studies (Suryadi, 2003:2) that teacher professionalism is consistently one of the most important factors that determine the quality of education. In those studies, professional teachers were able to effectively teach students in accordance with resource and environmental constraints. But to produce a professional teacher is also not an easy task.

The student's learning style is different or different ways of learning. Some students can learn very well just by

looking at others. Some like the presentation of detailed information. Some people like to write the words of the teacher. Some learn by way of a calm atmosphere and are rarely disturbed by noise. That's why the job of a professional teacher here is required. It is required to teach better, so that it can create a pleasant atmosphere of teaching and can be accepted by all students with pleasure. In addition, teachers are required to be able to use variations in teaching styles so as not to create boredom in students while following the learning process. What are Teaching Style Variations?

According to Pius A Partanto and M. Dahlan (1994: 773) Variations are interspersed; alternating; turnover; change. Departing from the meaning of variations as expressed by Partanto above, then what

is meant by variations in this study is a change that is alternating in the teaching process conducted by PAI teachers in order to increase the of learners.

While *berg's* teaching style (1996:123) is something teachers do to their students as a learning event that can be done well or badly. If the teacher's teaching style is not good, it will certainly harm the development of learners. Conversely, if the teacher's teaching style goes well, it will certainly help the student develop his abilities and potentials.

In general, a teacher can reflect his teaching style between two poles: *traditional* and *progressive*. Marsigit (1996: 63) provides traditional and progressive teaching characteristics. The characteristics of traditional teaching styles, namely: teachers as givers, students are passive, socioeconotheral students are not noticed and less encourage creativity learners. While the characteristics of progressive teaching, namely: teachers as mentors, active students, socio-emotional students are very concerned, and teachers encourage creativity of learners.

According to Uzer Usman, (1996: 45) variation is a teacher activity in the context of the teaching and learning interaction process aimed at overcoming boredom of students, so that in the situation of teaching and learning. Students always show perseverance, enthusiasm and full participation. From the above definition, it can be concluded that the variation in teaching style is a change in the behavior, attitude and actions of teachers in the context of teaching and learning that aims to overcome the boredom of learners, so that students have a high interest in learning the lesson. And this can be proven through their perseverance, enthusiasm, activeness in learning and following the lessons in class.

Teaching style is a way used to convey information or messages from teachers to students (Priyono, Marwati, and Anggraini 2018). Teachers in the implementation of learning activities have

their own characteristics called teaching style. Mulyasa (2010:11) states that "the nature of the teacher's teaching style is the way or strategy of information that the teacher has to the learner". A teacher must master the leadership in various teaching styles and must be able to perform various roles and be able to determine the most suitable teaching and learning methods (Nasution, 2005: 115).

From the explanation above, it can be concluded that the variation of the teacher's teaching style is a change or change in strategy, behavior, attitude and actions performed by the teacher in carrying out the teaching process, especially regarding the face or mimicry, the position of the standing, the look of the eyes, sounds and movements that look harmonious at the time of teaching in the classroom.

The objectives of teaching style variation according to Ana Rosilawati (2008: 109-111) include: Improving and maintaining students' attention to the teaching and learning process. In the teaching and learning process, students' attention to the subject matter provided by the teacher is a very important issue, because with that attention will support the achievement of learning objectives that will be achieved.

This variety of teaching styles is also important to overcome or avoid the boredom of learning from learners. The boredom of the students can be from the factors of the way the material is delivered by the teacher, it could be that the teacher is not mastering the material, the teacher does not interact with the learner, the teacher is not friendly or from the factors of the teacher himself who is uncomfortable to be seen by the student. Therefore, advice for all teachers, so that appearance is also noticed when teaching, be it clothes or makeup, but that does not mean to menor. But it must be pleasant to look at or fit in appearance.

Teaching requires teachers to work for the success of their students, so that the progress of students becomes the point of attention of the teacher. Rasulullah SAW. applies teaching that is very attentive to the development of students (friends), so that they do not feel tired in learning, implied in the hadith:

عن ابن مسعود قال : كان النبي صلى الله عليه وسلم. يتحولنا بالموعظة فى الايام كرامة السامه علينا (الحديث)

meaning: *Narrated from Ibn Mas'ud said: The Prophet (pbuh) intermittently in giving lessons in order to avoid boredom. (H.R. Bukhari).*

According to Uzer Usman (2000: 85) the principles to be observed in the use of variations are: a) Variations should be used with a specific purpose relevant to the purpose to be achieved. In using variation skills should all kinds of variations be used. In addition, there should also be a variation in the use of components for each type of variation, especially the use of variations in teaching style, in varying must be adapted to the lesson material to be delivered in order to attract students to pay attention or listen to the teacher's explanation. b) Variations should be used smoothly and continuously, so as not to damage the attention of students and not interfere with the teaching and learning process. c) Well planned and included in the learning plan. In addition, Uzer Usman (2000; 85-87) divides aspects of teaching style variations on 3 aspects namely: 1) Variations in teaching style. 2) Variations in using media. 3) Variations in interaction between teachers and learners.

Of these three aspects, the author only discusses or elaborates on variations in teaching styles. These variations basically include Variasai sound, variations in limb movement and variations in positional displacement in the class. For students the variation is seen as energetic, enthusiastic, vibrant and all have relevance to the

learning outcomes. With these variations in teaching style, it will make students feel interested in the appearance of teaching teachers. Ana Rosilawati (2008: 113-114) explains the variety of teaching styles this teacher includes:1) **Sound variations.** Sound variation is the change of sound from loud to weak, and high to low, from fast to slow. The teacher's voice at the time of explaining the subject matter should vary, both in intonation, volume, tone and speed. Teachers should use a variety of sounds tailored to the situation and conditions. So the teacher's voice always changes, sometimes it rises, sometimes fast, sometimes slow, sometimes low (slowly). 2) *Focusing.* In order to ensure good learning outcomes, students must have attention to the materials they teach, if the material delivered by the teacher is not a concern of students, then it can cause boredom, so it no longer likes to learn. 3) Silence or silence of teachers (*Teaching Silence*). Silence is a state of sudden silence for the sake of the teacher in the middle of explaining something. The presence of silence is a good tool to attract the attention of students. With a quiet state or silence of the teacher can suddenly cause the attention of the learner, because the student knows what happened and so after the teacher gives questions to his students, it is good to be given time to think by giving silence so that the student can recall information that he may have memorized, so that he can answer the teacher's questions well and precisely. 4) *Eyecontact*. When the teaching and learning process takes place, do not let the teacher duck or look at the ceiling and do not dare to make eye contact with the students and do not let the teacher only make contact with one student continuously without paying attention to the other students. otherwise when the teacher speaks or explains should direct his or her views throughout the class or students. 5) **Body movement (gerturing)** and **facialmimicry.** Variations in the teacher's facial expressions, head movements, hand movements and other

limbs are very important aspects in communicating, the point of which is to attract attention and to convey the meaning of oral messages intended to clarify the delivery of material. However, a movement in the teaching and learning process that the teacher does when describing the material, must be relevant to the material presented and it should not be too excessive. 6) **Change of position.** The transfer of the teacher's position in the classroom can help in attracting the attention of students, it can also improve the personality of the teacher and should always be remembered by the teacher, that the transfer of positions should not be done excessively. The shift of the teacher's position by walking backwards in a timely manner, sideways at another time, and then back to the front of the class, can be used to maintain the attention of the learner.

To be able to see the success of the teaching and learning process, all factors related to teachers and students must be considered. Starting from the behavior of the teacher in teaching to the behavior of students as a reciprocity of the results of a teaching. The student's behavior during the teaching and learning process may indicate the student's interest in the lesson or vice versa, he or she is not interested in the lesson. It is this student's interest that is one of the signs of interest.

In this case interest is an important foundation for a person to do activities well. As a psychological aspect interest can not only affect one's behavior, but can also encourage people to keep doing and gaining something. This was in line with what S. Nasution said (1998: 58) that the lesson would go smoothly if there was interest. In learning activities, interest has a very important role. As revealed by Usman Efendi and Juhaya S Praja (1993: 122) that learning with interest will be better than learning without interest. Because students who have an interest in students who have no interest in learning will have a difference. The difference is evident with continuous perseverance. Students who have an

interest will continue to be diligent when studying, while students who do not have an interest even though he wants to learn but he does not continue to be diligent in learning.

According to M. Alisuf Sabri (1995: 84) Interest is a tendency to always pay attention and remember something continuously, this interest is closely related to the feeling of pleasure, because it can be said that interest occurs because the attitude of pleasure to something, the person who is interested in something means he is happy with something.

According to Muhibbin Shah (2001: 136) Interest is .tendency and high excitement or a great desire for something. According to Ahmad D. Marimba (1980: 79) Interest is the mental tendency to something, because we feel there is an interest with something, generally accompanied by a feeling of pleasure in something.

Another definition stated by Slameto (1995:13) is that " Learning is a process to gain interest in knowledge, skills, habits and behaviors. Learning is an effort to acquire habits, knowledge and attitudes. Efforts made by a person who learns to acquire the above habits, knowledge and attitudes are done in certain ways, so that the obstacles found in the learning process can be overcome, so that it will cause a change in him in reacting to the learning situation experienced. If the learning situation is in accordance with the expectations concerned, then there is a slight change in him both in his behavior, behavior and psychomotor."

According to Tatan and Teti (2011:73), "Learning always involves changes in the individual such as maturity of thinking, behaving or maturity in making decisions and choices". The results of learning obtained by humans with other creatures such as animals will be different, in humans the results of learning will continue to experience changes and developments, while in other beings do not experience changes and developments

optimally as is the case in humans (Lestari 2013).

While Hakim (2005) writes that learning is a process of change in human personality and the change is shown in the form of improving the quality and quantity of behavior such as improving skills, knowledge, attitudes, habits and other abilities.

From this understanding can be concluded that the interest in learning is a tendency or high desire with a sense of pleasure to always pay attention and remember something continuously in the process of changing the ability both the quality and quantity of students. Interest in learning will arise when getting external stimuli. And the tendency to feel attracted to a field is sedentary and feel a feeling of pleasure when he is actively involved in it. And this feeling of pleasure arises from the environment or comes from an interesting object. With this explanation, if a teacher wants to succeed in doing teaching and learning activities should be able to provide stimulation to the student so that he is interested in following the teaching and learning process. If the student already feels interested in taking the lesson, then he will be able to understand easily and vice versa if the student feels no interest in doing the learning process he will feel tormented following the lesson.

Crow and Crow (Prima Dwi Utama, 2009: 15) suggests aspects of interest (Herzanzam 2018) consists of: (1) Interest or pleasure. Attraction arises because the object is perceived to be meaningful to the individual concerned. The pleasure of the lessons that will later have a big effect on the learner's learning, if the material studied is not appropriate then the student will not learn as well, because there is no attraction for him to learn it. (2) Attention. Attention is the activity that a person undertakes in relation to the selection of stimuli coming from his environment (Slameto, 2003: 105). This means that students who have an interest in the subject will focus their entire attention on all things related to the lesson.

(3) Consciousness. Consciousness is a cognitive aspect in an individual to participate in learning activities without coercion and know what is felt and use his feelings to guide in decision making and have confidence in his abilities in learning activities.

(4) Concentration. Concentration is to focus all thoughts focused on a particular object related to learning activities. Students who have an interest in the lesson will try to put aside all problems or thoughts that could interfere with their concentration in learning the lesson.

Sri Esti Wuryani Djiwandono (2002: 365) stated that there are a number of ways to find out the interests of students, one of the most direct way is to ask the students themselves, can be by questionnaire, or talk to them. Thus, aspects of can be known through observation of attitudes that students like to do during the learning process, ask questions or speak directly to students themselves or can be by giving questionnaires filled directly by students.

In the large dictionary Bahasa Indonesia (1991: 329) indicator is a monitoring tool (something) that can provide instructions / description. In relation to students' interests, the indicator is as a monitoring tool that can provide clues in the direction of interest.

With regard to interest indicators, Nurhidayati (2006: 15) said that there are several indicators of students who have a high interest in learning this can be recognized through the learning process in class or at home, as follows: (a) Feeling Happy. A student who has feelings of pleasure or likes pai lessons for example, then he must continue to study the science related to PAI. There is absolutely no feeling of being forced to study the field. (b) Attention to Learning. The presence of attention is also one of the indicators of interest. Attention is the concentration or activity of our soul to observation, understanding, and so on by putting aside others than that. A person who has an

interest in a particular object will pay attention to it by itself. For example, a student is interested in PAI lessons, so he tries to pay attention to the explanations of his teacher. (c)Tendencies. Not all students like a field of study because of their own interest factors. There is a tendency to develop an interest in the subject area because of the influence of the teacher, classmates, interesting subject matter. As stated by Brown quoted by Ali Imran (1996: 88) as follows: "Interested in teachers, meaning not to hate or be indifferent, interested in the subjects taught, have a high enthusiasm and control his attention especially to the teacher, want to always join the class, want his identity known by others, his habitual and moral actions are always in self-control, always remember the lesson and relearn it, and always controlled by his environment".

Then there are several factors that can affect students' s, among others: (1) Motivation. A person's interest will be higher when accompanied by motivation, both internal and external. According to D.P. Tampubolon (1993: 41) interest is a combination of desire and ability that can develop if there is a motivation of a student who wants to deepen the Science of interpretation for example, will certainly be directed interest to read books about interpretation, discuss it, and so on. (2) Learning. Interest can be obtained through learning, because by learning students who initially did not like a particular lesson, over time due to increased knowledge about the lesson, interest grows so that he will be more actively studying the lesson. This is in accordance with the opinion of Singgih D. Gunarsa and Mrs. Singgih D.G (1983: 68) that interest will arise from something known and we can know something by learning, therefore the more learning the wider the field of interest. (3) Lesson Materials and Attitudes of Teachers. Lessons that do not interest students will certainly be ruled out by students, as has been signaled by Slameto (1991: 187) that interest has a huge influence on learning,

because if the materials learned are not in accordance with the interests of students, then students will not learn as well, because there is no attraction for him. (4) Teacher's Attitude. Teachers are also one of the subjects that can stimulate and arouse the learner's . According to Kurt Singer (1987: 93) Teachers who successfully foster the willingness to learn their students, means to have done the most important things that can be done for the benefit of their students. Teachers who are clever, kind, friendly, disciplined, and loved by students have a huge influence in generating the interest of students. (5) Social Friends. Through association one will be able to be influenced by the direction of interest by his friends, especially his close friends. Especially for teenagers, the influence of these friends is huge because it is in the association that they cultivate the person and do activities together to reduce the tension and shaking they experience. (6) Environment. This is affirmed by the opinion expressed by Crow & Crow (1988: 352) that interest can be gained from the environment in which they live. The environment plays a role in the growth and development of children. The environment is a family that nurtures and raises children, a school where to educate, a community where to hang out, as well as a place to play daily with the state of nature and climate, flora and fauna the small influence of the environment on growth and development depends on the environmental state of the child itself and its physical and spiritual. (7) Ideals. Every human being has aspirations in his life, including the learners. Goals also affect the s of learners, even ideals can also be said to be the embodiment of one's interest in the prospects of future life. (8) Talent. Through talent one will have an interest. This can be proven by example: if a person from childhood has a talent for singing, indirectly he will have an interest in singing. Therefore, in providing a choice of both schools and other activities should be tailored to the talents owned. (9) Hobbies.

For everyone hobbies is one of the things that cause the onset of interest. For example, a person who has a hobby towards mathematics then indirectly in him arises an interest to pursue mathematics, as well as other hobbies. Thus, hobby factors can not be separated from the interest factor. (10) Mass Media. What is displayed in the mass media, whether print or electronic, can attract and stimulate the audience to pay attention and imitate it. The influence concerns terms, lifestyles, values, and also behaviors of all days. Audience interest can be directed at what is seen, heard, or gained from the mass media. (11) Facilities. Various facilities in the form of facilities and infrastructure, both at home, in school, and in the community give a positive and negative influence. For example, if facilities that support complete educational efforts are available, then there is an interest in the child to add insight. But if the existing facilities actually erode the interest in education, such as the spread of entertainment venues in major cities, of course this has a negative impact on the growth of interest.

## **METHOD**

The method used in this study is class action research method (PTK). According to Purwadi quoted by Sukidin et al (2007: 10) Class Action research (PTK) or *classroom Action Research* (CAR) is a form of research conducted by teachers who solve problems faced in carrying out their basic tasks, namely managing the implementation of teaching activities. In line with the above understanding, Susilo (2007: 16) explained that Class Action Research (PTK) is research conducted by teachers in the classroom or in schools where teaching, with an emphasis on improving or improving practices and processes in learning.

According to Stephen Kemmis as quoted by D. Hopkins in his book entitled *A Teacher's Guide to Classroom Research*, states that action research is: *a form of self-reflective inquiry undertaken by*

*participants in nality and of (a) their own social or educational practices justice (b) their understanding of these practices, and (c) the situations in which practices are carried out.* Briefly PTK is a form of study that is reflective by the perpetrators of actions, to improve the rational stability of their actions in carrying out tasks, deepen understanding of the actions carried out, and improve where learning practices are implemented (SUBADI 2010).

While PTK (Class Action Research) aims to improve the quality of teachers related to improving the quality of content, input and expenditure (in-put and out-put) process, and learning outcomes. Fostering a culture of researching teachers to be more proactive in finding solutions to learning problems. Growing and improving productivity research teachers, especially in finding solutions to learning problems. Improve collaboration between teachers in solving learning problems.

This study agrees with (Sulfemi 2019) The data obtained by researchers collecting data used by researchers is by observation, interview and documentation. The data collected in each research activity from the implementation of the research cycle were analyzed descriptively using percentage techniques to increase the interest of grade II students in Islamic Religious Education. In class action research (PTK) it should take a minimum of 2 to 3 months, in order to complete some subjects of Islamic Religious Education (PAI) subjects. In this study, researchers tried to do one cycle assuming that after the action (Variation of Teaching Style) the interest in learning of grade I students in islamic education subjects is increasing.

From the results of the above analysis, then in this class action study found the following: (a) Student Interest before getting a variation of teaching style that is, from the teacher is still low. Thus can student is low. (b) In cycle 1 of PTK activities it can be known that students have changed or improved. However, in the process of implementation there are still shortcomings, such as the absence of harmony between facial expressions and sentences or language used it occurs because it is not used to use variations of sound, silent variations and so on. The result is a mistake between ideal desire and reality in the classroom.

## **Results And Discussion**

### **A. Research Results**

Based on the above theories, namely about the interest in learning. The interest in learning is the spirit of students in following the teaching and learning process so that it affects their level of achievement. To arouse the interest in learning students in theory can be done naturally means that the interest arises from the awareness of the student itself (*inherently*) of the importance of the object or lesson that is being followed or the so-called internal factors. And in order to generate interest in learning, students need stimulus or stimulation from outside parties, either from the school or classroom environment, or the family or community environment.

As part of external factors in students in raising their passion and interest, teachers are expected to play an active role in making various efforts to overcome student problems, especially those related to saturation in following the teaching and learning process or low interest in learning learners. Based on the results of the analysis of data and research findings above, about the Interests of Learning students experienced a positive increase.

### **A. Cycle Discussion**

Departing from the results of the student's answer, the researchers considered the need for Variations in

Teaching Style that must be done by teachers so that there is no saturation in the students. To realize these variations, researchers and teachers are collaboratively taking action with several stages of action implementation that include: planning stage, action execution, observation, and reflection. Actions that have been done in 1 cycle, will researchers describe as follows:

#### **1. First Cycle**

##### **a. Action Planning**

This stage begins by preparing all the tools needed in the implementation of actions in the form of: learning design, and evaluation tools. The learning design in question is the use of Teaching Style Variations in the form of, sound variations, concentration of students' attention, silence, contact, gestures, facial expressions, and changes in teaching positions

For this initial stage create a learning plan using Teaching Style Variations. The learning plan in question is made in the form of Observation Guidelines and Interest Scale Questionnaires, in the first cycle and will be carried out in the second cycle if there has not been an increase in the interest in learning that is cyclical in the first cycle.

##### **b. Implementation of Actions**

The first action is performed approximately one month according to a predetermined schedule, namely at the time of lesson hours. And as for the material taught, according to the teaching book used by the teacher. The variations in teaching style include: (1) sound variations. (2) Concentration of students' attention. (3) Silence. (4) Contact view. (5) Body movements and facial expressions. (6) Change of position

##### **c. Observation**

From the observation of the learning activities that took place in



the classroom in the first action can be explained that the teaching and learning process conducted using variations in teaching style has been relatively good at the first meeting and is getting better at the next meeting. However, because the variation of teaching style in writing is a new thing, then from the observation there is a discrepancy between the facial expressions and the content of the language or explanation of the teacher. In addition, there are stages, which researchers do are: (1) Data Inspection. Before the data analysis in the first action is done, then first the examination of the data to be analyzed. Based on the number of students and their participation in the teaching and learning process as described, it can be explained that the complete data without any loss, so that further analysis can be done. (2) Descriptive Analysis. To see the effectiveness of the implementation of actions with Variations in Teaching Style to The Interests of Learners, then dipaparkan results of actions and questionnaires that have been disseminated to students. And the indications of changes or influences of Teaching Style Variations on s can be seen in the changes in mental attitudes reflected through observations in the classroom and questionnaires.

d. reflection

As something new, the possibility of mistakes and irregularities in carrying out actions (Variations of Teaching Style) is greater. This assumption has been predicted by researchers before. At the time of action what is feared to occur, namely the irregularities and mistakes in applying variations in teaching style. Therefore, with reflection, improvement efforts can also be made after the giving or

implementation of actions. Reflection is done by the teacher concerned as a collaboration partner. However, overall in this cycle has achieved the goal, namely a change in so that no more second cycles are needed.

### **CONCLUSION**

Variations in the teacher's teaching style are changes or changes in strategies, behaviors, attitudes and actions performed by teachers in carrying out the teaching process, especially regarding the romance of the face or nose, the position of the standing, the look of the eyes, sounds and movements that look harmonious at the time of teaching in the classroom.

Interest in learning is a tendency or high desire with a sense of pleasure to always pay attention and remember something continuously in the process of changing the ability of both the quality and quantity of the student.

Variations in Teaching Style can be a solution to overcome problems in learners' s. This conclusion can be explained as follows: (1) Before the action is carried out the level of of students is still low. (2) After the action in the first cycle the student's level changes significantly or their level is higher. When compared to Learning interest students before being given action. (3) The result of the improvement of Learning interest after measuring the level of significance in learners, so that it can be stated that variations in teaching style of teachers are successful. And then from that significant increase, researchers considered there was no need for a second cycle.

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